

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 January 24, 2022, a total of 3,315 of both full-time and part-time employees have completed this training, with a remaining 192 on enrolled status.

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

Update:

- No new developments to report.

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

Update:

- The Black Students Bursary and the Sheridan Indigenous Bursary continued 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. Winter 2022 awards applications close on Feb. 4, 2022, after which recipients will be selected.

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 and membership with a national network:
 - BIGS On Campus Group Mentorship Program begins 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 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 \$11K grant in December 2021 through our new Actua Network membership to support the piloting of two student STEM Outreach Instructors (student jobs), workshop development and materials that the Community Engagement Team will implement in 2022/23. This will continue to enhance our outreach efforts across Peel-Halton next year by delivering workshops to youth in collaboration with youth-serving organizations, in this case aligned to STEM related topics and engagement specifically (FAST faculty to be engaged in the workshop content development and FAST students to be recruited as the Outreach Instructors).
- Other initiatives are ongoing with no major developments since last reporting cycle.

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.
- The implementation of Employee Resource Groups at Sheridan is in progress, with applications due April 15, 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.
- Along with its Sheridan partners, the Black Excellence Steering Committee has planned a diverse roster of events for Black History Month in February, including a Black History Month Cooking Class, Imagining Futures Coffee Chats, a Career Conversation Series, a Virtual Open Mic Night, and a Black History Month Paint Night. The Committee is working hard to ensure that Black Excellence is recognized and celebrated not just in February, but throughout the calendar year.
- Sheridan's Career Integrated Learning Services, Student Affairs and Alumni Relations teams, along with Black Mentorship Inc., have launched the Sheridan Black Mentorship Program which will run from October 2021 to March 2022.

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

Update:

- Initiatives are ongoing with no major developments since last reporting cycle.

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 College partners.
- In response to ongoing concerns, CEI facilitated a Panel of Inquiry into Sheridan's Honours Bachelor of Music Theatre Program. The Panel of Inquiry completed its report in the Fall of 2021. The Report identified key themes and areas of EDI-related concern, and included recommendations. The Report and its recommendations are already being used to make positive and constructive changes in the Program.

Office of Inclusive Communities Updates

Inclusive Communities Lunch and Learn Series:

- The Centre for Equity and Inclusion is currently developing a new roster of 2022 webinars for the Inclusive Communities Lunch and Learn Series. Topics will include: Human Trafficking Awareness, A History of Human Rights in Canada, Combating Cancel Culture, and Addressing Harmful Masculinities.

Respectful and Supportive Place to Work and Learn:

- Each year, The Centre for Equity and Inclusion, in partnership with the Centre for People and Organizational Development, host a mandatory training session for new managers.
- In November 2021, CEI facilitated RASP training for new managers, working with our key College partners (e.g. HR, SRRO, CILS, etc.)

The Social Change Ambassadors Program:

- New Social Change Ambassadors have been recruited for the 2021-22 academic year across all three of Sheridan's campuses. All Ambassadors have been matched with an employee mentor, and work is underway to plan various Ambassador-led EDI-related events across Sheridan.

Research EDI Initiatives:

- Continue to engage in institutional self-assessment activities, including scan of EDI practices, policies, procedures and initiating benchmarking conversations.
- Developing a module for faculty researchers with the Research Office and seconded faculty about mentoring student research assistants with an emphasis on EDI considerations.
- Supporting the start-up of employee resource groups with COPD and HR. Applications are due April 15, 2022.
- Supporting CTL on embedding EDI into program review process

International Education Week:

The Centre for Global Education and Internationalization (CGEI) held five webinars this year. The webinar series generated interest both nationally and internationally with a total number of approximately 400 registrations from 14 different countries across the globe. The webinars also caught the attention of the media, with a request from a local TV station, YourTV Halton to air them as community content.

