

Diversity, Equity and Inclusion Lens

Town of Newmarket



Created: April 2021



The Diversity, Equity and Inclusion (DEI) Lens

DEI Lens are tools to support and challenge each person to gain insight through reflection and increased knowledge and ongoing learning to understand how to build a more inclusive and equitable workplace. This is a lifelong learning.

Beginning by considering our diversity, checking our individual assumptions, asking throughout our work about inclusion and equity, applying our insights to our work, then we begin the path to change. We become an ally and commit to action.

As you review the questions in this tool, ensure you are considering the needs of Black, Indigenous and other equity seeking groups in our community as they are typically under-represented.

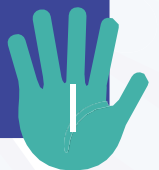
Path to understanding

Build self knowledge and awareness -
Consider your diversity – What are your experiences and potential experiences of others? How does this influence your interaction with others?

Ask about Inclusion:
Who is not included in the work you do?
What could contribute to this exclusion?
What can you do differently to ensure inclusion?

Check assumptions – Question if there are assumptions that lead to exclusion of persons or groups?
Building knowledge of individuals and groups; how to build an equitable environment and remove systemic barriers

Become an Ally - Create Change



What is an Ally?

An ally is someone who is not a member of an underrepresented group but who takes action to support that group.

What does an Ally do?

- I listen.
- I am aware of my own advantages and disadvantages and how I can use them to make a difference.
- I check my assumptions so as to unlearn biases and stereotypes.
- I stand beside and walk with others.
- I speak up against hurtful comments or insulting action, rather than wait for others to point it out.
- I take steps to make the workplace and services inclusive, equitable, safe and welcoming.
- I help others to understand discrimination and exclusion.
- I avoid the trap of “knowing what is good for them” and instead encourage their leadership.
- I share power.
- I realize that being an ally requires on-going learning.
- I listen some more.

Listen 

Learn 

Support 

Take Action 

Apply to your Work

Target Area Topics

1. Communications
2. Policy Development
3. Strategic Planning
4. Recruiting and Hiring
5. Leading and Supervising
6. Working with People
7. Training Staff and Volunteers
8. Program and Service Delivery
9. Monitoring and Evaluation
10. Events, Celebrations and Recognition

Communications

When we apply equity and inclusion to all communications, we take action to ensure that everyone is heard and informed.

- Have we considered all possible target audiences? Who might be at risk of exclusion?
- What specific communication strategies are needed to reach them? (e.g., working with community leaders, bulletin boards, community newspapers, social media)
- Do our communication materials get out to the community organizations and networks that serve the diverse populations we need to reach? Do we check periodically to ensure materials are stocked and being used?
- How do the messages we are communicating foster inclusion, respect and equity?
- Are there concepts or terms that may be culturally specific and need to be changed to make them more accessible?
- Is the medium easily accessible and understood by the full diversity of our target audience? (e.g., plain language, accessible formats, graphics, multiple languages, both online and print, voicemail)
- Have we considered what populations will be missed by only using certain methods? (e.g., online or social media communications) What other approaches might we use?
- Have we considered if there is a budget or alternative resources for translation services?
- Do images represent the full diversity of employees or residents?
 - Do they capture the diversity within specific communities of people?
 - Will the people portrayed in the images relate to and feel included in the way they are represented?
 - Is everyone portrayed in positive images that promote equity and break stereotypes? Consider: who is active and passive, who is at the centre, who is serving and being served.



When we make policies equitable and accessible, we take action to ensure that everyone is included in town life.

- What are the equity and inclusion concerns related to this policy issue? (e.g., accessibility, affordability, safety, culture, gender identity)
- Have we checked existing policies that may inform how we address equity and inclusion in this new policy?
- Have we considered and made note of equity and inclusion considerations when developing the business case for the policy?
- Are the groups most affected by the policy consulted from the early stages of the policy development? How can we ensure their perspectives are included?
- What background information can aid in addressing equity and inclusion?
- What human and financial resources are required to address equity and inclusion in the implementation of this policy?
- Can we develop innovative policy solutions that draw upon the contributions and assets of those people most affected?
- If new resources are required in the policy implementation, how can we build that in from the beginning? (e.g., partner with community groups, collaborate across branches, seek matching funds)
- How can we communicate the policy so as to reach the full diversity of people affected? (See Communications)
- How will we measure the extent to which the policy contributes to removing barriers or creating opportunities for people who risk exclusion? (See Monitoring and Evaluation)





When we apply a vision of equity and inclusion to our planning, we take action to create a town for everyone.

