

Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

&

Sheridan College Institute of Technology and Advanced Learning

ONTARIO'S VISION FOR POSTSECONDARY EDUCATION

Ontario's colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's creative economy.

SHERIDAN COLLEGE VISION/MISSION

Vision

To become Sheridan University, celebrated as a global leader in undergraduate professional education.¹

Mission

Sheridan delivers a premier, purposeful educational experience in an environment renowned for creativity and innovation.

PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (Ministry) and Sheridan College Institute of Technology and Advanced Learning (the College) outlines the role the College currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the Ministry's Differentiation Policy Framework.

The Strategic Mandate Agreement (SMA):

- Identifies the College's existing institutional strengths;
- Supports the current mission and mandate of the College within the context of the *Ontario Colleges of Applied Arts and Technology Act, 2002*, and outlines how the College's priorities align with Ontario's vision and Differentiation Policy Framework; and
- Informs Ministry decision making through greater alignment of Ministry policies and processes to further support and guide the College's areas of strength.

1. The Ministry recognizes that Sheridan College's vision statement is aspirational. The Ministry notes that the mandate of all Ontario Colleges, including Sheridan, continues to be the provision of career-oriented, postsecondary college education and training, including apprenticeship.

The term of the SMA is from April 1, 2014, to March 31, 2017. The SMA proposal submitted by the College to the Ministry has been used to inform the SMA, and is appended to the agreement.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect commitments made in the SMA. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

SHERIDAN COLLEGE KEY AREAS OF DIFFERENTIATION

- Sheridan offers programs that support economic and social development by collaborating with municipalities, communities, and industries on applied research and educational programming, with a focus on advanced manufacturing, pre-visualization, creative aging, and mobile innovation.
- The College has a Creative Campus philosophy that is based on the premise that creativity resides in people, programs, place, and space, and in everyday institutional processes.
- Sheridan's Faculty of Animation, Arts and Design is world renowned for creative excellence and innovation.

ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK

The following outlines areas of strength agreed upon by the College and the Ministry, and the alignment of these areas of strength with the Ministry's Differentiation Policy Framework.

1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT

This component highlights institutions' collaborative work with employers, community partners, and regions, or at a global level, to establish their role in fostering social and economic development, and serving the needs of the economy and labour market.

1.1 Areas of Institutional Strength

- Sheridan collaborates with three municipalities across its three campuses in Brampton, Oakville, and Mississauga, contributing to the revitalization of local industries and communities while supporting experiential learning opportunities for learners through its partnerships.
- All full-time programs have Professional Advisory Councils whose members, drawn from relevant industries/sectors, provide insight and input into curriculum to ensure currency with industry requirements and trends.
- Sheridan has developed career-planning tools to enhance and support the ability of students to make informed choices about their potential career paths (e.g., tools

such as online career exploration, a career-planning course, and dedicated career counsellors).

- The College indicates that in 2013 Sheridan was named as number one in applied research among Ontario colleges, and number six in Canada, by Research Infosource Inc. In 2013-14, Sheridan students and faculty members were involved in 225 applied research projects that supported more than 122 organizations.

1.2 Additional Comments

- The Ministry notes that in 2012-13 Sheridan’s graduate employment rate was 81.8% (the sector average was 82.6%).
- The Ministry notes that in 2012-13 Sheridan’s rate of employment in a related field was 42.2% (the sector average was 45.1%).

Institutional Strategies

- The Ministry notes that Sheridan plans to continue its collaborative projects with the Halton Region, Town of Oakville, Brampton, and Mississauga.
- The Ministry notes that as part of the Phase 2 building plan of the Hazel McCallion Campus, the College plans to incorporate a Centre for Creativity, an office for undergraduate applied research, and related facilities.
- Sheridan has the following centres of excellence dedicated to applied research:
 - The Screen Industries and Research Training Centre
 - The Centre for Elder Research
 - The Centre for Advanced Manufacturing and Design Technologies (CAMDT)
 - The Centre for Mobile Innovation

1.3 Metrics

Institutional Metrics	System-Wide Metrics ²
<ul style="list-style-type: none"> • Number of co-op placements, field/clinical placements, and internships • Number of students engaged in research • Number of Professional Advisory Councils (PACs) (formerly Program Advisory Committees) • Number of Career Counsellor visits 	<ul style="list-style-type: none"> • Graduate Employment Rate • Employer satisfaction rates • Number of graduates employed full-time in a related job

2. Additional system-wide metrics focused on applied research, commercialization, entrepreneurial activity, and community impact will be developed in consultation with the sector.

