

# Equity, Diversity and Inclusion Action Plan 2023-2024



INITIATING DEPARTMENT	OBJECTIVES	INDICATORS OF SUCCESS	CROSS-FUNCTIONAL AREAS	TIMELINE	UPDATES
<b>Academic Centre of Excellence (ACE)</b>	Work with FPC to Plan and Develop Indigenous Learning Outcomes	With the FPC, create a project plan for the development and implementation of ILOs <ul style="list-style-type: none"> <li>· Create a plan for the development and implementation of ILOs across all academic programs.</li> <li>· Develop ILOs</li> <li>· Present plan &amp; ILOs to ALT, ST and BoG as needed.</li> </ul>	<b>To be coordinated with FPC, ACE, Academic Lead rep(s), faculty rep(s)</b>	<b>To be Coordinated with FPC, ACE, Academic Lead rep(s), faculty rep(s)</b>	Ongoing. FPC is leading work group in development of ILOs. The ILOs have been approved by ICE. ACE meeting/discussing with HQM members gathering info. Project Mgr meeting with IPEC groups gathering info. Meeting with Confederation College to discuss their implementation.  Meeting with VPA to discuss initiative being confirmed then presentation to ALT will occur before Dec. 2022.
<b>Academic Centre of Excellence (ACE)</b>	Facilitate, conduct authentic and frequent Indigenous partner collaboration and communication.  To promote regular consultation, transparent communication, and meaningful opportunities for campus community engagement.	Coordinate touchpoints with partners (Indigenous and PPP) each semester (topics may incl. program review, course delivery/ LMS usage, NFO, etc.)  Meet at least 3 times with partner delivery agents to share best practice and address emerging topics.	<b>FPC Director (or designate), Indigenous Partner key staff, appropriate ACE staff</b>	<b>April 2022 – March 2023</b>	Occurred in Spring 2022.  To be scheduled for Fall and Winter semesters.
<b>Academic Centre of Excellence (ACE)</b>	Empower, enable, develop in-house course development expertise.  We value equity, diversity, and inclusion because every person has a right to equitable treatment, access, and opportunity.	<ul style="list-style-type: none"> <li>· Identify faculty champions</li> <li>· Train them (external lead) include focus on EDI.</li> <li>· Develop a process and tools to support course development</li> <li>· Host workshops -</li> <li>· Schedule drop-ins for champion faculty</li> </ul>	<b>Faculty, external resource(s) and ACE</b>	<b>Plan S'2022 Develop F'2022 Implement W'2023</b>	Currently, ACE has secured the IDEA Specialist to provide closing keynote at the PD Opportunities Symposium, Oct 27, 2022. The IDEA Specialist has confirmed support to provide guidance and review of the faculty development program which is under developments.

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<b>Admissions/RO</b>	Digitary will allow Canadore to issue legally valid, verifiable digital academic records and credentials to our students through a trusted and secure platform. This allows the student the ability to take over ownership and control of their own personal information, including gender change information and govern how, when and with whom their information is shared.	Implement a monthly streamlined graduation process by pre-identifying students that are confirmed to be completing their program requirements and eliminate the current manual task of had copy release and digital sorting and securing documents.  Determine how many students access records to change gender identity, reported benefit of doing so.	<b>Admissions</b> <b>Office Finance</b> <b>International</b>  <b>ITS</b>  <b>Student Success</b> <b>Services</b>	2022.2023	N/A
<b>School of Arts, Design and Entrepreneurship</b>	Establish a professional entrepreneurial mentorship program, for all students, across the Faculty of Arts, Design, and Entrepreneurship by the end of the 2022/23 academic year.	Establishment of the entrepreneurial mentorship program.	<b>Community Partners (e.g. Rotary)</b>  <b>Career Development Centre</b>	Expected completion Q3-2022 (ongoing) *dependent on collective bargaining impact	N/A
<b>School of Arts, Design and Entrepreneurship</b>	Review and assist with the development of Equity, Diversity, and Inclusion ("EDI") training within course content.	Aim to improve student exposure across 20% of programming/ programs through the incorporation of applicable EDI components, where appropriate. Increase student exposure to 80% in academic programming over the subsequent three academic years.	ACE	Expected completion Q4-2025	
<b>School of Arts, Design and Entrepreneurship</b>	Appropriately incorporate verification methodologies in the strategic recruitment process(es) for faculty and staff to ensure awareness and embodiment of EDI higher education principles and practices, as set by the College.	During the 2022/23 academic year, hire four (4) full-time faculty members incorporating the revised strategic recruitment process(es).	ODTM	Expected completion Q4-2022 *dependent on collective bargaining impact	

