

Human Resources	 Municipality of Dutton Dunwich	Content Updated: NEW
Section: Work Environment		Supersedes Policy:
Policy No: WE 26-2022		Approved by Council: Sep 14, 2022
Pages: 1 of 14		Resolution:

DIVERSITY, EQUITY AND INCLUSION POLICY	
POLICY STATEMENT	<p>The Municipality of Dutton Dunwich recognizes the inherent dignity and worth of all individuals and the values of equality and embraces diversity.</p> <p>Diversity is regarded as a vital source of moral and financial strength. Moreover, it applies the principles of inclusion to not only groups protected by Human Rights laws but personal differences of all kinds, including but not limited to, personal and political values, culture, experience, education, communications style and personal interests.</p>
PURPOSE	<p>The Municipality's vision is to establish and maintain a fully diverse and inclusive workplace that is truly representative of all sections of society, including but not limited to those that have been historically excluded from or under-represented.</p> <p>The purpose of this Policy is to set out a strategy for achieving that vision by ensuring that the principles of diversity, equity and inclusion goals permeate all aspects of the Municipality's services and operations.</p>
COMMITMENT	<p>In recognition that diversity is an organizational goal that cannot be reached without active engagement at the highest levels, Council and Management will exercise leadership in advancing diversity and inclusion in the Municipality by taking the following steps:</p> <ul style="list-style-type: none"> • Set objectives for advancing diversity and inclusion at all stages of the employment life cycle, including recruitment, hiring, retention and advancement throughout the Municipality reflecting the qualities and differences of the broader population it serves. • Ensuring budget planning, staffing and other resources necessary to meet our diversity and inclusion goals are available; • Providing for diversity and inclusion education and training; • Supports and promotes the breaking down of barriers, deconstructing biases, identifying systemic racism, and fostering and promoting an inclusive, respectful and welcoming environment for all who interact with the Municipality; and

DIVERSITY, EQUITY AND INCLUSION POLICY	
	<ul style="list-style-type: none"> • Commitment to the principles of Diversity, Equity and Inclusion when doing business, delivering services, programs and providing opportunities.
DEFINITIONS	<p>“Diversity” is the range of characteristics that make individuals unique. These characteristics include, but are not limited to, dimensions such as national origin, ancestry, language, race, colour, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socio-economic status, and family structures.</p> <p>“Inclusion” is creating an atmosphere that promotes a sense of belonging where everyone feels respected and valued for their uniqueness. In an inclusive environment, each person is recognized and developed, and their skills are routinely employed. In an inclusive environment people are valued because of, not in spite of, their differences so everyone can fully participate and thrive.</p> <p>“Equity” is a distinct process of recognizing differences that are inherent within individuals in order to achieve equality in all aspects of an individual’s life. When people are treated equitably, they are recognized for their visible and invisible differences.</p> <p>“Discrimination” usually includes not individually assessing the unique merits, capacities, and circumstances of a person, but instead making stereotypical assumptions based on a person’s presumed traits. Discrimination has the impact of excluding persons, denying benefits or imposing burdens.</p>
PROCEDURE	<p>The remainder of this Policy outlines how the Municipality of Dutton Dunwich seeks to achieve diversity and inclusion in managing its workforce and carrying out its business by implementing the following principles:</p> <ul style="list-style-type: none"> • All employees, customers, contractors and volunteers in the Municipality will be treated with dignity and respect. • The municipality will identify, prevent and remove barriers to services, programs and opportunities. • Discrimination is prohibited in the workplace in the provision and administration of goods, services, and facilities to the public. • Municipal facilities will strive to be safe, welcoming and inclusive for diverse staff and members of the community.

DIVERSITY, EQUITY AND INCLUSION POLICY

- The Municipality will create an inclusive organizational culture where diverse employees feel valued for their knowledge and skills.
- The Municipality will strive to create an environment where personal accountability and self-awareness are expected and harassment and discrimination are not tolerated.
- Principles of diversity, equity and inclusion will be embedded in the Municipality's education, training and professional development for staff – Appendix A
- Public feedback processes will identify, prevent and remove barriers to participation to ensure that diverse communities and individuals have opportunities to be meaningfully engaged.
- Recognize the diverse nature of our community through demonstrating leadership in diverse and inclusive service delivery;
- Identify and recognize the barriers of discrimination and disadvantage faced by various groups and individuals in our community and strive to eliminate these barriers;
- HR will ensure that the Municipality of Dutton Dunwich clearly expresses its commitment to diversity and inclusion in job ads, the career and other applicable sections of its website, communications, both formal and informal or verbal, with job candidates and other Municipal recruiting and promotion materials.
- HR will also conduct exit interviews of departing personnel and ask whether any overt or subtle forms of discrimination played a role in their decision to leave.