2. TEACHING AND LEARNING

This component captures institutional strengths in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2.1 Areas of Institutional Strength

- Sheridan offers Fundamentals of Teaching and Learning for contract faculty, and Teaching and Learning Academies (a two-year comprehensive foundation program) for those new to teaching or new full-time faculty.
- Sheridan supports enhancing the student experience and learning through:
 - Year-round learning to support student choice and flexibility;
 - Embedded librarians in select courses; Liaison Librarians to provide consultation and offer research and citation workshops; librarians to participate in First-Year Experience Team and engage in tutoring activities;
 - Co-op or internship opportunities to consolidate learning at the College with practice in the workplace; supported by a Co-operative Education and Internship Course that helps students prepare and plan for successful job searches;
 - A Co-Curricular Record that formally recognizes student participation in out-of-classroom activities that enhance their learning and personal growth.
- The College indicates that alumni from its Faculty of Animation, Arts and Design have won more Academy, Emmy, and Canadian Screen Awards than graduates of any other Ontario college.

2.2 Additional Comments

- The Ministry notes that in 2012-13 graduation rates were strong (72.3%, in the top quartile among colleges), as were retention rates, at 83.5%.
- The Ministry notes that in 2012-13 Sheridan had an average number of eLearning programs (34) and registrations, as well as a relatively low number of eLearning courses (259).
- The Ministry notes that in 2012-13 Sheridan had 1,897 students enrolled in a co-op program and offered a large number of co-operative learning programs (38: in the top quartile among all colleges).

Institutional Strategies

- The Ministry notes Sheridan's five-year plan to implement the integration of creative thinking competencies into all programs.
- The Ministry notes Sheridan's plans, in collaboration with other institutions, to enhance and integrate online and hybrid learning options into its curriculum, with a

focus on innovating areas of program strength in animation, design, gaming, IT, and advanced manufacturing.

- The College is developing curriculum that embeds creativity and creative problem solving learning outcomes into General Education electives and breadth courses. “Creativity” is also reflected in program elective streams within the business degrees, and work is underway to introduce a degree in creativity. The College has named Dr. Gerard Puccio from the International Centre for Studies in Creativity from Buffalo State University as Sheridan’s first Distinguished Visiting Scholar in Creativity to help with the above work and associated training for faculty and staff.

2.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of faculty engaged in Fundamentals of Teaching and Learning, and Teaching and Learning Academies • Percentage of total annual enrolment occurring between May and August • First-year student participation rates in programs sponsored by the First-Year Experience Team • Library traffic rates • Number of programs with work-integrated learning • Number of students participating in co-operative learning/internship placements • Number of total Co-Curricular Record participation hours 	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Graduation rates • Retention rates • Number of students enrolled in a co-op program at institution • Number of online course registrants, programs, and courses at institution

3. STUDENT POPULATION

This component recognizes the unique institutional missions that improve access, retention, and success for underrepresented groups (Aboriginal, first generation, students with disabilities) and francophones. This component also highlights other important student groups that institutions serve that link to their institutional strength. This may include, but is not limited to, international students, mature students, or indirect entrants.

3.1 Areas of Institutional Strength

Sheridan focuses on improving access and success for underrepresented groups including:

- First-generation postsecondary students:
 - The College offers specialized orientation for first-generation postsecondary students.
- Aboriginal students:
 - Sheridan has engaged in a collaborative partnership (the Mohawk College Aboriginal Education Council) to establish an Aboriginal Initiatives Office.
- Students with disabilities:
 - The Accessible Learning Services Office facilitates equal access for eligible students with disabilities by co-ordinating reasonable academic accommodations and support services.
 - The EmployAbility program is designed to provide students with disabilities with the skills and support they need to get hired after graduation.
- International students:
 - A comprehensive orientation program includes in-country pre-departure orientations, orientation webinars, and a separate International Orientation program.
- Internationally-trained individuals:
 - The College organizes directed recruitment events for this population.
- Mature students:
 - The College organizes targeted recruitment events for mature students.

