

THE JOURNEY TOWARDS INCLUSION & DIVERSITY IN THE ALGONQUIN COLLEGE WORKFORCE

Annual Report 2021-2022



Our Values

Respect

We value the dignity and uniqueness of the individual. We value the equity and diversity in our community.

Our People Promise

People come to work at Algonquin College, and continue their careers here, because they have a strong commitment to service, life-long learning and helping our clients, the learners, become the leaders of tomorrow.

STRATEGIC FOCUS #3:

Build a learning workplace that is respectful, diverse, inclusive and healthy

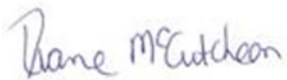
Our Vision in Action

Achieving successful and sustainable inclusion and diversity must be seen as a journey, not a destination. While 2021-22 turned out to be as unexpected as 2020-21, what was ever unwavering was Algonquin College's commitment to creating a culture where everyone belongs. These times of change are also times of opportunity, and with the completion of the College's first [Inclusion and Diversity Blueprint](#) I believe we have successfully laid the foundation for our journey.

This report details the many components of that foundation including the development and delivery of a robust training program, our and learning brand 'Inclusion Infusions', the identification of systemic and attitudinal barriers in accessibility and deployment of our first inclusion climate survey. As a college we have begun to deeply think about and adapt our behaviours and their impacts within a context of inclusion and exclusion. Employees College-wide have engaged in laying that foundation through their commitment and enthusiastic participation in every opportunity to reflect on and improve experiences of equity, diversity and inclusion available.

With such a firm and sustainable foundation, we will now be able to walk - and then run - on this solid footing, as we look ahead to renewal of the college's Blueprint and supporting delivery of the College's Strategic Plan goal of creating an equitable, diversity and inclusive work environment. I'm lacing my shoes for the path ahead.

Sincerely,

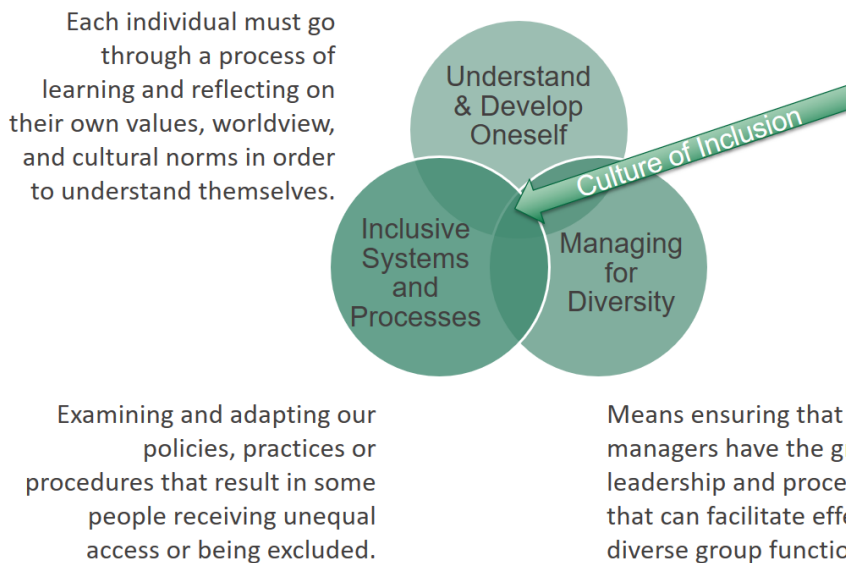


Diane McCutcheon
Vice President, Human Resources

INTRODUCTION

Algonquin College’s employee focused activities are both a celebration of our actions and delivery on our commitment to transparency in those actions. This report is structured around the three areas of strategic focus from the [2019-2022 Inclusion & Diversity Blueprint](#):

Algonquin’s Model for Creating an Inclusive College



Under each strategic focus area there are actions, outputs and outcomes that have been achieved during 2021-2022. This report meets our commitment to collecting, tracking, and reporting to assess progress and regularly evaluate the effectiveness of equity, diversity & inclusion initiatives as required under [policy HR24 Inclusion & Diversity](#). This work directly support’s Algonquin’s achievements as a National Capital Region Top Employer for nine years running. Within this award Algonquin is cited for how [‘Diversity is critical to the College’s future’](#).