TRAINING AND RELATED DOCUMENTATION

The following Anti-Racism Learning Series is designed to provide information on issues around racism and systemic barriers that exist for marginalized and racialized groups in Canada. Courses include:

- [Introduction to Gender-based Analysis Plus](#)
- [Understanding Unconscious Bias](#)
- [Overcoming Your Own Unconscious Biases](#)
- [Reflecting on Cultural Bias: Indigenous Perspectives](#)

Ontario Human Rights Commission's eLearning videos:

- [Human Rights 101](#)
- [Discrimination based on creed](#)
- [Call it out: racism, racial discrimination and human rights](#)

Municipality of Dutton Dunwich Diversity Equity and Inclusion Program – Attached, Appendix A

APPENDIX A

The Municipality of Dutton Dunwich Diversity Equity and Inclusion Program



Human Resources (HR) have developed a Diversity Equity and Inclusion framework for staff which aligns with the corporate strategic priorities.

One of the main objectives of the Diversity Equity and Inclusion Program is initially to enhance staff knowledge on the concept of diversity, equity and inclusion which will position the Municipality well in the face of the changing workforce demographics. Staff will have the tools and resources to recognize and embrace each other's differences in culture, faith, gender, sexual identity/orientation, accessibility, family status, ethnicity, work status, personality, education, age, etc.

This Plan is a resource for you!

This resource has been developed to be a clear and concise message that communicates many items that can be related to internal staff as well as external citizens.

What the Municipality's commitment is:

The Municipality is committed to nurturing and embracing diversity in creating an environment for extraordinary customer service. This statement reflects an internal work environment that is safe and inclusive for staff so they can provide services and programs to the public that are inclusive for all citizens.

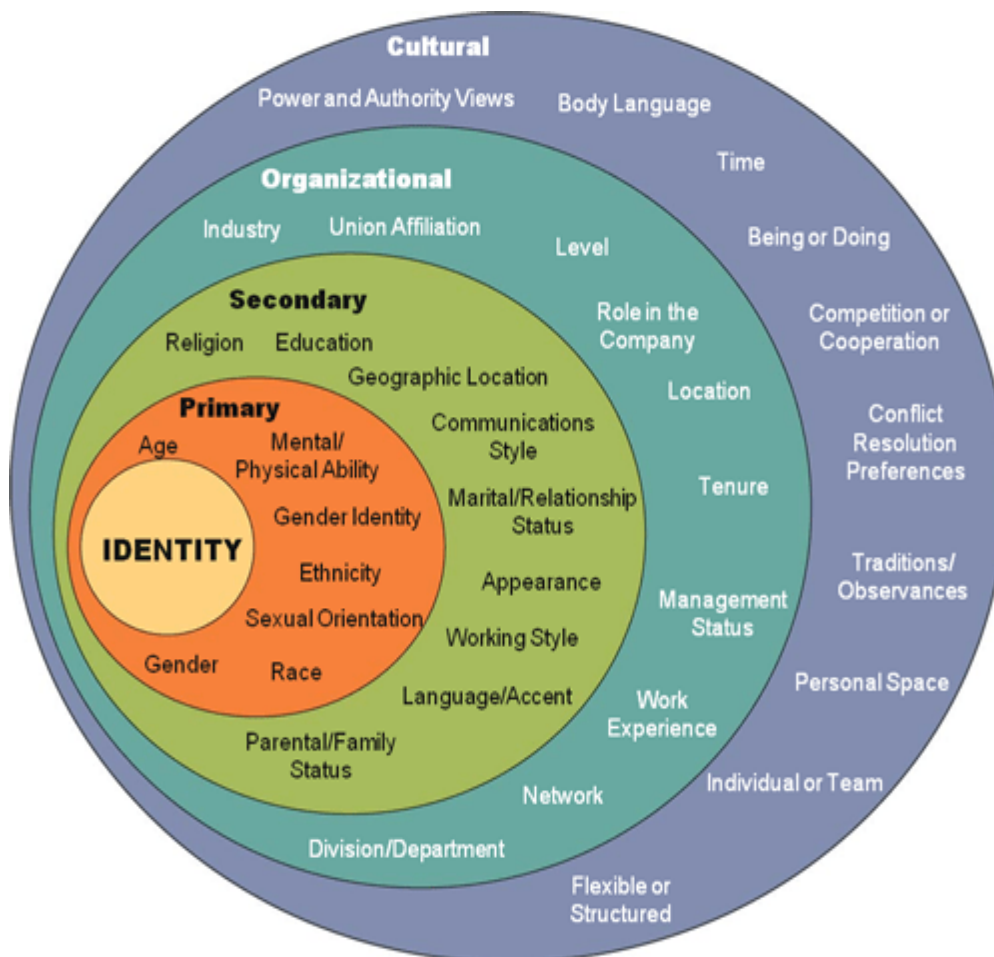
How we will achieve it:

The Municipality promotes equity, accessibility, and inclusion through our thoughts and actions in support of our growing community. Internally this relates to how we think and act on a daily basis toward each other as colleagues, how we develop policies and programs, or how we recruit new employees. Externally this may include items such as a variety of programs offered that are welcoming to the diverse range of our municipal citizens.

What the goal is:

This framework positions us to build our community together by inspiring personal, social, and economic development aligned with our core values. The intent is that if we can build an inclusive community together, we can increase personal satisfaction, social interaction, and economic development within the Municipality of Dutton Dunwich.

DIMENSIONS OF DIVERSITY



- **Primary Dimensions:** Mostly things that you were born with and that are visible:
- **Secondary Dimension:** Maybe less visible and can change over time:
- **Organizational Dimensions:** Where you fit in the organization
- **Cultural Dimensions:** Cultural norms may impact preferences and/or behaviour.

FRAMEWORK

Vision

A corporate culture of inclusion builds on the Municipality's vision. It demonstrates how our values positively impact the services we provide and promote equity and inclusion in a welcoming environment.

Goals

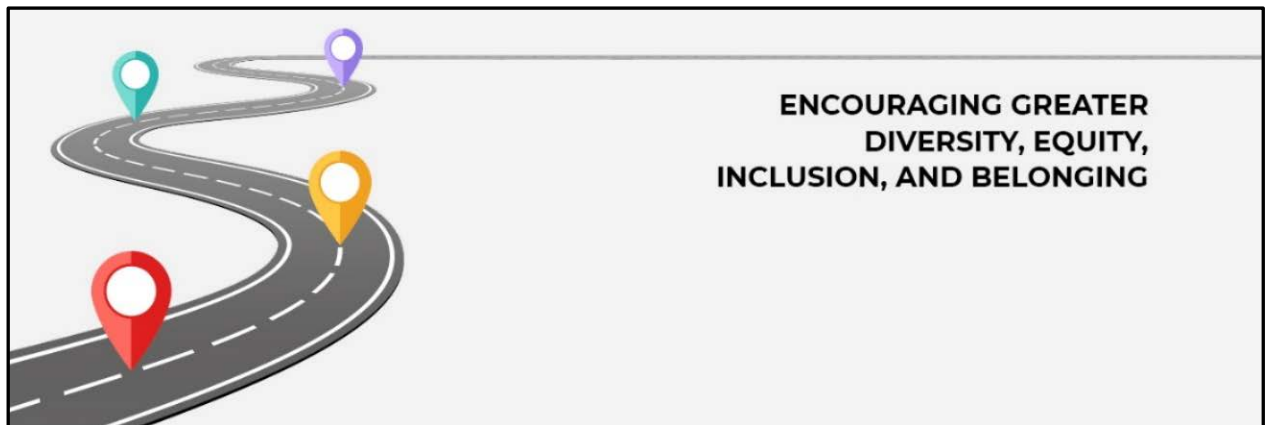
A Diverse, Equitable and Inclusion Plan will:

- Foster an open, inclusive, safe environment for employees that will contribute to an enhanced sense of cohesiveness and belonging.
- A welcoming culture will enable employees who come from all backgrounds to feel comfortable bringing their authentic selves to work.
- Have a diverse, talented workforce that is reflective of our community.
- Identify and address systemic barriers within the Municipality.
- Strengthen the Municipality's capacity to work with diverse communities to ensure our programs and services meet the needs of everyone.