The College's Student Success Advancement Team supports the success and retention of these underrepresented groups. Sheridan has the highest graduation rate among English-speaking colleges in the province. The College attributes this to its successful Orientation/First-Year Experience programs and its Student Advisement Model, which provides information, referral and assistance, and developmental support to students to enhance their learning experience and promote their success.

3.2 Additional Comments

- The percentage of Aboriginal students as a proportion of total enrolment has remained relatively unchanged, at 0.7% in 2012-13. This is the lowest in the province; the sector average is 4.2%.
- The Ministry notes that in 2012-13 Students with disabilities represented 12.9% of Sheridan's student population (the sector average is 15.2%); and students receiving OSAP represented 61.5% of its population (the sector average is 67.2%).
- The Ministry notes that in 2012-13 full-time international students made up a large proportion of total enrolment at the College (16% in the top quartile among colleges; the sector average is 11.3%).

- The Ministry notes that in 2012-13 first-generation postsecondary students made up 28.5% of Sheridan’s total enrolment (the sector average is 30.3%).

3.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of first-generation postsecondary students • Number of internationally trained individuals 	<ul style="list-style-type: none"> • Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution • Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting) • Proportion of an institution’s enrolment that receives OSAP

4. PROGRAM OFFERINGS

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

4.1 Areas of Institutional Strength

Current program areas of strength include:

1. Animation
2. Business
3. Computer Science
4. Digital Media
5. Design
6. Engineering Technology
7. Visual and Performing Arts
8. Healthy Communities

Proposed areas for growth include:

1. Business
2. Computer Science
3. Creativity
4. Engineering Technology
5. Healthy Communities

4.2 Additional Comments

- Sheridan’s planned program expansion over the next three years is exclusively in degree programs. The Ministry notes that the number of applied degrees that a college is permitted to offer under the 5% and 15% policy is dependent on the number of active college-level programs available to students. Given that Sheridan’s active total programs will likely remain at or below their current level during the SMA period, the proposed addition of eight new degree programs will put Sheridan’s applied degree limit just short of the maximum 15% allowable.
- The College has indicated an interest in expanding its program offerings to include engineering degrees. The Ministry notes that a large number of new engineering degree programs are proposed province-wide, which will have an impact on the Ministry’s review of new engineering program proposals.
- The Ministry notes Sheridan’s plans to expand its program offerings to include an Architecture Technology degree. This program will be reviewed in the context of entry-to-practice requirements and programming in the GTA, and across Ontario, ensuring there is no unnecessary duplication across institutions. This is particularly important at a time of potentially limited enrolment growth across the system during the SMA period.
- The Ministry notes Sheridan’s plans to modernize programming for its Community Safety and Community Studies programs. The Ministry will require additional information on the Community Safety and Community Studies area, when programs are submitted for funding approval, to outline steps taken to improve student outcomes.
- The Ministry notes Sheridan’s intention to introduce and embed a creativity philosophy across a range of approaches, programs, space, and disciplines. Depending on the focus of the new programs, additional information may be required during funding approvals to demonstrate alignment with the College’s strengths.

4.3 Metrics

Institutional Metrics	System-Wide Metrics
	<ul style="list-style-type: none"> • Proportion of enrolment at colleges by occupational cluster and by credential • Institution’s system share of enrolment by occupational cluster and by credential • Number of apprentices in each trade

5. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY

This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

5.1 Areas of Institutional Strength

- Sheridan offers a number of pathways for students and indicates it has 47 pathways to its degrees, more than 170 pathways to other Ontario institutions, 150 international pathways, 13 pathways within Canada, and 90 pathways with U.S. partners.
- The College also indicates that it offers six joint degrees with the following university partners:
 - University of Toronto Mississauga (UTM)
 - Brock University
 - York University
- Sheridan recently introduced a new online application process to make it easier for postsecondary education students to transfer credits and apply for advanced standing.

5.2 Additional Comments

- The Ministry notes that in 2012-13 Sheridan had 6 formal pathways (college to college and university to college) and 320 college graduates who enrolled in a university program.