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<b>School of Arts, Design and Entrepreneurship</b>	Promotion of applicable faculty research opportunities that inform planning and decision-making as made available through the Office of Research - Academic Centre of Excellence.	Track and report on research opportunities	ACE (Office of Research)	Expected completion Q1-2023 ongoing	
<b>Continuing Education and Corporate Training</b>	Review online, asynchronous course content to ensure diverse & inclusive representation within D2L content; update as needed during course redevelopment stage. Communicate new EDI content requirements to instructional designers for new course development.	Pictures and content within D2L courses are representative of diverse cultures/genders. EDI values are weaved into course development for all future courses as part of CE processes.	CE Program Leaders and ID/SMEs	2022.2023 ongoing	In the process of securing two new Indigenous studies online GEDs for the Fall 2023 suite of offerings. The Cultural Awareness GED course had its first delivery in September 2022 to a cohort of exchange students. It is now set up to be delivered to future
<b>CSC/iCAN Lead Student Leadership</b>	With the support of Canadore Students Council as a sponsor, create an Advocacy Portal As a link on the Canadore website support page. This will act as a guide and support system for reporting issues in and around the College through a dialogue tree. This portal would connect students to advocates or counsellors if help were required.	Usage and utilization reports Increased student satisfaction and retention rates	CSC Marketing IT	2022.2023 ongoing	This is currently in the queue and I will update once I have confirmation on status.

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<p><b>CSC/iCAN Lead Student Leadership</b></p>	<p>To collaborate with Centre of Access, Interdisciplinary Studies and Lifelong Learning to create an inclusive environment by creating an Anti-Racism workshop as proposed by former WE Canadore member.</p> <ul style="list-style-type: none"> <li>Secure SME and Workshop Facilitator</li> <li>Expand workshop proposal; develop content and resources that are sensitive to and responsive to lived experiences of Black, Indigenous, and racialized students.</li> <li>Determine root causes of racism</li> <li>Awareness of the problem and how to take action against it</li> <li>Tools to respond to microaggression</li> </ul>	<p>Workshop created and Workshop Facilitator secured.</p> <p>All workshops reach full capacity by Canadore and North Bay Community</p> <p>Raise student and employee awareness about discrimination, oppression, and their effects</p> <p>Observations of behaviour change</p> <p>Embedded ongoing inclusion training and education into curriculum and leadership development programs.</p> <p>Learner engagement</p> <p>Training Return on Investment</p> <p>Training experience satisfaction</p> <p>Course enrollment data</p> <p>Course completion rate</p> <p>Learner drop off rate</p> <p>100% CSC, iCAN Lead Student Leaders, Residence Advisors, and Frosh Leaders complete training each year.</p> <p>10% of employees complete training in first year.</p>	<p><b>Centre of Access, Interdisciplinary Studies and Lifelong Learning</b></p> <p><b>CSC</b></p> <p><b>Residence</b></p>	<p>2022.2023</p> <p><b>workshop to be revised as required</b></p>	<p>“Subject matter experts have been interviewed/hired and are currently working on the material. Caitlin Britton and her team are also working on testimonials from some students and alumni.”</p>
<p><b>Finance &amp; Accounting</b></p>	<p>Update and/or develop critical policies and procedures regarding Finance &amp; Accounting. Review policies and forms, as due for renewal, to gender neutral/non-binary.</p> <p><a href="https://outandequal.org/wp-content/uploads/2018/11/OE-Non-Binary-Best-Practices.pdf">https://outandequal.org/wp-content/uploads/2018/11/OE-Non-Binary-Best-Practices.pdf</a></p>	<p>2-3 policies reviewed and updated every 3 years as per the evaluation cycle.</p>	<p><b>Finance &amp; Accounting</b></p>	<p>2022.2023</p> <p><b>ongoing</b></p>	<p>Completed.</p>