The reach of Algonquin College’s commitment to equity, diversity and inclusion is broad, and as such, this report is not documenting the many efforts and activities that fall outside the scope of Human Resources or beyond those that directly touch our employees. Specifically our [Student Support Services](#) teams, Truth Reconciliation and Indigenization, Academic Areas, and [Students’ Association](#), among others, have made ongoing shifts to creating and sustaining an inclusive environment and culture on our campuses. You are encouraged to reach out to those areas directly to learn more.

Achieving successful and sustainable inclusion and diversity will be a continuing challenge. It must be seen as a journey, not a destination. Human Resources hopes you enjoy reading about the progress made on our journey in this final year of the inaugural Inclusion and Diversity Blueprint, and are inspired to start thinking about what the college should include in the next iteration of the Blueprint for the coming three years – and watch as we support Algonquin College’s strategic goal of creating an equitable, diverse and inclusive work environment.

Understand and Develop Oneself

At the individual level, it is important for employees to understand and develop oneself; that is for each individual to go through a process of learning and reflecting on their own values, worldview, cultural norms, and communication and conflict styles. 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. In the past year we have delivered a record number of learning opportunities focused on equity, inclusion, diversity and inter-cultural competence; and a record number of employees engaged in personal and professional activities to understand and develop themselves.



Inclusion Infusions

Livestream Events with Expert Speakers: Many events were recorded and can be found in the [Employee Learning Catalogue](#) as a library. Seven live events were hosted with a total of 603 attendees.

1. May 19th 2021, discussion on **'Human Rights Commissions on the Responsibilities of Post Secondary Educational Institutions'** with **Ena Chada, Chair of the Human Rights Commission of Ontario** and **Karen Sharma, Executive Director at the Manitoba Human Rights Commission**. Post-secondary institutions have a statutory obligation to promote and support human rights. This was a pointed and timely examination of the current challenges, as well as standards that post-secondary institutions should be achieving to ensure the respect of the human rights of their learners and employees. This event was presented in partnership with the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education. 196 attendees live with a Net Promoter Score of 43¹.
2. September 28, 2021 **Honest Diversity: Coffee with Irshad Manji**. Irshad Manji and Emily Roberts to continued their conversation on the tough diversity dilemmas we are facing as individuals and a nation and how to approach polarizing issues – in the classroom and in our community - with moral courage. Irshad is the founder and director of the Moral Courage Project at New York University and author of three books. Born in Uganda and raised in Canada, she lived in Ottawa as the national affairs editorialist for the *Ottawa Citizen* and then as chief speechwriter for NDP leader Audrey McLaughlin, the first woman to head a major Canadian political party. 97 attendees live with a Net Promoter Score of 83.
3. November 29, 2021, **Beyond the Menorah**. The evening of November 28th marked the start of the eighth night of the Jewish celebration of Hanukkah. Rabbi Zuker's session offered attendees

¹ Net Promoter Score (NPS) is a measure used to gauge customer loyalty, satisfaction, and enthusiasm with a company or offering. The very best companies generally have an NPS of 70 and above, but Given the available -100 to +100 range, any score above 0 reads as 'good' because it indicates that a business has more promoters than detractors.

the opportunity to learn more about the origins of this celebration, and how it fits within the larger practice of Judaism. There was lots of time for dialogue and questions moderated by AC faculty member Howard Kravitz. 27 attendees live with a Net Promoter Score of 80.

4. December 3rd, 2021. **What the Heck Is Disability? How to be a better disability ally with Elizabeth Wright.** This keynote explored exactly what disability is, the issues disabled people face, and how to become a better ally to disabled people. It's not rocket science, it's just about treating people as human beings. A writer, speaker, and activist, Elizabeth brings forth all of her life experience to challenge people around disability, diversity, and inclusion. Born with limb difference, Elizabeth was raised by parents who taught her how to fight for equality and opportunity. A Paralympic Medalist for Australia, Elizabeth competed at the 1996 Atlanta and 2000 Sydney Paralympic Games. 84 attendees live with a Net Promoter Score of 72.

5. February 17, 2021, **Building a Culture of Belonging in Higher Education** keynote with Eternity Martis, Toronto-based journalist and award-winning author of "They Said This Would Be Fun: Race, Campus Life and Growing Up." Drawing on her best-selling memoir, Martis discussed how campus culture and institutional responses have proven harmful for students who experience systemic marginalization; and proposed strategies for building a culture of respect, inclusion and belonging. *Hosted by Third Thursday & Inclusion Infusions teams.* 96 attendees live with a Net Promoter Score of 67.

