ALGONQUIN COLLEGE

# Inclusion & Diversity Blueprint

2019/2022

Shianthi

Journey Towards Inclusion and Diversity:

Achieving successful and sustainable inclusion and diversity is a continuing challenge. It must be seen as a journey, not a destination.

Blueprint 2019/2022

PROMISE OF INCLUSION AND DIVERSITY

There are three components in any program to achieving the promise of inclusion and diversity: Understanding Oneself, Managing for Diversity, and creating Inclusive Systems and Processes. Each component depends on developing skills, knowledge and abilities at both the individual and organizational level. Each of these three components is embedded in the tactics identified within the Algonquin College Inclusion & Diversity Blueprint.
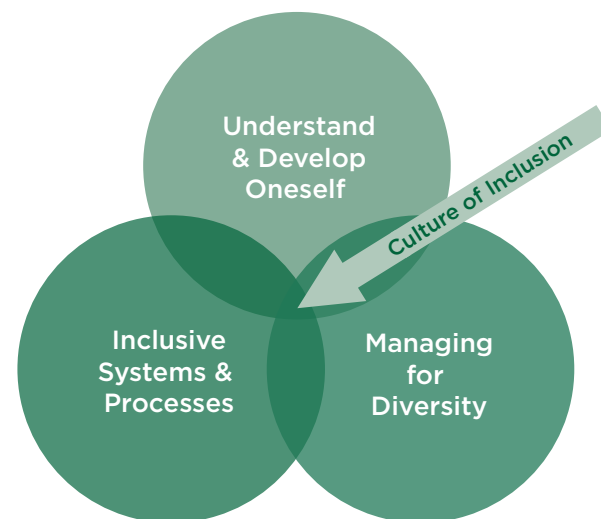
UNDERSTAND & DEVELOP ONESELF

At the individual level, it is important for employees at every level to Understand & Develop Oneself; that is for each individual go through a process of learning and reflecting on their own values, worldview, cultural norms, and communication and conflict styles in order to understand themselves. With this self-reflective knowledge, individuals are better equipped to recognize the breadth of each of those dimensions in others and the workplaces, identify their own strengths and weaknesses, and adapt their own behaviour.

MANAGING FOR DIVERSITY

Managing for Diversity means more than simply acknowledging that diversity is a fact in the workplace, it means ensuring that people managers have the group leadership and process skills that can facilitate effective diverse group functioning. Managing diversity to achieve inclusion requires the use of tools to effectively create an environment in which all members can contribute to their maximum potential, and in which the 'value of diversity' can be fully realized. Only by including the tactical management of differences can the insights, skills, and experiences of all employees be used to positively leverage diversity.

SYSTEMS AND PROCESSES

Systems and Processes are a foundational and often underestimated aspect of inclusion. They are also often the most difficult to change due to their being entrenched in the fabric of the organization. As we develop our people through the other two components, if we don t also change the structures under which they operate, the skills and knowledge for inclusion will be halted by processes that don't allow for equitable participation in the workplace. These challenges are also known as systemic barriers: the policies, practices or procedures that result in some people receiving unequal access or being excluded.

FOUR AREAS OF FOCUS

The following is Algonquin College inaugural blueprint for how we will pursue and integrate inclusion and diversity into its people processes, operations, and services. Four areas of focus have been identified by their ability to support multiple aspects of the business and further us along the journey toward inclusion in the three required components (1) Understanding Oneself (2) Managing for Diversity, (3) Inclusive systems and processes, making them high impact choices for the next three-year period. This first three year blueprint will see us make tangible progress in our awareness and skills.

Wadhah

FOCUS 1:
BUILD EQUITY AND INTERCULTURAL COMPETENCE AS A CORE SKILL FOR ALL ALGONQUIN COLLEGE EMPLOYEES

Equity and Intercultural Competence is the set of practices and behaviours within a workplace, team or among individuals which enables employees to understand, communicate, and effectively interact with people across differences, real or perceived, be it with their colleagues, students, or the community. This focus was selected to incorporate ties and capture the momentum of organizational efforts driven from the 'Internationalization Strategy' as well as the 'Indigenization Strategy'. It is important to note that intercultural competence doesn't refer only to cultures found in countries other than Canada - it also refers to the many Indigenous cultures that are alive in Canada today. This focus is how we will equip our people to have, and our leaders to model, the skills, knowledge and abilities - that is the competencies – to achieve our goals found in the parallel strategies.

TACTICS

a.	Explore Equity & Intercultural Competence as a Core Skill in Competency Frameworks.
b.	Identify and implement self-assessment resources to measure intercultural competence to support employee development.
c.	Increase & deepen our Professional Development offerings for intercultural competence skill development to include resources specific to our top student source cultures, and Indigenous groups. This includes more learning opportunities, on more topics, available to more people.
d.	Develop deeper level of leadership understanding & commitment related to Inclusion & Diversity.