ROADMAP TO DIVERSITY, EQUITY AND INCLUSION

One of the first steps in educating and promoting diversity, equity and inclusion awareness is to acknowledge our current workforce diversity. As an example, to understand some of our target areas, consider the residents within Dutton Dunwich which include people from the following groups that also make up our workforce:

- Religious and spiritual communities
- Age groups
- Family and marital status
- Gender identities, and gender expressions
- Socio-economic status
- Immigration and citizenship status
- Languages
- Individuals with varying abilities
- LGBTQ2S+
- Black, Indigenous (including First Nations, Inuit, and Métis) and People of color (BIPOC)



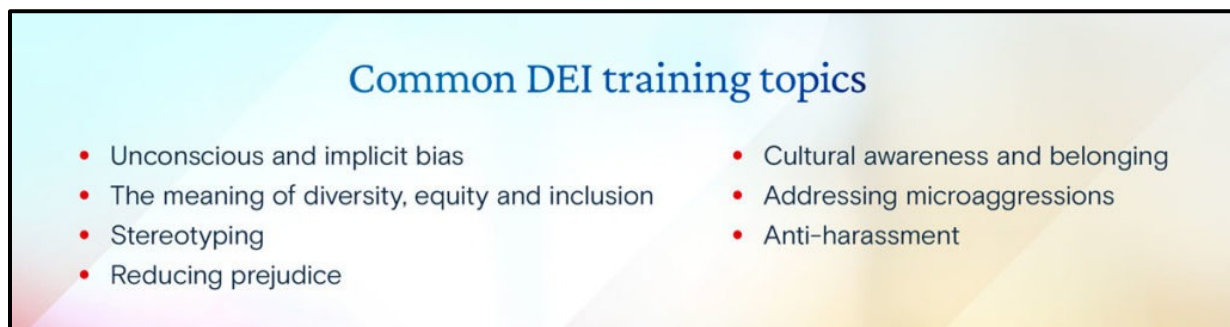
IMPLEMENTATION

Activities may include:

- Review Municipal forms for inclusive language and gender neutrality;
- Review the recruitment process;
- Creating programs that provide recognition of diversity, equity and inclusion activities that positively impact the Corporate culture and foster a welcoming environment for staff;
- Have a Cultural Celebrations Calendar of events;
- Promote staff awareness and participation in events and initiatives i.e., Black History Month;
- Actively attract ethnic businesses; and
- Investigate a quiet room/space at a Municipal facility.

Training and education:

- Diversity, Equity and Inclusion (DEI) fundamentals training
- Anti-Black Racism/Anti-Racism training
- Providing and promoting educational sessions
- Respect in the Workplace



DEI training and education tools 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 undertaking. Begin by considering our diversity, checking our individual assumptions, asking through our work about inclusion and equity, applying our insights to our work, then begin the path to change. We become an ally and commit to action.

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? An ally:

- Listens;
- Is aware of their own advantages and disadvantages and how they can use them to make a difference;

- Checks their assumptions so as to unlearn biases and stereotypes;
- Stands beside and walk with others;
- Speaks up against hurtful comments or insulting action, rather than wait for others to point it out;
- Takes steps to make the workplace and services inclusive, equitable, safe and welcoming;
- Helps others to understand discrimination and exclusion;
- Avoids the trap of “knowing what is good for them” and instead encourage their leadership;
- Share powers;
- Realizes that being an ally requires on-going learning; and
- Then listens some more.

Target Area Topics

- Communications
- Policy Development
- Strategic Planning
- Recruiting and Hiring
- Leading and Supervising
- Working with People
- Training Staff and Volunteers
- Program and Service Delivery
- Monitoring and Evaluation
- 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 and organizations and networks that serve the diverse populations we need to reach?
- 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.

Policy Development

When we make policies equitable and accessible, we take action to ensure that everyone is included in the Municipal culture.

- What are the equity and inclusion concerns related to a policy issue? (e.g., accessibility, affordability, safety, culture, gender identity).
- Have we checked existing policies to ensure we address equity and inclusion?
- Are the groups most affected by a policy consulted from the early stages of the policy development? How can we ensure their perspectives are included?
- What human and financial resources are required to address equity and inclusion in the implementation of policies?
- 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, all levels of government, 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)

Strategic Planning

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

- How does the strategic planning process promote equity and inclusion?
- Do the long-term goals being defined reflect this?
- What are the current demographic trends which the Municipality strategic plan need to align with or address?
- What equity issues are currently being raised by residents and employees in relation to the plan?
- What are the costs of not taking demographic trends and equity issues into account?
- What are the benefits?
- Do Municipality 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 the plan?
- How do the performance measures in the Municipality's strategic plan 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 the achievement of equity and inclusion?