6. February 25th, 2022, **Black History Month Leadership Development for Women Community of Practice.** This was a collaborative puzzle learning experience in partnership with HELM Life. Attendees solved jigsaws, crosswords and fill-in-the-blanks to learn about interesting people and events in Black Canadian history. 10 attendees live.

7. March 8, 2022. **International Women's Day with Mary Tidlund.** Mary Tidlund is an experienced Canadian businesswoman and philanthropist with extensive international experience. She was the co-founder and CEO of Williston Wildcatters Oil Corporation and led the Mary A. Tidlund Charitable Foundation. 93 attendees live.

Podcast: Listening to an Inclusion Infusions podcast is an opportunity to listen in on in-depth conversations on identity and inclusion with guests from all walks of life. Each episode the co-hosts engage in a conversation to draw from the guest their perspectives on equity, diversity, inclusion, exclusion, hardship and leadership, and link this to the reality facing employees in Ontario's Colleges today. 12 episodes, 1,045 listens; Season two is detailed below with 407 plays.

1. [Safe Washrooms on Campus](#), released April 8, 2021. This podcast is an open response to the curiosity and controversy surrounding washrooms and the trans and non-binary community. This episode's co-hosts Dr. Martin Lee and Sarah Gauen speak with national and local experts

from Pride at Work Canada, the Algonquin College Students Association and Campus Security on safety, security and the lived experiences of transgender students and employees. 89 Plays.

2. [What Makes an Inclusion Champion?](#) released July 15, 2021. This episode will try to uncover what it means to be an Inclusion Champion, and how they are made. Listen in for some inspiring stories and experiences from the role models for fostering change to create spaces where everyone belongs. 79 Plays.
3. [Is Allyship a Noun or Verb?](#) released September 10th, 2021. This episode is a dynamic and insightful conversation with three experts on the complexities of Allyship, and how it's not about you, but the work must begin with you. Curious? Listen to Irfan Chaudhry, Director MacEwan University's Office of Human Rights, Diversity, and Equity; Rita Alma, the Diversity, Inclusion and Belonging Strategist for Invest Ottawa; and Meghan Stewart-Wills, Unified Mindfulness Coach and consultant. 70 Plays.
4. [Productivity and Parenting in a Pandemic.](#) Released November 5, 2021. In this episode co-hosts Sacha Leduc (AC Online) & Sarah Gauen (Inclusion & Diversity Specialist) have a thoughtful and personal conversation with three experts on the experiences and learnings from balancing working in the College system while raising children during a pandemic, and where this experience may drive change for organizational culture in the future. Featuring Dr. Kim De Laat, Mitacs on what the newest research is showing; an injection of the Indigenous perspective and beliefs on parenting and children with Marina Westbrook who is Anishinaabe, from the Nipissing First Nation and an AC faculty member; and Patrick Devey Associate Vice-President of Global, Online, and Corporate Learning at Algonquin College, and father to Leyla on his perspectives on parental leave. 57 Plays.
5. [Disrupting Anti-Asian Discrimination,](#) released November 11, 2021. Listen in to hear moderator Farbod Karimi guide a powerful conversation with Dr. Dennis Kao, Cindy Tran and Dr. Mary Reid. This moving conversation examines the meaning of, and complexity within, anti-Asian discrimination in our communities and campuses. Bringing in rigorous research, a grounding in pedagogy, and realized by lived experiences, this discussion is one we are proud to share. 66 plays.
6. [Culture, Context and Inclusive Leaders,](#) released on February 4, 2022. In this episode co-hosts Algonquin College's David Soltis, Director People & Culture and Sarah Gauen, Inclusion & Diversity Specialist explore inclusive leadership with expert Dr. Leeno Kaurmanchery. Dr. Leeno explains how to weave the science of leadership with context, history and self-awareness into a powerful recipe for organizational and personal success. 46 plays.

Blogs: The Inclusion Infusion’s Blog has become a staple in the Equity Diversity and Inclusion (EDI) EDI learning suite. Designed to be a short, informative and factual review of new research or other relevant topics foundational to ED&I, it aims to bring relevancy of the topics addressed to the College community. Each blog reaches over 300 individuals through the diversity website, an internal distribution list, on MYAC, and on LinkedIn for the broader community to also use as a resource.

