DIMENSIONS ACTION PLAN
Equity, Diversity and Inclusion
2023 – 2028

FOUNDATION

CONSTRUCTION

CONSOLIDATION

TRANSFORMATION

Dimensions Construction | Sheridan

Sheridan's Land Acknowledgement

We acknowledge the land for sustaining us and for providing us with the necessities of life. This territory is covered by the Dish with One Spoon treaty and the Two Row Wampum treaty which emphasize the importance of joint stewardship, peace, and respectful relationships. As we reflect on land acknowledgements, let us remember that we are all stewards of the land and of each other. We recognize the land on which we gather has been and still is the traditional territory of several Indigenous nations, including the Anishinaabe, the Haudenosaunee Confederacy, the Wendat, the Métis, and the Mississaugas of the Credit First Nation. Since time immemorial, numerous Indigenous nations and Indigenous peoples have lived and passed through this territory. Sheridan affirms it is our collective responsibility to honour the land, as we honour and respect those who have gone before us, those who are here, and those who have yet to come. We are grateful for the opportunity to be learning, working, and thriving on this land.

About Cover Design
The cover illustration was developed by Sheridan student Melissa Ishihara. The drawing shows the different recognition levels in the Dimensions program and Sheridan's placement at the construction level. The person in the image is reaching for a depiction of an enriched research ecosystem. The sphere displays the many teaching, learning and research activities found at Sheridan. Many supports and systems work together to make Sheridan equitable, accessible and inclusive for all.

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Introduction

Equity, diversity and inclusion (EDI) is a cornerstone of Sheridan's strategic ambitions. We aim to embed EDI in everything we do and to create a community where everyone is bringing their full potential and experiences.

This Action Plan (2023-2028) was developed through the course of Sheridan's participation in the federal Dimensions Program pilot, which is aimed at advancing EDI in research environments. The plan was informed by an inclusive self-assessment and engagement process and was considered by the Dimensions Review Committee as part of Sheridan's submission for recognition under the program.

In addition to setting out the plan, this document provides an overview of how Sheridan participated in the pilot, engaged the Sheridan community and designed the five-year action plan.

About the Dimensions Pilot

The Dimensions program seeks to foster transformative change within the research ecosystem at Canadian postsecondary institutions by addressing systemic barriers and inequities faced by members of historically and currently underrepresented and/or excluded groups, including but not limited to women, Indigenous Peoples, people with disabilities, members of racialized groups, and 2SLGBTQ+ persons. The program is jointly administered by the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council.

Sheridan's engagement with Dimensions stretches back to 2019 when we endorsed the Dimensions Charter. In a ceremony with Minister Duncan, Sheridan committed to prioritizing research EDI initiatives. Later that same year, we were thrilled to learn that Sheridan was one of 17 postsecondary institutions chosen to participate in the Government of Canada's newly established Dimensions pilot program.

As a pilot participant, we had the opportunity to apply for recognition under the program. Sheridan also worked alongside other participating institutions to contribute to the development of the program's design by collaborating with and providing feedback to the Tri-Agency Dimensions team.

Our application received a 'Construction' designation. This designation recognizes a strategic and coordinated approach to addressing EDI and Sheridan's continuous efforts towards embedding EDI in all of Sheridan's policies, processes and practices. Sheridan is among 10 postsecondary institutions recognized through the Dimensions program.

While Dimensions is aimed at the research ecosystem, research depends upon an organization's systems and culture. EDI in research and EDI in the whole institution are intrinsically connected, and our application – and our plan – approached the research ecosystem as the whole of Sheridan.

Self-assessment and Engagement

A central element of the Dimensions program is an inclusive self-assessment. As part of our self-assessment process, we engaged with employees across Sheridan who provided honest and thoughtful feedback and ideas about embedding EDI across different systems at Sheridan. Engagement that informed the action plan had three main elements, with over 700 engagement points.

1. Employment Systems Review

A third-party consultant completed a review of employment policies and practices as well as the organizational and work environment through an equity lens.

2.   EDI in Research Focus Groups and Survey

Focus groups were designed and completed by a Research EDI Advisory Committee to narrow in on qualitative accounts of barriers to EDI in the research ecosystem. Surveys allowed us to understand more broadly the EDI priorities of faculty and of administrators and support staff in the Faculties.