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<b>First Peoples Centre</b>	Support the Indigenous Education Protocol, TIPI Framework and TRC Calls to Action within the College community - Indigenous Quality Assurance Standards and ILO implementation, review, and reporting	4 IRC meetings Ongoing consultations - internal/external	FPC ACE Academic Team	2022.2023 ongoing	"2 IRC meetings to date. C-ICan Research Symposium TIPI presentation (2). 4 ILO approved by ICE, working on implementation with ACE. Calls to Action-Culture Advisors on campus and in community, ongoing activities. Member with Northern Indigenous Research Council- 4 meetings to date. Co-development of Water Project Pillars of Reconciliation project plan completed and initiated. "
<b>First Peoples Centre</b>	Support the Indigenous Education Protocol, TIPI Framework and TRC Calls to Action within the College community - Indigenous Quality Assurance Standards and ILO implementation, review, and reporting Indigenous Research Council collaboration/co-development to ensure Indigenous-Led and Indigenous Partnered research respects and benefits Indigenous peoples and communities.  Expand Indigenous GED options	4 IRC meetings Ongoing consultations - internal/external	FPC ACE Academic Team IRD Manager Director Academic Operations	2022.2023 ongoing	Same as above
<b>First Peoples Centre</b>	Further engage Indigenous Communities in College partnership initiatives and program delivery including Clean Water Initiative, expanded STEAM and additional community-based programs.	Water Project Framework 4 Ongoing projects 4 Community-Based programs	Water Project Coordinator Manager CB& CT	2022.2023 ongoing	Clean Water Project Framework completed and action plan initiated. STEAM project ongoing throughout summer and fall. 7 community based activities: 3 completed, 4 ongoing

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<b>First Peoples Centre</b>	<p>Target outreach and recruitment strategies for underrepresented learners, mature learners, and second career learners – IPREP services expanded.</p> <p>Empower Indigenous learners to achieve their full potential by strengthening cultural inclusion by expanding authentic spaces conducive to cultural land-based education.</p>	<p>40 IPREP students</p> <p>Increased enrolment, retention, and graduation rates</p> <p>Traditional Teaching and Learning Lodge</p>	<p>IPREP Lead</p> <p>R &amp; R Officer</p> <p>FPC Counsellor</p>	<p>2022.2023</p> <p>ongoing</p>	<p>44 IPREP students supported. Enrolment rate:TBD Retention rate: TBD Graduation rate: TBD</p> <p>2 Land based learning camps held. Ongoing Cultural Teachings and workshops held by Cultural Advisors.</p>
<b>International</b>	<p>Fill existing vacancies in the International Portfolio (including roles of International Student Advisor and Coordinator, International Partnerships) and actively evaluate and develop existing staff complements in alignment with Canadore’s EDI statement and hiring practices.</p>	<p>Increase representativeness of workforce</p> <p>Position filled</p> <p>Successful onboarding of high caliber staff for existing vacancies</p>	<b>International ODTM</b>	<p>2022.2023</p>	<p>Clean Water Project Framework completed and action plan initiated. STEAM project ongoing throughout summer and fall. 7 community based activities: 3 completed, 4 ongoing</p>
<b>International</b>	<p>Encourage professional development of team members, and active participation in Equity, Diversity, and Inclusion (EDI) matters. International team reviews and commits to the principles articulated in the Canadore College EDI Statement.</p>	<p>International team actively seeks and participates in professional development initiatives</p> <p>International team reviews and commits to the principles articulated in the Canadore College EDI Statement</p>	<b>International and College community</b>	<p>2022.2023</p> <p>ongoing</p>	<p>Ongoing</p>
<b>International</b>	<p>Organize and celebrate 6-10 cultural celebrations, virtually or in-person events each year.</p>	<p>Organization of virtual and in-person cultural events</p>	<b>International and College community</b>	<p>2022.2023</p>	<p>Ongoing with 2 celebrations actioned out to date</p>

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IT	<p>Establish an Electronic Wayfinding Initiative including automated signage and enhanced accessibility features.</p> <ul style="list-style-type: none"> <li>· Evaluate existing products</li> <li>· Create map of campuses</li> </ul> <p>Pilot solution</p>	Progressive milestone completion of project plan		2022.2023 ongoing	
Marketing & Communications	<p>Create and maintain a microsite for Canadore EDI.</p> <p>Publish regular EDI updates to microsite, blog, social media, and CRM; Strive to ensure accessibility of all Canadore communications and virtual spaces.</p> <p>Effectively plan, commemorate, and communicate internationally recognized dates, initiatives and events that are relevant to equity-seeking groups.</p>	<p>Canadore's commitment to EDI is identifiable and is visible on website and in communications</p> <p>Students and employees know where to access EDI information and supports</p>	Marketing International Dept. Access & Inclusion	2022.2023 ongoing	<p>"Ongoing work with the IDEA specialist to create a microsite. This will be shared once ready. Access and Inclusion page was recently updated to reflect current services as well as relevant information and resources</p> <p>A&amp;I Coord worked with Marketing to create social media campaigns for various awareness days (listed below)"</p>
ODTM VPSIILS	Establish an Equity, Diversity, and Inclusion (EDI) Learning Commons including dedicated staff support to ensure student voice on EDI activities and augment Access and Inclusion activities.	<p>EDI Specialist recruited to role</p> <p>EDI Learning Commons Space renovated, Office of EDI and Access and Inclusion co-located</p> <p>EDI framework advanced and mid-year scorecard completed</p> <p>Ensure College policies establish prompt, effective and confidential channels to address EDI concerns and complaints</p>	ODTM VP Office Access & Inclusion Facilities	2022.2023 (June) 2022.2023 (Sept) 2022.2023 (Nov)	
ODTM	<p>Advertise, recruit EDI Specialist (full-time admin position)</p> <p>Target candidates from designated equity groups</p>	<p>Increase representativeness of workforce</p> <p>Successful onboarding of high caliber staff for existing vacancy</p>	ODTM	2022.2023 by Jul. 31	Completed.