- How does your strategic planning process promote equity and inclusion?
- Do the long-term goals you are defining reflect this?
- What are the current demographic trends which the town or departmental strategic plans need to align with or address?
- What equity issues are currently being raised by residents and employees in relation to your plan?
- What are the costs of not taking demographic trends and equity issues into account? What are the benefits?
- Do Town and departmental strategic objectives and initiatives reflect a broad vision of equity and inclusion? How can it be strengthened?
- What human and financial resources are required to achieve equity and inclusion in this plan?
- How do the performance measures in the Town and departmental strategic plans capture the impact on people who are the most at risk of exclusion? How do they measure whether inclusion is increasing or decreasing?
- Does the collection of data enable us to measure benchmarks and targets for increasing equity and inclusion?
- When undertaking strategic review, what improvement opportunities are there to enhance achievement of equity and inclusion?

CREATE



Recruiting and Hiring

When we integrate equity and inclusion in our hiring practices and policies, we take action to increase diverse skills and perspectives in the workplace.

- Do staff and volunteers in our work area reflect the diversity of the community we serve? Who is under-represented?
- What knowledge, skills, experience and diversity would enhance our team's capacity to serve the diversity of clients?
- Do job requirements and selection criteria unnecessarily limit who would qualify?
- Are we open to considering what new perspectives people from different backgrounds could bring to the position?
- Have we considered where best to post this employment opportunity to ensure that the widest diversity of people are able to access it?
 - Do we encourage agencies and community partners to access the Town career site so that we can broaden the applicant pool from the diversity groups?
- Are interview panels composed of individuals who bring diverse backgrounds and experiences relevant to the position?
- Have we considered ways to reduce barriers in the interview process so as to make it more welcoming and friendly (i.e. physically accessible, provide a copy of the questions)
- Are candidates given the choice to be interviewed in other languages?
- Do we consider that people from specific backgrounds may present interview behaviours that are different from what we expect, but still have the skills to do the job?
- If a candidate's references are from abroad, what strategies can we use? (e.g., if an English speaking reference is not available then seek translation support)



Leading and Supervising

When we become champions for equity and inclusion in the way we lead, we take action to model a Town that utilizes everyone's diverse talents and skills.

- What steps do I take to create a respectful and inclusive environment?
 - Do I clearly communicate to staff and volunteers that inappropriate behaviour such as offensive jokes, and negative comments are not acceptable?
 - How can I actively gather input and ideas from staff or volunteers from diverse perspectives?
 - How can I encourage staff to contribute positively in creating an inclusive workplace?
- Do I utilize support systems for employees that have been harassed, treated in a disrespectful manner or discriminated against by co-workers, supervisors or clients
- Are there policies, procedures and/or practices and attitudes that unintentionally prevent some people from fully engaging in our work? (e.g., schedules conflicting with religious holidays, workload or schedule conflicting with family responsibilities) What alternatives are possible?
- Am I aware of our commitments to inclusion and accommodation and do I ensure that staff are equally informed?
 - Do I engage our departmental Diversity Champions to assist?
- Is equity and inclusion incorporated into criteria for evaluating candidates for promotions or management positions? If not, how might we include it?
- What opportunities could I create to enable people from under-represented groups to bring new perspectives to our team, acquire experience and move into higher-level positions? (i.e. internships, job shadowing, secondment, students)
- Is equity and inclusion incorporated into our staff performance review?



Working with People

When we treat people with respect, we are taking action to create a welcoming workplace and quality service.

- When I interact with people, do I check assumptions?
 - Do I hold assumptions about people that get in the way of how I work with them?
 - Do I avoid stereotypes so I can see the individual for who they really are?
 - Am I able to respect our differences and yet recognize what we have in common?
 - Do I recognize their contributions?
- Am I paying attention to those who are not expressing their ideas?
- How do I encourage feedback and full participation from everyone present?
- Am I raising issues in a way that encourages dialogue?
- Do I consider potential barriers in each situation, and work to minimize them? (e.g., language, prejudice, sexual or racial discrimination)
- If I am not sure what barriers may exist, do I ask my colleagues or the people I serve?
- Do I discourage jokes, insults and negative comments that are offensive to people?
- Do I recognize and build on the strengths and assets of all individuals?
- Are there procedures, policies and practices in place that limit my capacity to be inclusive? Are there others that support my capacity to be inclusive?
- What action can I take to address this or to bring awareness to the supportive policies?





When we apply equity and inclusion to all stages of the training process, we take action to create an environment where everyone can contribute.