Institutional Strategies

- The Ministry notes various initiatives to enhance collaboration and student mobility including:
 - Strengthening the Sheridan and Mohawk partnership to serve the growing populations of Peel, Halton, Hamilton, and Brantford.
 - Expanding ongoing partnerships with UTM, Mohawk College, York University, Brock University, and Wilfrid Laurier University, and expanding the use of online learning.
 - Collaborating with other institutions to pilot gaming and interactive models for online courseware for system-wide application.
 - Partnering with Ontario Learn and La Cité on a learning-outcomes-based, tech-enabled strategy that focuses on a high-quality, universally-accepted, modular-unit-based approach to course structures.

5.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none">• Number of university graduates enrolled at Sheridan	<ul style="list-style-type: none">• Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college)• Number of transfer applicants and registrants• Number of college graduates enrolled in university programs

ASPIRATIONS

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions; the SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes.

a) Sheridan University

The Ministry has noted Sheridan's vision to become Sheridan University. Sheridan's proposal to become a university is outside the scope of the Strategic Mandate Agreement negotiations.

ENROLMENT GROWTH

The strategic enrolment and planning exercise is in the context of a public commitment in the 2011 Budget to increase postsecondary education enrolment by 60,000 additional students over 2010-11 levels. This government has demonstrated a longstanding commitment to ensuring access to postsecondary education for all qualified students.

Sheridan College's planned enrolment forecast as expressed in this baseline eligible enrolment scenario is considered reasonable and in line with Ministry expectations, based on the current and projected demographic and fiscal environment.

Baseline Projected Eligible Full-Time Headcounts

Level	2014-15	2015-16	2016-17
Certificate/Diploma	11,820	11,402	10,985
Degree	2,804	3,511	4,186
Sheridan Total	14,624	14,913	15,171

FINANCIAL SUSTAINABILITY

The Ministry and the College recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario's vision for the postsecondary education system. To this end, it is agreed that:

- It is the responsibility of the governing board and Senior Administrators of the College to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the College agree to work collaboratively to achieve the common goal of financial sustainability, and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future; and
- The College remains accountable to the Ministry with respect to effective and efficient use of resources to maximize the value and impact of investments made in the postsecondary education system.

The Ministry and the College agree to use the following metrics to assess the financial health and sustainability of the institution:

1. Annual Surplus/Deficit
2. Accumulated Surplus/Deficit
3. Net Assets to Expense Ratio
4. Debt Servicing Ratio
5. Quick Ratio
6. Debt to Asset Ratio
7. Net Income to Revenue Ratio

MINISTRY/GOVERNMENT COMMITMENTS

Over time, the Ministry commits to align many of its policy, process, and funding levers with the Differentiation Policy Framework and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

- Engage with both the college and university sectors around potential changes to the funding formula, beginning with the university sector in 2014-15;
- Update the college and university program funding approval process to improve transparency and align with institutional strengths as outlined in the SMAs;
- Streamline reporting requirements across Ministry business lines with the goals of (1) creating greater consistency of reporting requirements across separate initiatives, (2) increasing automation of reporting processes, and (3) reducing the amount of data required from institutions without compromising accountability. In the interim, the Multi-Year Accountability Report Backs will be adjusted and used as the annual reporting mechanism for metrics set out in the SMAs;
- Consult on the definition, development, and utilization of metrics;
- Undertake a review of Ontario's credential options; and
- Continue the work of the Nursing Tripartite Committee.

The Ministry and the College are committed to continuing to work together to:

- Support student access, quality, and success;
- Drive creativity, innovation, knowledge, and community engagement through teaching and research;
- Increase the competitiveness of Ontario's postsecondary education system;
- Focus the strengths of Ontario's institutions; and
- Maintain a financially sustainable postsecondary education system.

SIGNED for and on behalf of the
Ministry of Training, Colleges and
Universities by:

ORIGINAL SIGNED BY

Deborah Newman
Deputy Minister

June 11, 2014

Date

SIGNED for and on behalf of Sheridan
College Institute of Technology and
Advanced Learning by:

ORIGINAL SIGNED BY

Dr. Jeff Zabudsky
President

June 23, 2014

Date