3.   Benchmarking Conversations

Using Sheridan's EDI indicator framework, we engaged in benchmarking conversations to develop a baseline understanding for how EDI resides across the institution.

The action plan is linked to the evidence gathered from this engagement and other data points from an environmental scan. By incorporating recommendations from ongoing and evolving initiatives like the Employment Systems Review, we aim to galvanize the considerable EDI momentum building at Sheridan.

About this action plan

This action plan is organized around Sheridan's EDI indicator framework. Our framework is a benchmarking tool adapted from the Global Diversity, Equity and Inclusion Benchmarks (GDEIB), which provides a globally recognized set of standards by which to evaluate the maturity of EDI initiatives within an organization. There are four spheres in our framework: EDI Solid Foundation, Inclusive Workforce, Community Connections, and Whole Student Experience (note this final sphere is still under development as it is not part of the GDEIB).

At the heart of our EDI framework is the EDI Solid Foundation. The Inclusive Workforce sphere aims to systemize EDI across employee systems. This, in turn, leverages EDI to create innovative programs and services that ensure student access and success in the Whole Student Experience and to influence EDI practices in our local and global communities, represented by the Community Connections.

In line with our EDI maturity and self-assessment findings, this action plan emphasizes the EDI Solid Foundation and Inclusive Workforce spheres. This focus is also a function of the Dimensions recognition levels, which have a narrower scope in the early stages, and hence there is a prioritization of employee systems.

This action plan builds on the foundational work we have completed since 2018. By including short, medium and long-term actions, we aim to focus our immediate efforts on a limited number of concrete and meaningful steps while developing more robust and long-term actions.

Sheridan's Inclusive Communities Advisory Body (ICAB) will help monitor progress toward the completion of objectives, and implementation of the plan will be supported and enacted through Sheridan's annual integrated planning and performance management processes. Progress updates on the action plan will be posted on an annual basis.

Action plan layout

The action plan is organized by the four spheres of Sheridan's EDI indicator framework (shown as 'EDI F/W' on the table). Each sphere has corresponding overarching goals (e.g., 1.1, 1.2) that are addressed by the activities listed under the "Specific Actions" column. Here, activities related to the overarching goals are clustered together and listed alphanumerically. The 'Rationale' column describes why Sheridan is undertaking these activities. The 'Timeframe' column outlines when the actions will begin and end. Year one of this action plan begins 2023.

The Responsible Units ('Resp'l Units') column identifies the departments contributing to activities in each row. The Department in **bold** will play a lead role. Finally, the 'Success Criteria' column lists expected outcomes and how we can track progress. More details about Sheridan's action plan are provided in the next section.

EDI SOLID FOUNDATION

SPECIFIC ACTIONS	RATIONALE	TIMEFRAME	RESP'L UNITS	SUCCESS CRITERIA
1.1 Communication: Build understanding and confidence about EDI across employee systems through ongoing communication.				
a. Leadership will consistently communicate a persuasive case for the importance and value of EDI across Sheridan.	Communicating a compelling case for EDI on an ongoing basis will fortify Sheridan's solid EDI foundation, help build an inclusive workforce and enhance the research environment.	Ongoing YRS 1-5		Metrics on internal communication. (EDI related meeting agenda items, EDI reflected in terms of reference for committees, # of e-mails opened, # of meeting registrants).
		Communication baseline developed in YR 1 and tracked annually.	**IC**	
			PVP	Benchmarking conversations will show progressive level of commitment and understanding of the importance of EDI.
			CPAM	Evaluated in the next ESR in YR4.
b. Develop intentional research communications plans and celebrate IPEDG researchers and EDI-related research.	Affirming and recognizing diverse researchers and research on EDI issues will foster a more inclusive research ecosystem.	By end of YR 1, implementation plan for the new Generator sub-brand will be developed with specific communication plans related to EDI in research.	Generator	RIE branding implementation and communications plan completed.
				Metrics on types of research featured on @SheridanRIE and in the Generator Annual Report. By YR 3, we will show year-over-year improvement relative to baseline.
		Communication baseline developed in YR 1 and tracked annually.		

