



## **George Brown College Community Consultation Protocol**

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### **Purpose/Objective**

To provide direction and process considerations in order to facilitate community consultation intended to inform all policy development and review at George Brown College (GBC, the “College”) by meaningfully engaging a wide range of diverse stakeholders.

### **Rationale**

Consultations with relevant, impacted, stakeholder groups inform decision-making regarding the development and review of policies and procedures that govern the day-to-day operations of the College.

Consultations should strive for meaningful (re)engagement with and/or between stakeholders and are necessary and useful in order to:

- Provide clarity and build a shared understanding of policies and procedures
- Gain input in order to identify how policies and procedures are working and where there are gaps and/or barriers in service
- Obtain a view of any systemic barriers or biases that may be embedded in policies and procedures, thereby perpetuating inequitable access and poor achievement outcomes
- Build and strengthen relationships with all stakeholder groups and a shared investment in the school system
- Gain a diversity of perspectives and identify alternatives
- Deliberately engage historically marginalized communities
- Ensure equity of access and opportunity to influence decision making processes

Policy reviews can occur, but are not limited to one or any of the following reasons:

- Resolution from the Board of Governors
- Legislative requirements
- Ministry directions
- Staff directives
- Data or research has indicated a need for policy review, or scheduled review
- Human rights complaints
- Evidence of systemic barriers and/or bias in policies, practices or procedures

### **Consultation process**

Each consultation process should be led and managed by a policy review committee in accordance with the Policy Development and Review Framework composed of a diverse array of system leaders who are familiar with the policy being reviewed.

A process for meaningful community consultation should be developed at the beginning of the policy development or review process. Consultations must be conducted, incorporating principles of equity and inclusion and have an analysis of Anti-Black racism and Anti-Indigenous racism, consistent with the *Ontario Human Rights Code*. The College's Anti-Racism Action Plan is a valuable resource.

Consultation processes should not be overly onerous, as they should occur on a regular basis to avoid undue burden on the system.

### **Stakeholders Consultation**

The policy review committee must identify the stakeholder groups for consultation. Stakeholder groups may include a diverse pool including but not limited to students, administrators, faculty, staff, councils, advisory committees, unions and subject matter experts. Most importantly, consultations should involve those that administer the policy, are interested in it and those that are most impacted by its application. Special attention and thoughtful consideration should be given regarding how historically excluded communities can be meaningfully included in the consultation process. Engaging community organizations and trusted leaders in underrepresented communities may be a way to build buy-in.

### **Communications**

A communications plan should be developed prior to the consultations. Consultations must be widely promoted and reflect the diversity of the College community in order to ensure that there is ample opportunity to engage in the process. The policy under review should be named and hyperlinked. The existing policy and draft policy should be easily accessed for referral. All arrangements should be made by the policy owner in collaboration with communications, as appropriate.

### **Logistics and Outreach**

Attention should be paid to any factors, which may influence the equity of access to participate in the dialogue. As such the following factors should be considered in the planning, particularly so as not to perpetuate any barriers to participation:

- Geographic diversity of locations
- Varied times of day to participate
- Engage historically marginalized communities
- Make childcare available
- Language interpretation, depending on the population
- Opportunity for small group discussion as some participants may not feel comfortable speaking in large groups
- Clear and concise questions
- Accessible language

### **Consultation Methods**

Consultation methods can include but are not limited to:

- Public meetings or town halls
- Focus groups

- Public delegations
- Interviews with subject matter experts
- One-on-one interviews (i.e., in-person, video chat, phone calls)
- Written submissions (i.e., hard copy, email)
- Survey

Solicitation of feedback through online portals such as the GBC website, online surveys, and/or written form should be requested and received within a reasonable timeframe to ensure optimal participation.

It is recommended that a discussion guide and consultation process be developed prior to each consultation in order to maintain consistency in the data collection. In person focus groups, town halls, and one-on-one interviews should be as accessible and engaging as possible.

### **The Community Consultation Report**

A summary report of the data collected should include the following information:

- Provide the name of the consultant(s) writing the report.
- The cover page must link to the policy being reviewed.
- Explain the reason for the policy review.
- Describe any equity considerations that were considered in the design of the consultation plan and engagement strategy.
- Describe the communications and outreach strategy and any equity of access considerations.
- Provide a description of the consultation methods and rationale for which methods were or were not utilized.
- Provide a timeline of events and when/where consultations occurred.
- Provide an anonymized summary of the participants.
- Indicate who facilitated any of the town halls, focus groups, interviews etc.
- Provide the discussion guide and/or questions that were used to guide the dialogue.
- Provide a thematic summary and description of the findings to inform any policy revisions.
- The report should be publicly posted and easily accessed by the GBC Community.
- Provide contact information so that participants can have a contact post-consultation.
- Demonstrate transparency, such that if participants do not see their input reflect that they can contact a staff person to discuss their concerns.

## Appendix A: Consultation Report Sample Template

### 1. COVER PAGE

Name of the policy being reviewed and policy name/number [hyperlink policy]

### 2. TABLE OF CONTENTS

### 3. DATE

Date of report release

### 4. AUTHOR

Name of consultant(s)

### 5. RATIONALE

Provide a description of the review and identify why it is being reviewed (i.e., Resolution of the Board of Governors, legislative requirement, ministry directive, staff directive, data or research or schedule has indicated a need for policy review, human rights complaints, evidence of systemic barriers and/or bias in policies, practices or procedures etc.).

### 6. OBJECTIVE

Outline the purpose of the review and the main goals it is trying to accomplish.

### 7. OWNERSHIP

Identify the senior leader primarily responsible for the content, administration implementation of the policy.

### 8. CONSULTATION DESIGN

Describe how the consultation was designed in order to achieve its objectives. Name the approach and describe any equity considerations that were considered to ensure a diverse participation.

- a) Name college staff that managed the consultation process and the policy development or review committee that supported it.
- b) List the approach utilized and how principles of equity and inclusion were utilized in the consultation design. Further, it should be named how an analysis of Anti-Black racism and Anti-Indigenous racism, consistent with the *Ontario Human Rights Code* was applied.
- c) Consultation methods  
Provide a description of the consultation methods and rationale for which methods were or were not utilized. Provide a breakdown of how many events occurred in each category.
  - Public meetings or town halls
  - Focus groups
  - Public delegations
  - Interviews with subject matter experts
  - One-on-one interviews (i.e., in-person, video chat, phone calls)
  - Written submissions (i.e., hard copy, email)
  - Survey

Describe how discussions were designed and safety considerations were considered, particularly for historically marginalized communities.

#### 9. ENGAGEMENT AND COMMUNICATIONS STRATEGY

Describe any equity considerations that were considered in the design of how the outreach would occur.

#### 10. TIMELINE

Provide a timeline of events and list where and when the consultations occurred.

#### 11. SUMMARY OF PARTICIPANTS

Provide an analysis of makeup of the participants in consultation and a breakdown by stakeholder group. Name which stakeholder groups were underrepresented.

#### 12. THEMATIC SUMMARY

Provide a summary of the major themes that emerged from the data gathered.

#### 13. CONTACT INFORMATION

Provide contact information so that participants can have a contact post-consultation. Demonstrate transparency, such that if participants do not see their input reflect that they can contact a staff person to discuss their concerns.

#### 14. APPENDICES

Each appendix should list a title and provide a brief explanation.

- a. List of stakeholder groups engaged
- b. Names of the facilitators
- c. Discussion guide
- d. Outreach material
- e. Reference materials