Ethical Upstander Training



Ethical Upstander Training is available to employees Algonquin upon completion of the introductory course. This is an advanced four-hour workshop that provides participants with the basic skills to become an active bystander and address microaggressions. At the completion of workshop, participants are able to:

- Identify commonly targeted social identity groups
- Understand and counter the “bystander effect” psychology at the root of inaction
- Recognize the conditions which promote and inhibit bystander intervention
- Use a variety of strategies to effectively interrupt potentially harmful situations
- Respectfully support those who have been targeted
- Effectively “call in” those in our community who are doing the harm

The facilitators were so, so good at creating a positive environment where people felt comfortable sharing and validated for their thoughts. It was a delightful way to spend the morning, and I feel as though I am walking away with some solid skills and resources.

I really loved the session and feel I have a much better understanding of how to empower other people to change their behaviour rather than shame them into it.

As continued development for Certified Ethical Upstanders, workshops with experts on allyship for various marginalized groups are held. In 2021 this included a dedicated Workshop with Elizabeth Wright on Disability Allyship with 23 participants and a Net Promoter Score of 100.

During 2021-2022, seven workshops were hosted, with 68 employee learners receiving a digital badge as Ethical Upstanders. The Net Promoter Score for the Workshop is 79. Monthly workshops will continue to be offered throughout 2022-23.

Introduction to Gender & Sexual Diversity

This two-hour conversational workshop co-facilitated by Human Resources and the Student’s Association Equity Centre. By the end of this workshop participants will have:

- Been introduced to the key terms and concepts related to sex, sexuality and gender;
- Been provided some practical tips on inclusive and respectful behaviors; and
- Experienced practical application of skills through diversity dilemmas.

In 2021-22 there were 105 attendees and a Net Promoter Score of 88.

Taking a Stand: Disrupting Anti-Asian Racism

A group of committed Asian employees and their allies planned and delivered the College's second **'Taking A Stand: Disrupting Racism'** series, which focused on anti-Asian discrimination in response to the upswing in anti-Asian sentiment arising around the pandemic. Occurring on Tuesdays during the month of November, this series of keynotes and workshops featured nuanced information and skill building for inclusion to support learners, employees, and alumni. The events represented a diversity of voices and issues that focused on exploring race and racism, becoming actively anti-racist, and celebrating contributions from the Asian members of the Algonquin College community.

1. **Developing Understanding to Disrupt Anti-Asian Discrimination**, The panel of experts (moderated by Farbod Karimi, Chair Learning & Teaching Services) examined the meaning of, and complexity within anti-Asian discrimination in our communities and campuses. This panel was an insightful blend of rigorous research, a grounding in pedagogy, and lived experiences. Panelists included Dr. Dennis Kao, Dennis Kao an Associate Professor in the School of Social Work at Carleton University; Cindy Tran, a Vietnamese Canadian journalist with CBC Ottawa; and Dr. Mary Reid an Assistant Professor at the Ontario Institute for Studies in Education (OISE). 70 live attendees with a Net Promoter Score of 57.
2. **Ethical Upstander Training: Interrupting Anti-Asian Microaggressions**, This special offering of the workshop focused on microaggressions directed at the Asian community.
3. **Eyes Open: The Making of a Viral PSA**, In May 2021, the Chinese Canadian National Council for Social Justice released a powerful PSA (public service announcement) that challenges all Canadians to confront racism amid the COVID-19 pandemic. The video went viral for its stunning imagery, famous faces, and moving message that is both heart-breaking and a celebration. Behind the scenes, the PSA was conceived and produced remotely by a fully Asian team, with team members and participants from across Canada. At this panel, we took a deep dive into the creation of this PSA with three of its key players: Melissa Grelo (TV Broadcaster, Co-host The Social on CTV), Christopher Tse (Social Worker, Poet), and Jack Yan Chen (Cinematographer). 39 live attendees with a Net Promoter Score of 71.
4. **Introduction to Intercultural Competency**, Algonquin College students were invited to this engaging introduction to intercultural competency. The session began with a deep dive into Culture – what is it? How is it shaped? How does it affect how we see and interact with the world around us? It examined how we constantly assign meaning to common actions based solely on our own experiences and attendees had an opportunity to get (un)comfortable with “Unconscious Bias” using a real-life case study.