EDI SOLID FOUNDATION

	SPECIFIC ACTIONS	RATIONALE	TIMEFRAME	RESP'L UNITS	SUCCESS CRITERIA
1.1 Cnt'd	**Communication: Build understanding and confidence about EDI across employee systems through ongoing communication.**				
c.	Coordinate ongoing employee engagement on EDI through the Inclusive Communities Advisory Body (ICAB).	Regular communication on EDI activities helps build mutual trust, awareness, confidence in EDI commitments, and momentum around engagement activities and EDI efforts overall.	Ongoing YRS 1-5 / Communication and Engagement plan in place by end of YR 1.	IC / HR / CPAM	Engagement Plan completed. / Metrics on internal communication and participation (e.g., # of e-mails opened, # registrants for townhalls).
1.2	**Accountability: Build systematic data collection capacity and accountability to measure the effectiveness and impact of EDI interventions.**				
a.	Include EDI objectives or development goals in managers' annual Performance Feedback and Development Review (PFDR).	By measuring and assessing EDI for administrative employees, EDI becomes more of a shared responsibility with demonstrable accountability.	Rollout in YR 1. / Ongoing YRS 1-5	HR / IC	50% of employees with PFDR's will have EDI objectives included in annual work goals by end of YR 2. / 80% of employees will have EDI objectives included in annual work goals by end of YR 4.
b.	Create an institutional Equity Dashboard.	Consolidating and visualizing EDI data allows us to track progress, demonstrate proof of impact, and enhance accountability and transparency.	YR 3	IC / HR / IR	An equity dashboard is created.

EDI SOLID FOUNDATION

	SPECIFIC ACTIONS	RATIONALE	TIMEFRAME	RESP'L UNITS	SUCCESS CRITERIA
1.2 Cnt'd	**Accountability: Build systematic data collection and assessment capacity to measure the effectiveness and impact of EDI interventions and enhance transparency and accountability.**				
c.	Run a campaign to promote the Employee Diversity Self-Identification Census. Post- census campaign, circulate new analysis of data to divisional units.	Increased awareness of the Census will help improve the response rate and the validity of the data. Refreshed employee data will allow Sheridan to track progress and to inform recruiting and hiring decisions.	YR 1 and YR 4 (Census data campaign cycle).	IC	All divisional units will receive local census reports. By YR 4 the census response rate will be 80%.
d.	Create EDI queries for Exit Surveys and Interviews. Include self-identification in the redesigned applicant experience survey. Exit Survey and Interview data compiled and analyzed annually to identify issues that disproportionately impact IPEDGs.	Reviewing data (including self-identification data) from candidates and those who have left Sheridan will allow us to gain talent management insights to improve HR EDI practice.	Implement YR 2. Annually YRS 3-5.	**HR** IC PVP	EDI is assessed and evaluated in candidate surveys, exit surveys and Interviews. The candidate experience of EDI is assessed and evaluated. Results, including recommendations for improvements will be rolled up to PVP.
	Compile and analyze results of the candidate experience survey annually.				
e.	Complete another Employee Systems Review that aligns with the scope of the Dimensions application due in 2027.	Ongoing assessment allows us to measure the impact of EDI interventions and enhance accountability.	By the end YR 4.	**HR** IC	The ESR is complete, the progress and gaps analyzed. Results are shared with Sheridan community.

EDI SOLID FOUNDATION

	SPECIFIC ACTIONS	RATIONALE	TIMEFRAME	RESP'L UNITS	SUCCESS CRITERIA
1.2 Cnt'd	**Accountability: Build systematic data collection and assessment capacity to measure the effectiveness and impact of EDI interventions and enhance transparency and accountability.**				
f.	Evaluate the activity of FAAD's EDI taskforce for lessons that could be applied more widely across Sheridan.	Assessing and sharing the impact of initiatives in FAAD, and the resources allocated to them, will allow EDI efforts to be more readily pursued across Sheridan.	Analysis complete in YR 1.	**EE** IC FAAD All Faculties action	Analysis completed. Results shared with other Faculties for actioning in YRS 2-5.
g.	Plan for the next self-assessment beginning in January 2026, reflecting recommendations from last SAT where possible and appropriate based on evolution of Dimensions program following the pilot period.	Ongoing assessment allows us to measure the impact of EDI interventions and enhance accountability.	Begins YR 4	**IC** RIE SICAB	The SAT is identified, and Terms of Reference are in place.

