

A photograph of two women in a professional setting. On the left, a Black woman with short, curly blonde hair is smiling and looking towards the right. On the right, an Asian woman with long, dark hair is also smiling and looking towards the left. They appear to be in a meeting or collaborative work environment. The background is slightly blurred, showing a window and some greenery.

Findings Report

Developed November 2022

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Feminuity was founded on the [traditional and unceded territory] of the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee, and the Wendat Peoples and is home to many First Nations, Inuit, and Métis Peoples.

Accessibility

The following presentation has been designed to be as accessible as possible. All text and graphs in this presentation pass the [Web Content Accessibility Guidelines](#) (WCAG) AAA standard for colour contrast, and are designed for people with colorblindness. Images with text, and important information include alt text. Language in this presentation is literal, inclusive, and accessible. Slides have been designed to limit cognitive overload.

The following are some accessibility standards that we are unable to implement at this time, but that we aim to implement in the future:

- Feminuity currently uses Google Workspace to create and design all presentations. As a result, any tables in our slide decks will be difficult to navigate using a screen reader or tab navigation.
- Some slides may not be “ordered” correctly, and will be confusing to those using screen readers and tab navigation.
- At this moment, our graphs do not include alt text, although many slides offer a description and analysis of the data represented in our graphs.

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A spiral-bound notebook with a silver pen on a wooden surface. The notebook is open to a blank, lined page. The spiral binding is on the right side. The pen is on the left side. The background is a wooden surface.

Preparing for

Learnings

Participation Agreements

Before engaging with these findings, reflect on the recommended participation agreements below:

Take Space If You Need It

If some negative emotions arise from this report, we recommend pausing and taking some space to process; this often prevents us from having a defensive reaction that lacks consideration. Negative reactions may have a place here, but we first recommend taking space to process before having that conversation.

Stop, Rewind, Change Your Mind

As we go through this process, you might learn that you've done or said something in the past that you now disagree with. Rather than focus on mistakes, we encourage you to embrace that you've learned from your experiences, and have grown as a result of it. When presented with new information, changing our minds is a powerful leadership trait, and we encourage you to share your journey. We are all learning.

Participation Agreements

Start From A Place Of Belief

We are often quick to use our critical thinking to find gaps, issues, or problems with the information we are given. Instead, we encourage you to first take the information in this report as valid, and from there, ask questions to seek more information. Start from belief and curiosity. If you can't do this right away, take space to reflect on that before reacting.

Get Comfortable With Being Uncomfortable

Some information may be new to you and feelings of discomfort may arise. Discomfort could come from various things; maybe you are upset with some of the findings. Maybe you are personally affected by them. Maybe you feel uneasy about change or maybe you are unsure why you are feeling uncomfortable. Explore these feelings and embrace them as part of the process.

We have a [“Name It” Self Activity](#) that may be helpful to work through any big feelings!