5. **Being Asian at Algonquin: An Asian Professionals Networking Event.** How does diversity in the workplace buttress your professional growth and belonging? This employee networking event sparked meaningful connections and fostered new professional relationships within the College’s Asian community. Through stories, ideas building, and frank conversations, we are pioneering a network of Asian professionals at Algonquin College. Please note, this session was open to for any employee who identifies as Asian (this can include South Asian, East Asian, mixed race, etc.). 13 live attendees with a Net Promoter Score of 100.
- a. A demonstration of the impact and success of the networking event was the decision by the group to host a follow up event: **Get Ready for Lunar New Year** on January 28, 2022. Lunar New Year is an important festival in China, South Korea, Vietnam, and many other countries. This interactive gathering, hosted by employees Ellen Gallant and Hai Anh Vu, showed attendees how to prepare for the celebration. They demoed lucky envelope-making and making traditional foods for the celebration. The event also featured a Tiger from the Toronto Zoo to kick-off the Year of the Tiger with a roar. 47 live attendees with a Net Promoter Score of 86.

Lighting of Woodroffe Bridge during Capital Pride



Algonquin College’s pedestrian bridge lit up the night sky with all the colours of the rainbow on Sunday August 22 to help recognize the start of Capital Pride Week. “To celebrate the beginning of Capital Pride Week and show the city our true colours, we are lighting up our Woodroffe Avenue pedestrian bridge in vibrant, rainbow colour for the very first time. For one week, rainbow lights will illuminate this walkway each and every night, declaring our pride in and support for our 2SLGBTQ+ learners, employees, and community members,” said Claude Brulé, Algonquin College President and CEO.

The rainbow colours of the bridge offer many in the 2SLGBTQ+ community hope, said Osmel B. Guerra Maynes, the Executive Director of Capital Pride, who spoke to those gathered to help celebrate the flicking of the switch on the bridge. “A lot of folks within our communities sometimes just need that

glimmer of hope, and to walk or drive down this street and see this bridge lit-up can offer that. This bridge can give hope to folks, that if I am not accepted in my own home, I can be still be accepted in my own community and live my authentic life,” said Maynes.

Emily Ferguson, President of the Algonquin Students’ Association said that “lighting the Woodroffe pedestrian bridge in rainbow colours shows the Ottawa community some of our best qualities here at Algonquin College – accepting of one another, celebrating differences, and respecting the freedom to love.”

Jeremy Roberts, MPP for Ottawa West-Nepean, attended the official lighting ceremony and told those gathered that “it is so fitting that as we mark the beginning of celebrations for Capital Pride that Algonquin is lighting up this beautiful pedestrian bridge that welcomes people. It really shows that we are totally embracing this celebration of diversity and sending a signal right out across the city that we respect diversity and respect people to live as they wish to live.”



Community Gathering: Every Child Matters

The Algonquin College community gathered together virtually on June 10th to honour the lives of the 215 children whose remains were recently found buried at the Kamloops Residential School. The purpose of the gathering, explained President and CEO Claude Brulé, was also to honour “the victims and survivors of residential schools across our country” and to “reflect on the discovery.”

Ron (Deganadus) McLester, Vice President, Truth, Reconciliation and Indigenization at Algonquin College, who made opening remarks, said it was time for Indigenous people to be allowed to step back and grieve, and for settler allies to step up and act. “If that number 215 shocks you, I’ll bet you there’s more than 10,000 [victims], there’s residential schools all over the country and now you know,” said McLester, who spoke from the Ishkodewan courtyard. “So now the question is ‘how can Indigenous

people step back, begin to heal, begin to grieve, and have our settler allies step forward and make right on some of these wampums and commitments that your ancestors made?’ I acknowledge that most people alive had almost nothing to do with that awful history, but people who have come to Turtle Island came here in order to have a better life, and so you benefit from it, and that means you have a responsibility.”

During the gathering, two minutes, 15 seconds of silence was observed to honour the 215 victims, after which the musical duo Twin Flames played a beautiful, sorrowful song, the lyrics of which spoke about grief, loss, love and remembering.

Elder Bertha Skye, who worked as a cook at a residential School beginning in 1949, also spoke from her home on the Six Nations of the Grand River, sharing her experience of working in a residential school, and reflecting on the discovery in Kamloops.

In response to these calls to action, members of Algonquin’s leadership team made statements of reflection and commitment during the event. The gathering ended with another song from Twin Flames that spoke to the mental impact residential schools have had on generations of Indigenous people.