INCLUSIVE WORKFORCE

2.1 Talent Planning: Ensure that talent planning is completed through the lens of EDI.

	SPECIFIC ACTIONS	RATIONALE	TIMEFRAME	RESP'L UNITS	SUCCESS CRITERIA
a.	Following distribution of local census reports, support each division or Faculty to specify goals to address areas of underrepresentation. Note: Due to data sample sizes, Census divisions are not synonymous with business units.	Complement plans will create a mechanism for academic leaders to intentionally consider what institutional outcomes we should strive for when hiring faculty and how best to build the complement needed to achieve academic priorities.	Census reports will be circulated together with conversation guide in YR 1. Census-related goals will be set by non-academic divisions by YR 3. Complement plans for Faculties will be completed by YR 2.	IC HR CPOD All divisions will participate.	100% of divisional units will have diversity goals. 100% of Faculties have complement plans.
b.	Enhance EDI practice in recruitment by deepening Human Resources Talent Acquisition EDI competencies.	Supporting a deepened understanding of EDI for staff in Human Resources recognizes their critical role in advancing EDI efforts.	Specific training will be identified by the end of YR 2. Resources required for training will be requested with the aim that training will be completed by the end of YR 4.	HR	80% of Human Resource – Talent Acquisition staff will be trained in enhanced EDI competencies in relation to hiring.

INCLUSIVE WORKFORCE

2.2 Policy Infrastructure: EDI will be woven into the fabric of all organizational policies or guidelines that apply to employees.

	SPECIFIC ACTIONS	RATIONALE	TIMEFRAME	RESP'L UNITS	SUCCESS CRITERIA
a.	Review Sheridan policies for compliance with equity related legislation and alignment with EDI principles.	By systematically integrating an EDI lens for organizational policies, we will ensure that EDI considerations are integral part of policy making and change management.	By the end of YR 2, all policy recommendations in the ESR will be addressed.	HR IC	By end of YR 3 100% of all employee policies will reflect EDI principles.
	Educate hiring managers on equivalencies.		Begin tracking job postings with equivalencies by end of YR 2.		All future policies will be reviewed with an EDI lens by YR 2.
		51 employee related policies were reviewed for alignment with EDI principles as part of the ESR. As a result, four policy gaps were identified including improvements to preferred name policy and transitioning policy.	By the end of YR 3, a scan of organizational policies that were not reviewed as part of the ESR will assess alignment with EDI principles.		Increased number of job postings with equivalencies by YR 3.
b.	Create a policy that ensures vacant managerial and administrative positions are filled by a competitive process.	Consistent competitive processes will increase confidence and fairness in the hiring process.	By YR 2	HR IC	100% of all positions not being filled by a competitive process have a business case for this exception approved by a senior leader.

INCLUSIVE WORKFORCE

	SPECIFIC ACTIONS	RATIONALE	TIMEFRAME	RESP'L UNITS	SUCCESS CRITERIA
2.3	**EDI Competencies: Employees throughout the institution will receive EDI training specific to their job and level.**				
a.	Increase domain and job specific EDI education	By enhancing role specific EDI competencies, employees can more easily apply EDI knowledge in their field of influence and EDI will be better embedded throughout the institution.	Survey employees for desired resources in YR 1. Learning resources and opportunities created and made available on ongoing bases thereafter.	HR IC Generator	Metrics on # of participants and/or downloads of resources. Create new survey questions related to EDI training and learning opportunities that queries preparedness to apply knowledge independently and relevance to role.
b.	Recalibrate EDI content in the Teaching and Learning Academy (TLA) and Peer Coaching programs.	Enhancing EDI alignment of existing programs will serve to embed EDI in the faculty onboarding process.	A review of the TLA and Peer Coaching program will be completed by YR 3. Refined EDI aligned curriculum completed by YR 4.	SPARK	TLA and Peer-Coaching participant evaluation of preparedness to apply knowledge independently and relevance to role.
c.	Offer coaching and mentorship to leaders, faculty and relevant staff in the academic division.	By offering continual and specialized support employees will improve their capacity to apply EDI principles in their sphere of influence.	EDI coaching and mentorship is underway for academic leaders, SPARK and faculty in FAAD. Roll out to other areas of academic division in YRS 2-5.	SPARK	100% of Academic leaders to have had 1:1 with the Director of Educational Equity. 75 faculty will be reached per year via group dialogues. Ongoing check-ins with academic leaders to assess impact of coaching on their work.

