

Introduction:

Fostering a culture of inclusion continues to be a shared responsibility at Sheridan. Our community is on a journey towards inclusion and, as expected the members are at different locations within the continuum. Like any other process of change, some are frustrated by the pace. Some are fiercely demanding a faster pace; some find the pace overwhelming and yet some do not agree that there is a need for change never mind the urgency for one. This situation calls for empathetic leadership that is guided by our commitment to a focused, principled, and intentional inclusion that is unwavering in spite of ongoing challenges. We recognize fostering a culture of inclusion in an institution as complex as Sheridan is an intricate multilayered endeavour that calls for multidimensional solutions. It is against this background that I provide the Board with an update of the initiatives that collectively lead to a more inclusive Sheridan where everyone brings their full potential knowing that they will be valued.

As always, I will provide highlights of comprehensive institutional wide initiatives that different parts of our community members have contributed. There is more work being undertaken at faculties, program unit and department levels that will be reported in upcoming regular updates.

1. *Human rights, unconscious bias, anti-oppression, and anti-racism training.*

Update:

- As of November 8, 2021, a total of 3,018 of both full-time and part-time employees have completed this training, up from 2,966 in March 2021, with a remaining 358 on enrolled status, down from 426 in March 2021.

2. *Intentional disruption of normal hiring processes by hiring of 6 professors who self-identify as Black or Indigenous over 2 years period.*

Update:

- HR received approval to hire 2 Black or Indigenous faculty, and have hired one Black and one Indigenous in the 20/21 academic year. To date they have not received approval to hire any more, but are working with the Dean in FAAD to determine next steps in this commitment. HR can only proceed with hires after receiving a Staffing Approval Form (SAF), which hasn't come through yet.

3. *Launch a scholarship program to promote the recruitment and enrolment of Black and Indigenous applicants.*

Update:

- The Black Students Bursary continues to be offered during Fall 2021. A total of 566 students who identify as Black received a total of \$139,250 of Sheridan funds set aside for this purpose. A total of 38 Indigenous students received a total of \$58,500 of Sheridan funds also set aside for this purpose. There are also

additional EDI funding opportunities available to students, which are Ministry or Donor funded. For the Black Student Bursary – all students enrolled in a post-secondary program received a bursary of \$250. Students enrolled in CAPS programs received a bursary that varied between \$50-\$250 depending on the number of courses student enrolled in. For the Indigenous Student Bursary – all students received a bursary of \$1500.

4. *Facilitate skill and interest development related to our disciplinary strengths such as engineering, music theatre, and animation at the primary school level, regardless of economic status or race.*

Update:

- The **Youth Amplified Strategy** and related programming continues into its second year of implementation, with two new programs expansions this 2021/22 academic year, an award of recognition, and membership with a national network:
 - The Black Youth Mentorship Program in collaboration with Big Brothers Big Sisters of Peel started October 2021 (Black Youth Mentorship Program has 4 mentors and 8 mentees).
 - BIGS On Campus Group Mentorship Program will begin in Winter 2022 as a pilot with the Halton-Hamilton Chapter of Big Brothers Big Sisters (Bigs on Campus Program has 7 mentors and 10 mentees).
 - [Sheridan is now a member of Actua](#) (alongside 41 other PSIs across Canada), a national network that aims to engage marginalized and racialized youth in Canada to have opportunity and exposure to STEM-based skills and disciplines.
 - FAST and the Community Engagement Team are in planning phase for increasing STEM-focused youth outreach initiatives.
 - Sheridan received an [award of recognition by Big Brothers Big Sisters of Peel](#) in September 2021 for our collaboration.
- A working group has been struck to advance the **Access Pipeline project**. An inventory of access programming at Sheridan is underway, with the project strategy, model, and process in development.

5. *Accountability and Sheridan community engagement to continue to inform Sheridan's future actions and assess the efficacy of our change agenda.*

Update:

- Revision of EDI Advisory Council Terms of Reference is in progress to align better with Canada's Dimensions mandate.
- Ongoing regular updates to BOG continues as well as posting the regular updates on the public facing site for ease of access.
- PVP has approved the implementation of Employee Resource Groups at Sheridan. The working group has established a structure and materials to support employees wishing to develop ERGs. A pilot group will be identified for

Winter 2022. Communications to all employees regarding ERGs will be shared in Winter 2022, with an opportunity for additional groups to form over the spring/summer, and ERGs officially launching with meetings starting in September 2022.