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 Municipality career webpage so that we can broaden the applicant pool from the diverse 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 act to model a Municipality that utilizes everyone's diverse talents and skills.

- What steps are taken to create a respectful and inclusive environment?

- Is inappropriate behaviour such as offensive jokes, and negative comments that are not acceptable communicated to staff and volunteers?
- How is input and ideas from staff or volunteers actively gathered from diverse perspectives?
- How are staff encouraged to contribute positively in creating an inclusive workplace?
- What support systems are available 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?

- Are our commitments to inclusion and accommodation ensure that all staff are equally informed?
- Is equity and inclusion incorporated into criteria for evaluating candidates for promotions or management positions? If not, how might this be included?
- What opportunities are available to enable people from under-represented groups to bring new perspectives to the team, acquire experience and move into higher-level positions? (i.e. job shadowing, succession planning, secondment, students)

Working with People

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

- When I interact with people, do I check my 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?

Training Staff, External Contractors/Services and Volunteers

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 hiring employees and external consultants/services/volunteers? (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 contractors/services/volunteers?
- Can we hire employees and external contractors/services/volunteers from diverse backgrounds, so they reflect the population we serve?
- Will the learning objectives be designed to influence participant 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., Indigenous (including First Nations, Inuit, and Métis) ancestry, LGBTQ identities, dietary, auditory, language needs or preferences).
- 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 training 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?
- 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).
- Are the long-term needs of residents from different equity groups considered in our long-term planning?
- 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 of target groups (who will participate in the evaluation) ensuring 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 customers 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., Indigenous women at an Indigenous women's centre)
- 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?

EVALUATION OF THE PLAN

The outcomes and impact of the Diversity, Equity and Inclusion Plan will be measured using the following sources of information:

- Recruitment process review (eliminating or reducing biases);
- Feedback from questions related to an inclusive workplace;
- Statistics on employee demographics related to dimensions of diversity;
- Feedback from the public;
- Statistics on workplace accommodations related to an inclusive workplace;
- Statistics on workplace complaints such as discrimination and harassment;
- Reviewing diversity, equity and inclusion initiatives including the number and types of activities, number of participants, as well as feedback from activities; and
- Partner with Council's commitment to the Canadian Coalition of Municipalities Against Racism and Discrimination (CCMARD – United Nations).

HOW YOU CAN HELP!

Consider these tips:

- Understand your dimensions of diversity and their potential impact on others;
- Ensure that others are heard, respected and included; particularly if you are in a position of authority formally or informally;
- Consider your own biases and try to ensure they don't negatively influence how you treat others;
- Adjust your approach so that you can work better with the style of others;
- Avoid participating in behaviour which is harmful to others e.g., jokes or gossip;
- Use inclusive language to avoid making assumptions. For example, say "happy holidays" unless you know the person celebrates Christmas, use the term "partner" or "spouse" until you know the gender of a co-workers significant other; and
- Make an effort to reach out and include people whom you think are difference than you.

Glossary

- **Authentic Self:** is representing one's true nature or beliefs; true to oneself or to the person identified.
- **Biases:** are a particular tendency, trend, inclination, feeling or opinion, especially one that is preconceived or unreasoned.
- **BIPOC:** Black, Indigenous (including First Nations, Inuit, and Métis), and People of Colour
- **Diversity:** is about the individual. It is about the variety of unique dimensions, qualities and characteristics we all possess.
- **Equity:** is ensuring all people have fair access to the resources and opportunities needed to succeed. Equity is not the same as equality.
- **Gender Expression:** is how a person publicly presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender.
- **Gender Identity:** is each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex.
- **Inclusion:** is about the collective working well together. It is about creating a culture that strives for equity and embraces respect and accept and values difference.
- **LGBTQ2S+:** is an acronym for lesbian, gay, bisexual, transgender, transsexual, queer, questioning, 2-spirit and other identities.
- **Systematic Barriers:** are policies, practices or procedures that result in some people receiving unequal access or being excluded from participating fully in a situation.
- **Unconscious biases:** are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing.
- **Marginalized Groups:** are groups or communities who have been socially and economically disadvantaged and may have also experienced discrimination. Such groups are excluded from full participation in the community.