INCLUSIVE WORKFORCE

	SPECIFIC ACTIONS	RATIONALE	TIMEFRAME	RESP'L UNITS	SUCCESS CRITERIA
2.4	**EDI in Research: Grow employee participation in research activities.**				
a.	Enhance visibility of and access to the research office, research centres and research spaces though Trafalgar K–Wing renovations.	Physical spaces are an important part of creating an inclusive and supportive campus community.	K-Wing renovations completed by YR 2. Open house to be hosted in YR 2, plus up to 3 annual events open to the Sheridan community by YR 5. Generator Support Office survey repeated before end of YR 3.	Generator	Awareness of Generator Suuport Office and its services as measured through survey. Metrics on # of projects and # of RIE events open to the community hosted in K-Wing.
b.	Refine and re-launch research mentorship program in response to pilot data and community input.	Enhancing peer mentoring and networking for emerging Sheridan researchers helps break down silos and invites those who may not see themselves as researchers to be engaged and supported.	TREE (recalibrated research mentorship program) will be launched by end of YR 1. Feedback from program evaluation considered year after year for continuous improvement.	Generator	Assessment of TREE, including tracking # of applications/ projects by participants over time. Participants/mentors are willing to share their stories at events and in recruitment efforts.
c.	Continue to promote and celebrate Spring/ Summer research time while exploring ways to expand faculty time for research.	Mechanisms to facilitate time for research support participation in research activities.	Ongoing Presentations on Spring/ Summer research time to AD council and conversation with academic leaders initiated by YR 3.	Generator	Sustained or increased participation in Spring/Summer research time. Analysis of time assigned for research in Standard Workload Forms completed annually.

INCLUSIVE WORKFORCE

	SPECIFIC ACTIONS	RATIONALE	TIMEFRAME	RESP'L UNITS	SUCCESS CRITERIA
2.5	**Work-Life Balance: Provide dedicated supports and resources for Indigenous Peoples, equity deserving groups and other groups.**				
a.	Encourage the formation of and provide resources and supports to Employee Resource Groups (ERGs).	Enabling ERGs creates a resource to deepen understanding of barriers to EDI at Sheridan, and also increase employee engagement, satisfaction, and ultimately commitment. Members can access professional and social support.	In Fall 2022, Sheridan launched two inaugural ERGs: Indigenous Peoples and employees with disabilities. Ongoing enlisting of ERGs in YRS 1-5.	**HR** IC	An Employee Resource Group satisfaction survey will be launched in YR 1 with year over year improvements in evaluation.
	Special efforts will be made to encourage the formation of 2SLGBTQ+ Employee Resource Group.				Increased number of ERGs including a 2SLGBTQ+ Employee Resource Group.
b.	Educate employees and managers about mental health, mental wellness and accessing accommodations.	By raising awareness about mental health and mental well-being, Sheridan aims to destigmatize mental health and increase the likelihood that employees will seek and receive needed accommodations.	By end of YR 2, a campaign directed at employees will raise awareness about mental health, accommodations and their rights. Metrics reviewed annually.	**HR** CPAM IC	Participation metrics for learning sources (e.g., # of people who open e-mails, number of people who attend events, event evaluations). Mental health accommodation metrics reviewed annually.

COMMUNITY CONNECTIONS

EDI F/W SPHERE	SPECIFIC ACTIONS	RATIONALE	TIMEFRAME	RESP'L UNITS	SUCCESS CRITERIA
3.1 Knowledge Mobilization: Sheridan leads in Equity, Diversity, Inclusion and Decolonization knowledge mobilization.					
a.	Develop an Indigenous Engagement Roadmap for Sheridan. (See also 4.1.c)	Sheridan has a responsibility and commitment to building reciprocal relationships with Indigenous communities. Developing a roadmap will provide a framework for relationship-building.	Complete roadmap by YR 2. Ongoing activity and monitoring impact thereafter.	IC	An Indigenous Engagement Roadmap is completed. Metrics identified based on Roadmap.
b.	Implement the Debwewin project with the Mississaugas of the Credit First Nation and other ally organizations in Halton-Peel Regionion.	Sheridan has a responsibility and commitment to building reciprocal research relationships with Indigenous communities.	Ongoing, with the Debwewin project launched in YR 1 Research partnership engagement strategy developed in YR 2	IC FACULTIES **Generator**	Ongoing partnerships and positive evaluation of research partnerships with Indigenous communities.
c.	Serve as a Knowledge Mobilization partner with Colleges and Institutes Canada in the Federal government's 50/30 Challenge.	Sheridan collaborates with other organizations for mutual learning to drive change.	YRS 1 - 3, with possible funding extension	IC	# of organizations using 50/30 Knowledge Mobilization tools. 50/30 evaluation metrics.
d.	Partner in a Gender Equality Policies and Training project for Technical and Vocational Education and Training (TVET) institutions in Kenya.	International collaboration and multisectoral partnerships foster global citizenship.	Ongoing– YR 3	IC	TVET evaluation metrics.