- A Faculty Perspective on COIL: A Sheridan Experience! Description: During the winter 2021 semester, two pilot Collaborative Online International Learning (COIL) courses were conducted within Sheridan - one within the Faculty of Humanities and Social Sciences (FHASS) and the other within Pilon School of Business (PSB). This webinar capitalized on the knowledge gained by our Sheridan members from those pilot courses and learn from their experiences to benefit others moving forward.
- Sheridan's International Alumni: pathways to Triumphs: Description: A panel discussion featuring four proud Sheridan alumni who began their journeys as international students shared their experiences and revisited their time at Sheridan to celebrate the rich tapestry of cultures that they contributed to while attending one of our campuses
- Exploring a (new) praxis for Internationalization: Equity, Diversity, Inclusion and Decolonization (EDID): Description: This webinar 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
- A Local to Global Imperative: Powering Personal and Societal Transformation Through Education for Sustainable Development: Description: This webinar addressed questions such as: How are postsecondary institutions empowering learners to develop the competencies for environmental integrity, equitable economic viability, and a just society while also helping them fulfil their own potential? How is this interdisciplinary work supporting transcultural values and practices as well as the development of critical global citizens? Speakers from three postsecondary institutions engaged as partners in Regional Centres of Expertise (RCE) on Education for Sustainable Development throughout the world addressed these and related themes and explained how their institutions are carrying out this critical work.
 - Internationalization and Refugee Education: Description: According to UNHCR, less than one percent of the more than 26.4 million refugees worldwide are resettled each year. Only 3% of refugees have access to higher education compared to the 37% global higher education access rate. This webinar shed light on this global crisis and discuss innovative and collaborative solutions to respond to it.

Expansion 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. Since Jan 2021, we offered 8 COIL projects at 3 Faculties (FHASS, PSB, and PSB) in collaboration with 12 International partners: from 10 different countries Netherlands, UK, Germany, Romania, India, Russia, Switzerland, Brazil, Kenya and Egypt. A total of 644 students (284 Sheridan students and more than 360 International partner students). Furthermore, we launched a Faculty 101 COIL module to support faculty members in developing their COIL projects and a Student COIL Libguide to support students engaged in COIL projects (e.g., how to manage time zone and language differences). Read what our faculty, students, and partners say about their [COIL experiences here](#).

International development project in Kenya:

The CGEI continue the work on the Gender Equality Policies and Training at TVETS project in Kenya which aims to establish and strengthen policies and procedures that promote safe learning environments and provide gender equality training to administrators and awareness workshops for government officials.

“Reimagining student mobility: Towards a more inclusive, holistic, and sustainable model across disciplines” project:

The CGEI, in collaboration with concerned departments, continue the implementation of the “Reimagining student mobility: Towards a more inclusive, holistic, and sustainable model across disciplines” project which 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. The CGEI will soon embark on a research study that aims at examining Sheridan students’ barriers to international mobility programs to help inform our future programming.

Effective Intercultural Communication Module:

The CGEI launched the Effective Intercultural Communication Module which targets students participating in virtual and physical mobility programs. 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. A subsequent version will be developed for faculty and staff.

Literature review:

The CGEI conducted a [review of academic literature](#) that pertains to the lived experiences of international students in Canada to help inform the work of the *Improving International Post-Secondary Student Experience Advisory Roundtable* and the upcoming Summit in March/April 2022 convening key stakeholders in Peel in order to improve the experiences of international postsecondary students in the region.

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. 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:

- Indigenous Well Series will be completed this term
- Mentorship Program in development

Future Activities:

- In collaboration with Work Integrated Learning & Alumni, work towards hosting a career fair for Indigenous learners
- Recruitment of Indigenous learners – in partnership with Mississauga of the Credit First Nation

Debewewin: the Oakville Truth Project:

Sheridan is supporting the Oakville Community Foundation, in collaboration with Mississaugas of the Credit First Nation in their application for funding for the Oakville Truth Project. This project is composed of various initiatives that will highlight the relationship to the Treaties in Oakville and Allyship to the project and nation. Sheridan is committed to being a part of Gimma (Chief). R Stacey Laforme's Leadership Ally Council, to provide support and empowerment in our shared work of reconciliation.

General Education Elective: Our Shared Story – Truth, Reconciliation, and the Creation of Canada:

The CILS office is in collaboration with FHASS to develop a general elective course for students to increase their understanding of our shared history, reconciliation, and truth in Canada. We anticipate this will be offered in Fall 2022.

Course Summary: This course is an introduction to Indigenous worldviews, cultures, and histories and the impact they have had on the creation of Canada. The on-going relationship between Indigenous Peoples and Nations, the Crown, and Canadian society is explored with a particular emphasis on the Truth and Reconciliation Commission of Canada's Calls to Action. Learners develop a greater appreciation of the foundational values and ethics which informed the early treaty making process and the nation-to-nation relationship. Learners begin to scrutinize Canada's aggressive assimilation policies and legislation that led to the creation of the reserve system, the residential school system, and the structural racism and oppression Indigenous peoples continue to experience. Through discussion, reflection, investigation, and awareness building students begin to cultivate cultural humility, strive toward cultural safety of Indigenous peoples, and work towards personal and collective reconciliation.