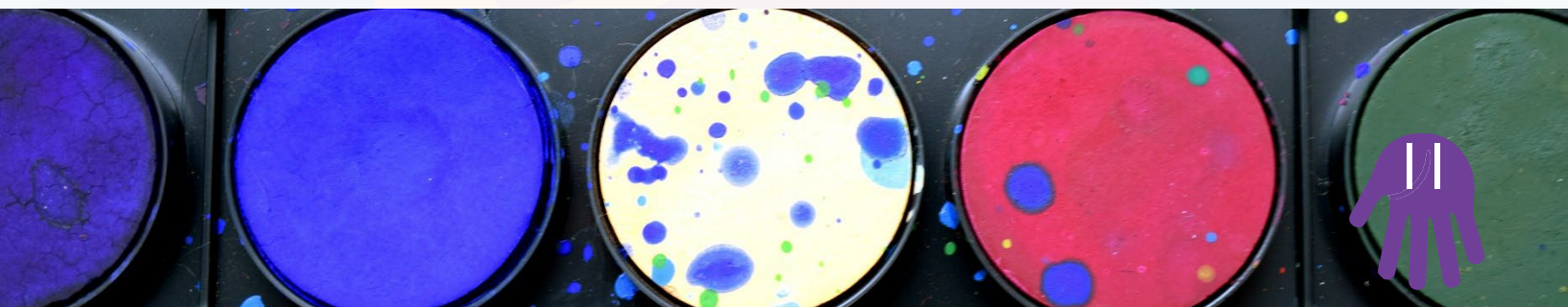
- Have we included sensitivity to equity and inclusion issues when staffing for internal trainers and hiring external consultants? (i.e. able to reduce biases and work respectfully with people across diversity)
- Have we included this sensitivity to equity and inclusion in our procurement documents when sourcing external trainers?
- Can we recruit trainers from diverse backgrounds so they reflect the population we serve?
- Will the learning objectives be designed to influence participants' awareness and consideration of individuals and communities from diverse backgrounds?
- Will participants develop competency and skills to work sensitively and effectively with individuals from diverse backgrounds?
- Is everyone able to fully participate in the training? Is specific outreach required to include them? Are barriers addressed? (e.g., safety, language, accessible location, time, avoid religious and cultural holidays, culturally appropriate, accommodation needs)
- Have we welcomed the diverse perspectives of people who have specific equity concerns or needs, even if they may not be obvious? (e.g., Aboriginal ancestry, LGBTQ identities, dietary, auditory, language needs or preferences)
- Is the content sensitive to the experience of participants who may experience systemic barriers?
- Does it include the perspectives of residents or staff who will be accessing the service?
- In the evaluation of the training, do we ask whether there were any barriers to participation or whether they found the facilitator to be inclusive of the diversity of participants?



Program and Service Delivery

When we consider the range of equity issues, we take action to eliminate barriers so that everyone can benefit.

- Do the expected outcomes of the service, project/program, or event reflect equity and inclusion goals?
- How will the service or project/program build upon the strengths of the people it serves?
- Will the service or program contribute to more equitable access to resources and benefits in the wider community?
- Have the primary target groups been consulted (See Engaging Community and Staff).
- How is the proposed service, project/program or event designed to ensure that a full diversity of people can participate and benefit with dignity? (i.e., accessibility for mobility devices, visual and hearing impairments, child or dependent care, transportation, safety concerns, language).
- Does the time of the event or hours of the service consider potential demands on people's time? (i.e. religious and cultural holidays, harvest time, family responsibilities)
- Have we considered and made note of equity and inclusion considerations in our business plans and project management plans?
- Are the long term needs of residents from different equity groups considered in our long term planning?
- Are there good equity and inclusion practices in other cities, departments or community organizations that can inform the implementation?
- What human and financial resources are required to address equity and inclusion in the implementation of this service, project/program or event?



Monitoring and Evaluation

When we consider equity and inclusion in how we measure success, we take action to ensure that all benefit from the process and its outcomes.

- ❑ Have we considered what populations will be missed by only using certain methods? (e.g., online surveys, general public consultations) What other approaches might we use?
- ❑ Are those designing and implementing the evaluation representative of the target groups who will participate in the evaluation? How can we ensure their perspectives are included?
- ❑ Do the evaluation questions allow for consideration of the experiences of a diversity of residents?
- ❑ Would it be useful to include those who stopped using the service and potential clients who never used it, in order to assess any unknown biases?
- ❑ Can we hold interviews or focus groups at a location where the target population is most comfortable? (e.g., Aboriginal women at an Aboriginal women's centre)
- ❑ Can we make it easier for respondents to participate by using interviewers from the same population, providing transportation and childcare, and/or offering an honorarium for focus groups?
- ❑ Can we interview in the language in which the people are most comfortable or have a cultural interpreter available? (i.e. spoken language, braille, sign language)
- ❑ When analyzing our data, did we maintain a diversity of perspectives in the findings?
- ❑ Have we validated the findings with the community so as to minimize any biases?
- ❑ How can we report back to the people who participated in the evaluation process?

Events, Celebration and Recognition



- When we prepare for a calendar of events, celebrations or recognition, have we consulted persons or group in the process?
- Have we encouraged engaged leaders (persons of knowledge) to be involved in planning and facilitation?
- Have we provided equitable opportunity with consideration of time, suitable spaces, resources, promotion?
- Has the plan included awareness and learning to contribute to the overall Diversity and Inclusion Pathway to success?



Revised October 2022



GROUP