WHOLE STUDENT EXPERIENCE

SPECIFIC ACTIONS	RATIONALE	TIMEFRAME	RESP'L UNITS	SUCCESS CRITERIA
4.1 Infrastructure for EDI: Sheridan has an infrastructure that supports capacity in embedding EDI, Reconciliation and decolonization in curriculum, pedagogy and the classroom environment.				
a. Utilize the information from engagement and capacity-building activities coupled with an external literature review to develop a Sheridan-specific practice-based Educational Equity Roadmap (EER).	Creating an EER will allow Sheridan to advance EDI maturity in the Whole Student Experience.	YRS 1-3	SPARK	A practice-based Educational Equity Framework is complete.
b. Develop an action plan to implement the EER.	Implementing the EER will further embed EDI into pedagogy and curriculum development and support the creation of inclusive learning environments.	YRS 1-5	SPARK	All equity-centered toolkits for the development and review of policies, programs, curriculum, and procedures are completed and shared with appropriate stakeholders.
Embed EER in the formative faculty assessment.				Focus group results.
c. Source and make available appropriate learning resources to expand non-Indigenous people's knowledge of the history of colonialism in Canada and their role in reconciliation. (See also 3.1.a)	Deep understanding of the Truth and awareness of individual role in Reconciliation will provide Sheridan Employees with tools necessary for excellence in academic programs, pedagogy and research.	YR 2 Ongoing activity and monitoring impact thereafter.	Indigenous Engagement	Indigenous Engagement Roadmap complete by the end of YR 2. Participation and engagement metrics.
	This will be how Sheridan lives its obligation to Truth and Reconciliation per Indigenous Education Protocol commitments.			
d. Create a suite of programming available to all employees and students on the National Day for Observance of Truth and Reconciliation (recently approved as an annual non-teaching day)	Offering dedicated programming underscores the significance of September 30 and will help to increase awareness, personal commitment and action related to Truth and Reconciliation.	YRS 1-5 ongoing	**TRWG** IC ALL DIVISIONS	Participation and engagement metrics.
e. Introduce self-identification survey for students.	Collecting data about our student population will help Sheridan to better address student needs and make data informed decisions.	Pilot student self-identification survey in YR 2. Launch student identification survey in YR 3.	**SEEM** IC	Student self-identification survey is launched.

Abbreviations & Acronyms List

Abbreviation	Definition
2SLGBTQ+	2spirited, Lesbian, Gay, Bisexual, Transgender, and Queer
AD	Associate Dean
CPAM	Communication, Public Affairs, and Marketing
CPOD	Centre for People and Organizational Development
EDI	Equity, Diversity, and Inclusion
EER	Educational Equity Roadmap
ERGs	Employee Resource Groups
ESR	Employment Systems Review
FAAD	Faculty of Animation, Arts & Design
GDEIB	Global Diversity, Equity and Inclusion Benchmarks
Generator	Generator at Sheridan
HR	Human Resources
IC	Inclusive Communities
ICAB	Inclusive Communities Advisory Body
IPEDG	Indigenous Person and person from an equity deserving group
IR	Institutional Research
PFDR	Performance Feedback and Development Review
PVP	President and Vice Presidents
RIE	Research, Innovation and Entrepreneurship
SAT	Self-Assessment Team
SEEM	Student Experience and Enrolment Management
SPARK	Centre for Academic Excellence
TLA	Teaching and Learning Academy
TREE	The Research Essentials Experience
TRWG	Truth and Reconciliation Working Group
TVET	Technical and Vocational Education and Training

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