6. *Ensure active and consistent recognition of the Black community, that is not limited to the annual celebration of Black History Month.*

Update:

- Sheridan has a history of partnering with community organizations around Black History Month celebrations. Since 2020, we've focused our effort on implementing a consistent and intentional pan-institutional approach around Black history and Black excellence at Sheridan College.
- In 2021, the Black History Steering Committee committed to meeting year-round to promote the inclusion of the Black community at Sheridan and support their positive experience while they are enrolled in a program or employed by the institution.
- In 2021, Sheridan held more than 11 dynamic virtual events attracting approximately 1100 attendees with individuals joining from the US, UK, India and across Canada. This compares to 10 events attracting 2100 attendees in 2020.
- Several Sheridan alumnae participated as guest speakers. We hosted numerous student-centred events including a career conversation hosted by Black Mentorship Inc. This event featured successful Sheridan Black alumni and targeted the Sheridan's Black student population. Sheridan's Career Integrated Learning Services, Student Affairs and Alumni Relations teams, along with Black Mentorship Inc., have since launched the Sheridan Black Mentorship Program which will run from October 2021 to March 2022.

7. *Have additional Black counsellors available to students.*

Update:

- Recently hired two counsellors who identify as part of the BIPOC community.
- Black identified counsellors continue to be available by request via Empower Me and Keep Me Safe (these are 24/7 counselling organizations that all Sheridan students have access to). Students can also request counsellors who identify as BIPOC, and we do our best to match them with an appropriate counsellor.
- Last Spring, we hired [BK Chan](#) to create a series of webinars, individual workbooks, and facilitate small group discussions to build capacity of Student Affairs' practitioners in: critical self-reflection; recognizing and repairing transgressions; and true client centred/student centred care using an anti-oppression framework. Over 40 practitioners went through at least part of the course and our aim is to build internal capacity to continue to facilitate these

'deep dive' conversations with our entire Student Affairs team (and have them all complete all three modules and workbooks).

- We continued our anti-racists collaborative conversations. This work remains ongoing.
- We developed a PNRK position focusing on exploring the mental health, well-being, experiences, and success of racialized and historically underserved students in post-secondary environments, to better understand student need, whether gaps exist in Sheridan's current service structures, and how or if impactful improvements could be made to service delivery, resulting in a broad environmental scan.
- Our work supporting students on the spectrum continues. Suzyo Bavi, Jannice Galloway and Janice Fennell, completed their SRCA grant research project and are continuing this work having just developed and hired for a PNRK role focused on developing a faculty toolkit focused on supporting students with Autism Spectrum Disorder.

8. *Commit to holding faculty, staff, and students accountable for their actions.*

Update:

- CEI follows a structured, team-based methodology for receiving, evaluating, and expediently resolving concerns and complaints under Sheridan's Discrimination and Harassment, and Sexual Violence Policies.
- Our welcoming, issue focussed, and empathetic approach to complaint resolution, helps us to better understand the needs of students, faculty, and employees; identify urgent and potentially systemic issues; and supports our efforts to build a positive network of collaboration and support with supervisors and our community partners.
- CEI provided consultation, and guidance to over 50 students, faculty, and employees towards the resolution of concerns and complaints. Most were resolved through the provision of information and advice; early neutral assessment; supporting supervisors with early resolution; and other informal resolution strategies. An informal, collaborative approach to resolving a dispute is often the best way to promote accountability for everyone involved and to fulfill the remedial and educational purpose of both Policies.
- CEI conducted 4 formal resolutions (investigations) under the Policies. Each investigation helped those involved to understand the consequences and impacts of negative behaviours; determined the appropriate level of accountability; and identified policies, practices and environmental factors contributing to the circumstances of the complaint.
- CEI facilitated 3 assessments of the learning and work environments within Sheridan's Faculty of Animation Arts and Design (FAAD). Each initiative helped to determine the extent to which FAAD programs are equitable to all Sheridan community members; promoted individual and institutional accountability; and continue to catalyze positive, systemic change.

Office of Inclusive Communities Updates

Inclusive Communities Lunch and Learn Series:

- In 2021, 7 webinars were hosted by Inclusive Communities in partnership with colleagues from various departments and faculties across Sheridan, with 359 attendees. Issues addressed included, dealing with Anti-Asian racism, addressing members of the transgender community in an appropriate manner, mental health and self-care, dealing with racialized oppression, issues impacting women in the Skilled trades and supporting students with disabilities.
- Since April 2020, 19 webinars have been convened attracting 1,014 attendees.
- In general, attendees have provided positive feedback expressing their appreciation for this space of information sharing and learning.