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<b>ODTM</b>	Establish baseline EDI training metrics by requesting Indigenous Cultural Safety training records (Walk A Mile + Biigiiweyan), Mental Health First Aid, Egale training sessions)	Records formatted and uploaded into Dayforce Learning so baseline reports may be run on “active employees/active supervisors” who hold various EDI related credentials	<b>ODTM</b> <b>FCP</b> <b>ACE</b>	<b>2022.2023</b> <b>by Aug. 30, 2022</b>	
<b>ODTM</b>	Review existing data sources and explore possible data sources to add (EE demographics/recruitment EDI measures)	Establish baseline EDI data so that appropriate goals may be set in future.	<b>ODTM</b>	<b>2022.2023</b> <b>by Mar. 31, 2023</b>	
<b>Physical Resources</b>	Allocate resources to improve and modernize the Canadore community experience through visual and physical enhancements that are culturally appropriate and accessible.	Project completion	<b>Physical Resources</b> <b>IT</b> <b>Health &amp; Safety</b> <b>Finance</b>	<b>2022.2023</b> <b>ongoing</b>	
<b>School of Access, Language and Preparatory Studies</b>	Course development of online GEDs in Indigenous studies Cultural Awareness GED from CiCan project to be developed for online	At least one new GED focused on Indigenous studies is under development by Fall 2022 for a W23 launch date (addresses EDI initiative) Develop the Cultural Awareness GED for Winter 2023	<b>Course development funds; FPC resources for subject matter expert; SME and ID for both (\$14K)</b>	<b>2022.2023</b> <b>Dec</b>	In the process of securing two new Indigenous studies online GEDs for the Fall 2023 suite of offerings. The Cultural Awareness GED course had its first delivery in September 2022 to a cohort of exchange students. It is now set up to be delivered to future cohorts

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<b>School of Health Science</b>	<p>Explore partnerships with domestic and Indigenous Education Institution partners for outreach community-based experiential learning opportunities (i.e., traveling/mobile dental hygiene chair).</p> <ul style="list-style-type: none"> <li>Plan for mobile chair cost in budget</li> <li>Construction with Trades department (travelling chair)</li> <li>Conduct site visits to establish potential work sites</li> <li>Establish agreements with community partner to meet need.</li> </ul>	Approved capital in 2023 capital	Faculty Trades	2023.2024 F23	Onhold due to new placements found during Covid-19
<b>School of Health Science</b>	<p>Develop partnership with First Nations Technical Institute at West Parry Sound campus for Personal Support Worker program.</p> <ul style="list-style-type: none"> <li>Meet with FNTI to explore partner needs</li> <li>Establish agreement terms and conditions for contracted services, space and or equipment usage</li> </ul>	<p>Signed agreement Launch partnership Revenue through partner Number of people trained Partner satisfaction</p>	Faculty WPS representatives Hire lab technologist	2022.2023 F22	
<b>Student Experience &amp; Success</b>	Review and support the streamlining of preferred name changes (**there needs to be a process in place for staff as well)	Collaborated review of current process and opportunities for streamlining	OAI R/O ODTM ITS	2022.2023	