Measures of Success:	i. Number of participants/users for each new skills development resource
	ii. Year over year improvement in assessment of intercultural competence for individuals and teams.
	iii. Engagement and retention of visible minority and Indigenous employees improved
	iv. Become a "top employer for diversity"

FOCUS 2:
HR IS A PARTNER IN EMBEDDING INCLUSION & DIVERSITY ACROSS ALGONQUIN COLLEGE

Our HR team touches all of our people processes, and as such play a key role in identifying opportunities for inclusion and exclusion, and knowing when to advise or intervene. We recognize that this means we have work to do to ensure we have the skills, knowledge, and abilities in our own team to provide expert advice and guidance.

TACTICS

a.	HR is actively involved in planning, management & implementation of all College-wide strategies.
b.	HR Management team and Generalists develops Skills, Knowledge and Abilities to be effective partners and coaches for clients in relation to inclusion and diversity.

Measures of Success:	i. Partner assessments of HR's support in providing transformational support and advice as it pertains to inclusion.
	ii. Increase in amount of diverse talent at all points in recruiting process.
	iii. HR management team feedback on learning opportunities.

FOCUS 3:
RECRUIT A DEEP DIVERSE TALENT POOL

The primary method for attracting and retaining top talent to our College is by taking tangible action to ensure that diversity in all its dimensions is recognized for its unique value to the college community. This will involve leveraging both an internal and external culture that is aware of the processes related to inclusion and exclusion. Internally, we must focus on ensuring that our recruiting practices and hiring stakeholders are bias aware and value a variety of perspectives and experiences. Externally, this will involve ensuring that Algonquin College's employer brand is associated with inclusion and is active in our diverse communities.

TACTICS

a.	Ensure selection panel members select the best talent by becoming bias aware and diversity competent.
b.	Participate in diversity focused community events and job fairs.
c.	Adjust the hiring process for faculty positions to explicitly consider applicants' contribution and demonstrated competencies for diversity, equity and inclusion in their teaching, research, service and/or other experiences.
d.	Develop deeper level of leadership understanding & commitment related to Inclusion & Diversity.

Measures of Success:	i. Increase in applications from underrepresented groups
	ii. Increase in number of diverse candidates being hired
	iii. Increased AC attendance at diverse community events & job fairs

Claude

> *I am committed to making Algonquin College the most inclusive and diverse institution possible. This is important to me, and I know it is important to you, too. Why? Because it speaks to our College values of Caring, Learning, Integrity and Respect. Those values can only exist in an environment that promotes inclusion and diversity. It is the richness of many voices that gives us strength, that provides new insight, and that helps us develop the awareness we need to build the Algonquin College of tomorrow — a College that is ready to embrace the future, and welcome people from around the world and all parts of society."*

Claude Brulé, President & CEO
Algonquin College

FOCUS 4:
ENSURING COMPLIANCE WITH EQUITY FOCUSED COMMITMENTS

Algonquin College aims to exceed our legal compliance in regards to equity and diversity, and this focus only speaks to those activities that are beyond the legal minimums. We already have systems and processes in place to ensure compliance with the legal minimums required under the Ontario Human Rights Code and employment standards. However, Algonquin College has made a series of public internal and external commitments to equity that exceed the legal minimums, most notably to become voluntarily compliant with federal Employment Equity legislation and becoming a signatory to the Dimensions Charter. It is now incumbent upon us to tackle the hard work it will take to deliver on these admirable commitments. This focus requires deep commitment to action and resources, and adaptation of our current practice.

TACTICS	
a.	Adopt and adequately resource Internal and External policy frameworks.
b.	Maintain momentum of Inclusion & Diversity Circle.
c.	Annual reporting on Inclusion & Diversity

Measures of Success:	i. Reduced equity based talent concerns
	ii. Achieve 80% response rate to equity data collection

" *To be successful in working with and gaining value from this diversity requires a sustained, systemic approach and long-term commitment. Success is facilitated by a perspective that considers diversity to be an opportunity for everyone in an organization to learn from each other how better to accomplish their work and an occasion that requires a supportive and cooperative organizational culture as well as group leadership and process skills that can facilitate effective group functioning. Organizations that invest their resources in taking advantage of the opportunities that diversity offers should outperform those that fail to make such investments." * [1]

[1] Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jhen, K. et al. (2002). The Effects of Diversity on Business Performance: Report of The Diversity Research Network. Human Resource Management, 42(1), 3-41. P 32.