The Social Change Ambassadors Program:

- Started out as a one semester rotating campus program. After 2 cycles (winter 2020 and winter 2021), we have expanded the program to a year-round initiative across all 3 campuses for the 2021-2022 academic year.
- Between 2019-2021, the program attracted over 300 applicants for 24 positions. For 2021-2022, we recruited 13 ambassadors, including 3 senior ambassadors who demonstrated leadership from previous cohorts who will be team leaders for each campus.
- The students will create and lead several EDI initiatives and events over the 2021-2022 academic year. Previous accomplishments include: ambassadors participated in outreach with peers in hallways and other communal spaces, performed classroom visits and were resources for pan-institutional initiatives. During the pandemic, ambassadors exerted concerted effort to engage their peers through multiple virtual events, engaging them in dialogue about issues such as allyship for Black peers and dealing with everyday biases. They also rallied their peers in fun ways collaborating with Sheridan Athletics on 2 culturally diverse fitness dance classes (Bhangra and Latin) with diverse local community instructors. Through their individual and collective efforts, the social change ambassadors engaged 164 peers during the 2021 winter semester. Ambassadors experienced personal and professional growth, gained valuable leadership experience through training and practice, and were mentored by senior level Sheridan staff.

Research EDI Initiatives:

- Completed the development of an online faculty research mentorship pilot program that builds capacity in SRCA through mentorship networks, training and educational development.
- Completed an Employee Systems Review of Sheridan's human resources policies and practices—both formal and informal—as well as the organizational culture through an equity lens
- Draft Sheridan EDI framework and seeking constituent feedback in progress, with a working deadline of March 2022

- Continue to engage in institutional self-assessment activities, including scan of EDI practices, policies, procedures

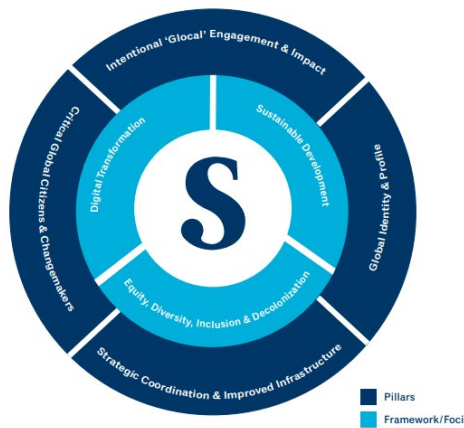
International Education Week:

The Centre for Global Education and Internationalization (CGEI) marks the International Education Week (IEW) every November by hosting a series of webinars to celebrate international education; raise awareness and share knowledge and experiences; rethink our practices; and mobilize forces to contribute for a more sustainable and equitable world through international education. This year, CGEI is hosting the Exploring a (new) praxis for internationalization: equity, diversity, inclusion and decolonization (EDID) webinar on the 8th of November. The webinar will feature 4 speakers from across Canada who will shed light on the role international education has (and could) play in driving local and global [glocal] action to address injustices through developing citizens with a critical 'glocal' perspective, intercultural competencies, and a strong sense of social 'glocal' responsibility - skills that are not only sought after by employers as qualities for success in a global work environment, but also desperately needed for social cohesion, sustainable development, global peace, and the future of humanity. We will also be hosting Internationalization and Refugee Education webinar on Nov 12 which aims at shedding light on the global refugee crises and discuss innovative and collaborative solutions to respond to it.

Sheridan's Internationalization and Global Connectivity Strategy: 2021 – 2024:

This strategy is an outcome of an extensive consultative process that engaged Sheridan's Centre for Global Education and Internationalization and the Global Connectivity Advisory Committee over the last year. Our [Internationalization and Global Connectivity](#) Strategy has equity, diversity, inclusion and decolonization (EDID) as one of the main areas of foci. In developing our global connections, we acknowledge our own history, challenges, privileges and local contexts, and recognize the multiplicity of cultures within and outside of Canada. An internationalized Sheridan is based upon critical global citizenship, social justice, a commitment to Indigenous and local communities, and empowerment of those who have been historically marginalized in Canada and worldwide. The Strategy has 3 foci areas: EDID, sustainable development, and digital transformation and 4 pillars: Intentional 'glocal' engagement and impact; critical global citizens and changemakers; global identity and profile, and strategic coordination and improved infrastructure.

Sheridan's Internationalization & Global Connectivity Strategy:
Locally Rooted, Globally Connected
2021-2024



Introduction of COIL as an accessible virtual global learning experience to all students:

Collaborative Online International Learning (COIL) is an innovative approach for embedding a significant intercultural experience within a course of study. At Sheridan we aim to provide our students, faculty, and employees with access to a wide range of inclusive and accessible global learning opportunities through engagement with diverse cultures and nations within and outside of Canada. COIL is one of the tools we are using to enhance internationalization at home by expanding the internationalization of teaching and learning in all programs and credentials. Through partnerships with 8 international postsecondary institutions, Sheridan piloted 2 COIL courses in the Winter 2020 semester and 1 COIL course is currently being offered during the Fall 2021 semester. Those three COIL projects allowed for 140 Sheridan students to engage in rich virtual global experiences with international peers.