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<p><b>Student Experience &amp; Success</b></p>	<p>Equity Diversity and Inclusion Awareness &amp; Programming</p> <ul style="list-style-type: none"> <li>· Increase awareness and understanding of EDI</li> <li>· Increase participation in EDI events</li> <li>· Support other departments who are hosting EDI activities                             <ul style="list-style-type: none"> <li>❖ Work with FPC to support events that align with Truth &amp; Reconciliation</li> <li>❖ Work with the International offer to support events that celebrate diverse cultures within our student body</li> <li>❖ Participation in events, recreation, cultural etc., while encouraging students to step out of comfort zone.</li> <li>❖ Assist with understanding the differences and bring awareness to the supports that are available to the student.</li> <li>❖ Hosting events in partnership with local agencies to give students an opportunity to connect with others that have shared experiences in areas such as BIPOC and 2SLGBTQIA+</li> </ul> </li> </ul>	<p># of events to promote awareness and understanding of EDI</p> <p># of PD opportunities offered through the OAI</p> <p>Maintaining and strengthening relationships/partnerships with community agencies</p> <p>OAI participation in provincial networking opportunities</p>	<p>SSS</p> <p>Marketing</p> <p>International</p> <p>FPC</p> <p>CSC</p> <p>Community Agencies &amp; Networks</p> <p>Provincial Networks</p>	<p>2022-23 ongoing</p>	<p>Equity, Diversity &amp; Inclusion (in person and social media campaigns):</p> <p>Hosted Open Virtual Session: Ways Educators Can Support Creating 2SLGBTQ+ Inclusive Spaces</p> <p>Hosted Open Virtual Session Tips on how to practice 2SLGBTQ+ Allyship.</p> <p>International Day Against Homophobia, Transphobia and Biphobia</p> <p>Pansexual Visibility Day</p> <p>Lesbian Visibility Day</p> <p>Pride Month</p> <p>International Non-Binary People's Day</p> <p>Mental Health presentations in classes at Commerce Court</p> <p>Monthly Mental Health Awareness booths attending by Mental Health Nurse, Triage Navigator, International Retention, Transition, &amp; Success Coordinator, and Access and Inclusion</p> <p>IRTSC events</p> <p>BITB training to SSW students</p> <p>Moose Hide Campaign</p> <p>Button Making Workshops - opportunity to make a button that best represents you (pronouns, pictures etc.)</p> <p>Bisexual Awareness Week</p> <p>OutLoud North Bay - Student meet &amp; greet, monthly drop ins for students who identify in the 2SLGBTQ+ community.</p> <p>2SLGBTQ+ History Month</p> <p>National Coming Out day</p> <p>National Stop Bullying Day</p> <p>Pride Social</p> <p>International Pronoun Day</p> <p>Dress Purple Day</p> <p>Asexual Awareness Day/Week</p> <p>Intersex Awareness Day</p> <p>Purchase membership for students to access OutLoud North Bay</p> <p>Transgender Awareness Week</p> <p>Pride Socials connect students to the Pride Club</p> <p>Credit Outreach - students missing 1 credit needed for graduation</p> <p>Accessibility:</p> <p>World Autism Day</p> <p>Summer Transition Program (for students with disabilities)</p> <p>Virtual Orientation Sessions included Closed Captioning for all sessions held via Zoom</p> <p>Part of the Learning Strengths and Barriers pilot project that helps navigate students who are coming to Accessibility Services but do not have a documented disability</p> <p>General:</p> <p>Student Expo - open opportunity for students to connect with Student Success Services, Access &amp; Inclusion (awareness of supports for students with disabilities, and students who identify in the BIPOC and 2SLGBTQ+ communities)</p> <p>Monthly newsletters sent from the office of access &amp; inclusion re: upcoming workshops, supports and awareness days</p> <p>Classroom presentations re: Office of A&amp;I supports</p> <p>Bursary Workshop - student outreach</p> <p>First Generation Information Booth</p> <p>Parent Information Nights</p> <p>International Transition, Retention, and Support Coordinator position commenced this fall</p> <p>Support to other departments:</p> <p>Moose Hide Campaign w/ FPC</p> <p>National Indigenous Peoples' Day w/ FPC</p> <p>National Day for Truth &amp; Reconciliation (Orange Shirt Day) w/ FPC</p> <p>Diwali w/ International office (process support)</p> <p>Missing &amp; Murdered Indigenous Women and Children w/ FPC</p> <p>Pride Club - support CSC Club</p> <p>Discussion w/ program lead re: Inclusive language for bursaries and scholarships</p> <p>Access &amp; Inclusion Booth at Residence during move in weekend</p>