President Claude Brulé gave final remarks, thanking everyone for coming, and saying that while words have the power to heal, “actions speak louder.” As a starting point, he said, Algonquin College has donated 215 items of clothing to the Minwaashin Lodge, an organization that provides a range of programs and services to First Nations, Inuit and Métis women and children—regardless of status—who are survivors of domestic and other forms of violence, and who may also be suffering the effects of the residential school system.

Click below to watch a video detailing the donation to Minwaashin Lodge:

https://www.youtube.com/watch?v=MDIIFS_zLAY



**Algonquin College has donated 215 pieces
of clothing to Minwaashin Lodge.**

Self-Directed Learning



Introduction to Inclusion & Diversity at Algonquin College
Ongoing

Introduction to Inclusion & Diversity at Algonquin College

In this course, learners are exposed to the foundations of inclusion and diversity at Algonquin College. By the end of this course, learners will have demonstrated the ability to perform the following outcomes and receive a digital badge for their achievement:

- Identify and articulate the reasons why inclusion and diversity are a strategic imperative for Algonquin College and why inclusion and diversity are key competencies for all employees.
- Define and demonstrate Algonquin College's beliefs, values and commitment regarding inclusion and diversity in the workplace.
- Identify key concepts of diversity and inclusion as articulated in Algonquin College's Diversity and Inclusion policy (HR24).
- Articulate and enact by key Algonquin policies that are directly connected to creating a foundation for inclusive workplaces.
- Generate documents and converse with employees using inclusive terminology and behaviors to create and sustain an inclusive work environment.
- Engage in personal growth and learning in relation to diversity and inclusion by taking action.

To date, 391 employees have registered for the course, and 174 employees have received a digital badge signifying completion.



Building Relationships: Learning about Truth and Reconciliation
Ongoing

Building Relationships: Learning About Truth and Reconciliation

Lead by the Office of Truth, Reconciliation and Indigenization, on February 11, 2021, the new course [Building Relationships: Learning About Truth and Reconciliation](#) was made available to all College employees. This self-paced multi-media course provides a basic, foundational knowledge on Truth and Reconciliation that nearly all Canadians missed during their education journey, and is intended for Indigenous and non-Indigenous learners. This 2.5 to 3 hour course offers a concise primer on the truths and implications

of the historical and contemporary relationship between Indigenous Peoples and those who settled on their lands in Canada. 246 learners have enrolled in the course, and 90 learners have completed the learning and received a certificate from The First Nations University of Canada.



Exhibit for National Day for Truth and Reconciliation

Algonquin College welcomed a national exhibit to its Ottawa campus to educate and inform its students and employees. The Legacy of Hope Foundation’s display *Generations Lost: Healing the Legacy of Residential Schools* was placed in front of Nawapon,

the College’s Indigenous Learning Commons, from September 27 – October 7. The Legacy of Hope Foundation is a national Indigenous charitable organization with the mandate to educate and create awareness and understanding about the Residential School System. **About the Exhibit:** For several centuries, Indigenous children were taken from their homes and communities and placed in institutions called Residential Schools. These schools were run by religious orders in collaboration with the federal government and were attended by children as young as four or five years of age. Separated from their families and prohibited from speaking their native languages and practicing their culture, the vast majority of the over 150,000 children that attended these schools experienced neglect and suffering. The impacts of sexual, mental, and physical abuse, shame, and deprivation endured at Residential Schools continue to affect generations of Survivors, their families, and communities today.



Fair and Effective
Interviews
Ongoing

Fair and Effective Interviewing

Targeted to People Managers at Algonquin College, Fair and Effective Interviewing for Diversity and Inclusion with Vernā Myers is a video driven and self-paced course structured to be both interesting and useful for leaders of fair and equitable hiring competitions. Topics addressed include: Accounting for Our Cultural Diversity Lens; Overcoming Our Discomfort with Difference; Checking Our Stereotypes and Biases; Tips for Fair and Effective Interviewing. 41 people managers enrolled.



Pride at Work Canada Webinars

Through dialogue, education and thought leadership, Pride at Work Canada empowers Canadian employers to build workplaces that celebrate all employees regardless of gender expression, gender identity, and sexual orientation. All Algonquin College employees were invited to participate in the monthly learning, networking and community events, connecting the most inclusive Canadian employers.

This area of strategic impact produced more than 3200 meaningful touchpoints with Algonquin College employees in order to better understand themselves and others during 2021-2022.

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 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.

The College's inclusion subject matter experts are available on demand to provide advice and resources to our employee community. They are called upon frequently by faculty, deans and chairs to support creating an inclusive college community.