International development project in Kenya:

Earlier this year, Sheridan College, through the Centre for Global Education and Internationalization, announced a partnership with the Mastercard Foundation Young Africa Works in Kenya – TVET program. With a funding of \$516,520 Sheridan College, in partnership with Niagara College, will focus on Gender Equality Policies and Training at TVETS in Kenya over the next three years. Young Africa Works in Kenya-TVET is a five-year program (2020-2025) that aims to increase the participation of young Kenyans, particularly women, in market-relevant skills training programs. The program will also establish and strengthen policies and procedures that promote safe learning environments and provide gender equality training to administrators and awareness workshops for government officials. The program is made possible through a partnership between Colleges & Institutes Canada (CICan) and the Mastercard Foundation.

The Centre for Global Education and Internationalization’s project “Reimagining student mobility: Towards a more inclusive, holistic, and sustainable model across disciplines”

This project has recently won the Global Skills Opportunity award, the Government of Canada's Outbound Student Mobility Pilot Program, with funds of \$500,000 for four years. This project offers a holistic and inclusive approach to student mobility through combining virtual and physical models with comprehensive intercultural education. The main goal is cultivating a sense of global connections through expanding mobility access across disciplines and increasing student participation, especially target groups (Indigenous students; low-income students; and students with disabilities) - this target group's participation in mobility program has historically been limited due to many barriers. This project will see the development of 8 Collaborative Online International Learning (COIL) projects and four physical mobility programs in addition to a full suite of student support initiatives.

Effective Intercultural Communication Module:

The Centre for Global Education and Internationalization is currently working on developing an Effective Intercultural Communication Module which will initially target students, especially those participating in virtual and physical mobility programs (a subsequent version will be for faculty and staff). This course is designed to increase awareness as to how cultural influences can affect intercultural interactions; actively regulate response or to be mindful of communication style in the face of feeling stressed or challenged; deepen appreciation of and curiosity about cultural diversity; and respond to the calls for reconciliation by understanding some of the impacts of colonialism on Indigenous cultures in Canada.

Sheridan marks National Day for Truth and Reconciliation:

On September 30th over 600 employees, students and community members joined Sheridan's virtual observance for the first National Day of Truth and Reconciliation (via Trafalgar Campus's medicine garden). Led and organized by Elijah Williams, Director of Indigenous Engagement and the team at CILS.

In Attendance:

- Keynote Speaker Waneek-Miller (Olympic swimmer Activist and Advocate on Indigenous Health and Reconciliation)
- Traditional Knowledge Keeper Stephen Paquette
- Sheridan's President Dr. Janet Morrison
- Oakville's Mayor Rob Burton

In keeping with Sheridan's Commitment to reconciliation and ensuring the tragic history and ongoing legacy of residential schools is never forgotten. Following the recently passed federal legislation to make September 30 the National Day for Truth and Reconciliation, Sheridan has made the commitment to annually honour and observe this day with various programming and resources. We honour the survivors, families and communities impacted by residential schools and the continued trauma faced by Indigenous communities throughout the country.

Indigenous Targeted Initiatives Fund:

The goal of this project is to support the learning and wellness needs of Indigenous learners at Sheridan College. The project will create tailored supports and programs for Indigenous learners, focusing on the areas of access, transition, and mentorship. In order to successfully meet this goal Sheridan College must continue to build strong and mutually beneficial relationships with Indigenous Peoples and Nations. This project will continue to be informed by Indigenous voices and will adapt and grow based on these needs.

Activities to Date:

- A scan of existing Sheridan student programs and supports in the areas of access, transition and mentorship has taken place
- Interviews with Sheridan staff leaders relating to recruitment, access, transition, community engagement, mentorship, student support services, academic services, wellness, financial aid and bursaries
- Interviews with staff at Sheridan's Centre for Indigenous Learning and Support
- A review of literature, research and reports relating to Indigenous experiences and key issues within Post-Secondary Institutions
- Scheduled focus groups with current Indigenous learners at Sheridan to better understand the current realities and opportunities for success
- Creation of a draft Indigenous Well Series program as part of Sheridan's Well Program, that is tailored to Indigenous learners

Activities Planned:

- Ongoing consultation and community conversations with local urban Indigenous community, service providers and First Nations relating to how Sheridan can better support potential and existing Indigenous learners
- Launch of the Indigenous Well Series program during Winter 2022
- Creation of recruitment and access programming tailored for Indigenous students in Spring 2022
- Creation of a dedicated Indigenous Mentorship Program during Spring/Summer 2022