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<b>Student Experience &amp; Success</b>	<p>Launch of iSucceed</p> <ul style="list-style-type: none"> <li>One spot for students to access to EDI resources, workshops, and events</li> <li>Ability for various department staff (A&amp;I, ISSC) to connect with students, book meetings, track notes</li> <li>Ability to develop baseline metrics and begin using that data to track student engagement and assess needs</li> </ul>	<p>iSucceed Launched</p> <p>Communication strategy developed</p> <p>Workshops/Events scheduled through iSucceed (average 2+ / month)</p> <p>Applicable staff actively using iSucceed to support engagement with students</p> <p>Capture initial baseline metrics</p> <p>Use baseline metrics to inform future programming</p>	<p><b>Marketing</b></p> <p><b>Student Success</b></p> <p><b>Access &amp; Inclusion</b></p> <p><b>Potential to expand to other departments</b></p>	<p>2022-23</p> <p>Late 2022-23 (TBD after initial launch)</p>	<p>Soft launch of iSucceed, booking all SSS appointments except accommodation appointment through this platform</p> <p>Accommodate software implemented to manage accessible learning plans/ student success plans (SSPs), book appointments with learning navigators, increase access for both the student and faculty to retrieve SSPs, assist with metrics and tracking of students with disabilities.</p> <p>Gender Identity Form in process of being created for iSucceed</p>
<b>Student Experience &amp; Success</b>	<p>Continue to encourage and support EDI related activities that the divisional staff have been participating in.</p> <p>The staff are encouraged and will continue to seek out opportunities for additional PD on EDI related topics that are relevant to their role and in general (i.e., Rainbow Health, pronoun awareness, cultural learning, supporting neurodivergent people).</p>	<p>Staff actively engaged in EDI related PD</p> <p>Staff actively supporting other staff across the college in EDI process, practices, and PD</p>	<p><b>SE&amp;S Staff</b></p>	<p>2022.2023</p> <p>Ongoing</p>	<p>"Access &amp; Inclusion coordinator attended Ontario Native Education Counselling Association (ONECA) conference</p> <p>Membership on and active participation in CCAI - Coordinating Committee on Accessibility Issues</p> <p># Staff attended Open Virtual Session: Ways Educators Can Support Creating 2SLGBTQ+ Inclusive Spaces</p> <p># Staff Open Virtual Session Tips on how to practice 2SLGBTQ+ Allyship.</p> <p>PD for Student Success Technologists:</p> <ul style="list-style-type: none"> <li>Provided PD for staff and faculty on creating Accessible Learning Documents</li> <li>Using principles of Universal/Inclusive design when planning programming/workshops</li> </ul> <p>A&amp;I Coord - participated in The EduCare Initiative (Youth in Care, intersectionality and overrepresentation of BIPOC &amp; 2SLGBTQ+)</p> <p>A&amp;I Coord - participated in Championing Compassionate Language</p> <p>A&amp;I Coord - participated in EHN Canada Webinar: Fierce + Sober: Queer Inclusiveness in Treatment</p> <p>8 Staff attend the Centre for Innovation in Campus Mental Health Virtual Conference that included multiple sessions re: supporting mental health in 2SLGBTQ+, Indigenous populations"</p>

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<p><b>The Village – Collective Impact Project</b></p>	<p>We are supporting all the outlined EDIs. We have a working group that is looking at creating accessible and inclusive spaces for older adults in the community. Our group includes community partners, and we are working to create a framework to promote this in the community.</p>	<p>We collect data through our registration process, outcome diaries with community partners and through surveys. From this data we will be sharing a seasonal infographic. See attached sample. Our first infographic will be shared in April for winter.</p>	<p><b>Data currently collected from our Grant recipients and the programs in the Village that the project team is running. Moving into the next quarter, we want to collect data from all areas in the Village that offer services to the community including dental and the respiratory clinic</b></p>	<p>2022.2023, 2023.2024, 2024.2025</p>	<p>Our working group for Accessible and inclusive spaces for older adults is on hold until 2023 so that we can work on two other working groups including transportation and creating an online navigation of services for Seniors. We do collect surveys from our Seniors who attend programming and our students who support them. Please see a summary of the data for each since Jan 2022</p>
<p><b>The Village – Collective Impact Project</b></p>	<p>Offer feedback mechanism for collective the voice of people on campus.</p>	<p>Feedback mechanism created to foster continuous improvement and change</p> <p>We have surveys for the Village Project and we deliver the surveys at the end of the program or by season.</p>			<p>We have not release our first infographic yet. It is due to be released at the end of the month and will reflect all our data from December 2021 to August 2022. This will be sent each season. Please find the spreadsheet of the data that is collected and will be presented.</p>