Inclusive Climate Survey

"What gets measured, gets managed". Algonquin College undertook an anonymous employee survey during August-September 2021 that gathered employee perspectives on the inclusiveness of the workplace climate and workforce demographic data. The College surveyed all employees, including full-time, part-time, Administrative, Support and Academic members. For demographic data, employees were asked to self-identify their organizational information (length of employment, etc.) as well as their identity characteristics such as gender, race and ethnicity, disability status and sexual orientation. They were also asked a series of questions related to their individual experience of inclusion and belonging in our workplaces.

When we understand how our identities shape our workplace experience, the College can focus its actions – to remove workplace barriers, foster an inclusive environment, and become more accountable for making progress.

In total, 975 respondents provided sufficient data for analysis. This represents a response rate of approximately 38% of the employee population (N=2,543). There are many positive results to celebrate. For example,

- There are strong indications that the environment is one of respect.
- Generally, the climate is seen positively by a wide range of employees.
- The perspectives of men and women are quite similar.
- The perspectives of Visible Minority employees and Indigenous employees are quite similar to those of white/Caucasian employees.

Areas for attention and/or further investigation include:

- A significant number of employees chose to not self-identify their identity characteristics (gender, race, sexual orientation) or their organizational role (employment status, etc.). Despite good communication efforts, they might not fully trust the process. These respondents were also uniformly more negative.

- Persons with Disabilities (PwD) expressed concerns on many of the questions, such as their career opportunities. Importantly, 40% of PwD indicated they would not feel comfortable to seek an accommodation if needed.
- Although the sample size might be somewhat small for definitive conclusions, it is noteworthy that 2SLGBTQ+ employees expressed less positive views of the inclusiveness of the workplace.
- Overall, almost 19% of respondents report having experienced harassment, bullying or inappropriate behaviour / comments “about once a month” or more often within the last year. Some comments suggested that there are additional people who have experienced these situations in the past, although perhaps not in the last year.
- Part-time employees are less certain that their manager is equipped and committed to fostering an inclusive workplace.
- Workload and time constraints are seen as barriers to learning more about inclusive behaviours and practices.

Ongoing measurement and monitoring of these perspectives will help to ensure continuous progress and provide important transparency and reinforcement of the College’s commitment. The insights from this survey will be a key input in to the refresh of the Inclusion and Diversity Blueprint.

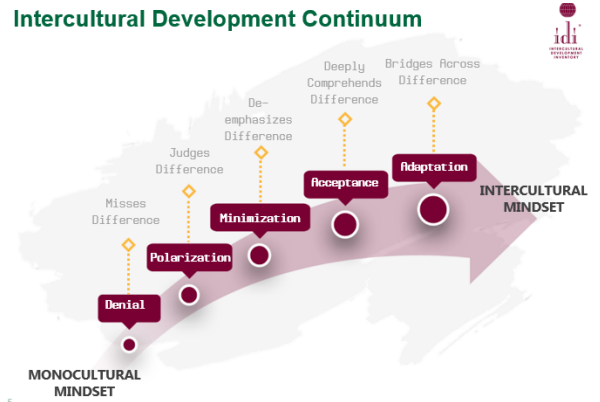
Inclusive Leadership Development for Human Resources Management Team

The MESH Diversity Intelligence Platform facilitates the measurement of "Inclusion" and "Inclusivity". This platform measures an individual’s perceived vs. actual levels of skill in 36 emotional intelligence-based components of Inclusion such as civility, compassion, and empathy by having individuals complete a self-assessment and a 360 assessment completed by peers and direct reports. This program was launched with the Human Resource Management team in October 2021, which is supporting the team understand and develop their personal behavioural markers that either promote or damage "inclusive potential" grounded in the science of emotional intelligence and anti-racism, diversity and inclusion.

After receiving their individual results, the HR Management team had access to their personalized dashboard and the MESH Learning Lab. The MESH Learning Lab is an ever-growing repository of video content designed to improve individual understandings of Emotional Intelligence, Diversity Intelligence™ and the overall field of Diversity & Inclusion. The Management team was asked to complete one training session per month, and had access to live follow-up sessions monthly to cement their learnings.

Intercultural Competence Development

The Intercultural Development Inventory® (IDI®) is the premier method to assess and build intercultural competence. Teams complete an individual assessment, and work through the results to develop an action plan for personal and inter-personal development. In addition to the 2.5 hour workshop, each employee received an individual assessment and individual personal development plan delivered one-on-one to improve their intercultural competence. A total of 43 assessments and development plans were completed in 2021-2022.



Algonquin College’s administrators have demonstrated commitment to developing skills to manage for inclusion.

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 as they are often entrenched in the fabric of the organization. As the College develops people through the other two components (understand and develop oneself; manage for diversity), 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.

Activities undertaken in 2021-22 to challenge systems and processes to achieve greater inclusion were:

Representation, Diversity, Inclusion & Belonging Mural Project

Art projects rooted in social equity can foster change by altering the aesthetics of place to create a feeling of belonging. Graffiti is a form of street art, deeply rooted in Black and Latinx culture, that highlights a diversity of viewpoints, is not bound by colonial notions of what is valid as art, brings voice to difficult social realities, and has power.

For these reasons, Algonquin College's Inclusion & Diversity Circle led an exciting project to add street art style murals to each of the campuses in an effort to tackle visual representation as a barrier to belonging for the College community. Working with three talented mural artists – Jimmy Baptiste, Allan André and Kalkidan Assefa – the college community came together to inform and co-create four murals.

Community engaged art is a collaborative creative process that involves both professional artists and social institutions. It is a respectful, inclusive co-creation of art with meaning. The content of the murals was inspired by the AC community using this community engaged approach. The selection of each element of the mural by the artists was driven by their conversations and interactions with learners and employees on each of the campuses during community engagement sessions held in the late fall of 2021. These murals are our campus' compelling vision for inclusion, diversity, and belonging, and will be unveiled in summer 2022.



Figure 1: Perth Campus Mural

Click on the link here <https://www.youtube.com/watch?v=UQXA5jKgkzs> or the image below to watch a video featuring Woodroffe Campus' Community Painting Day.



Development of 2022-27 Multi-Year Accessibility Plan

The [Accessibility for Ontarians with Disabilities Act, 2005](#) (AODA) was passed by the Government of Ontario with unanimous support. Under this legislation, accessibility standards were set in regulation to identify, remove, and prevent barriers for people with disabilities in all areas of daily life. The standards apply to every organization with one or more employees in the public, private, and non-profit sectors.

As per regulation 191/11 Integrated Accessibility Standards part 1 item 4, organizations are required to produce a Multi-Year Accessibility Plan that outlines how an organization will meet the AODA requirements and other goals that increase accessibility. The most recent Multi-Year Accessibility Plan for Algonquin College was for the period 2016-2021. A status report was provided as of November 2021. A 2022-27 Multi-Year Plan was required by the College to maintain compliance with the AODA and it covers the period from 2022-2027.

The process to develop the plan included the engagement of Excellence Canada in providing consultant support, a secondary literature review of Algonquin College relevant documentation, benchmarking against comparable Ontario colleges, and public consultation including focus groups and interviews with key stakeholders.

The renewed Multi-Year Plan begins in January 2022 and extends to 2027. It includes deliverables under four main themes: Accountability; Education and Training; Process Design; and Physical Environment, with deliverables building on themselves year over year. The plan, once internal stakeholder endorsement received, will be made public and available via this link:

<https://www.algonquincollege.com/accessibility-resources/about/>

Pilot on Assessing Diversity Competence in Faculty Hiring

In September 2021, Algonquin College completed a pilot project which saw the testing of an adjustment to 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 student interactions. This explicit consideration was piloted through the use of the submission and evaluation of a two-page written statement from each candidate explaining how they will contribute to a culture of inclusion at Algonquin College – referred to as a 'Diversity Statement'. This pilot was conducted through five faculty competitions in five academic departments across the College with seven successful hires. The research to inform this pilot has included interviews with 20 hiring panel members, and all seven successful candidates.

The outcome of the project is a well researched, considered and tested method that includes tools to assess the equity, diversity and inclusion (EDI) competence of applicants to faculty positions, with results compiled in a report for an informed decision regarding the potential for adoption College-wide. This potential will be assessed for its adoption in the 2023-2026 Inclusion & Diversity Blueprint.

Algonquin College implemented three projects to informing and addressing systemic barriers found in our policies, practices, procedures, and physical spaces, creating the foundation upon which we live our commitments to inclusion and diversity.

All of these efforts speak to the value that Algonquin College places in its people, and creating a culture where everyone can bring their fullest self to work to achieve our mission of *transforming hopes and dreams into lifelong success*.