Executive Summary

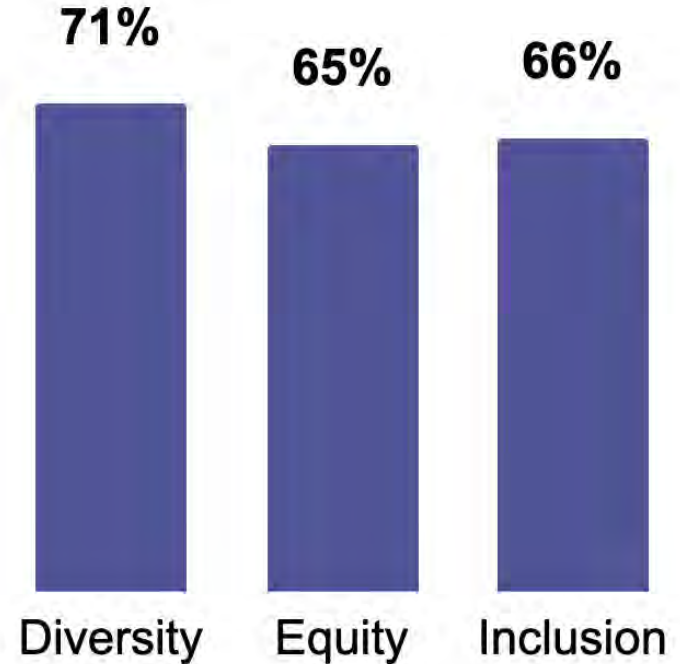
Executive Summary

Team members at the County of Dufferin appreciate that the County is beginning their Diversity, Equity and Inclusion (DEI) journey, and that the organization has begun to make progress on it.

However, at this early stage, there are also frustrations with the way things have been in the past. Specifically, team members recognize that there are legacies of inaction, which has left them uncertain about the County's true commitment to DEI. Further, people shared that before the County hires more people, the organization needs to focus on retention, and making improvements for the current staff.

Black people, racialized women, [LGBQ+ people](#), people with accessibility needs, caregivers, and people working at Dufferin Oaks have particularly low scores compared to their peers, suggesting that these groups need the most support at the County.

Overall Scores



Base Size: [n=183]

Strengths

Survey respondents share the following areas of strength at the County:

Beginning Its DEI Journey

Team members recognize and appreciate that the County is beginning and progressing on its DEI journey. This is evidenced by participant comments expressing positivity around progress being made, alongside opportunities for further inclusive and equitable practices within the County.

Colleagues Support and Camaraderie

Team members feel a sense of respect and care from those they work with. Comments from participants highlight that their team members generally create a positive environment at work.



Opportunities

The County of Dufferin can meaningfully grow and evolve as an organization by addressing:

Accountability and Growth, Particularly For Unjust Actions

When harassment and discrimination occur, team members want more swift and deliberate action by the County to promote accountability and growth. Unfortunately, accounts of discrimination and injustices highlight a perception wherein there is a legacy of inaction. This history has fortified team members' anxieties that they should expect more of the same. Team members additionally describe microaggressions that they do not feel empowered to address because more “serious” experiences of harassment and discrimination have not been adequately addressed.

Leadership Interactions With Team Members

Team members share concerns over decision-making processes and rigid, overly hierarchical methods of communication from leadership. However, they want to be consulted in decision-making, especially when the outcomes impact them. Because they are the ones that do the role every day, it is imperative that what they share is given serious consideration.

Providing Learning and Education on DEI Topics

Team members at the County are eager to advance their own knowledge on DEI topics and are hopeful that the County will provide opportunities for them to do so.

Opportunities

The County of Dufferin can meaningfully grow and evolve as an organization by addressing:

Retention Efforts

A major theme from participants is a perceived lack of focus on retention for County employees. This sentiment was held the most strongly by groups experiencing marginalization at the County, such as racialized employees, LGBTQ+ (lesbian, gay, bisexual, queer, etc.) employees, people with accessibility needs, and caregivers.

Without a focus on retention, efforts made to build diverse teams at the County is not sustainable. Efforts need to be made to support people experiencing marginalization, providing them with inclusive environments, supportive onboarding, allowing them (and all employees) to develop their careers with the County.



Groups Requiring Support

Black People

Black people at the County of Dufferin are less positive about DEI efforts overall. They are less likely to believe that the County is representing diverse groups of people, or that the efforts and investments are being made to support a diverse workforce. They are experiencing **less equity**, specifically regarding advancement opportunities, support for their career growth, and **0% feel that they are evaluated fairly**. Black team members have among the **lowest engagement** scores overall, and the majority **do not feel they can recommend the County** as a good place to work, and are more likely to **consider a job elsewhere**. Further, they do not believe the County is a safe and supportive workplace for racialized people, and a majority of Black team members' **mental health is being impacted negatively** by ongoing **racial justice issues**. Of all groups, they are the **most likely to have experienced harassment and discrimination**.

Racialized Women

Racialized women have among the lowest scores at the County. They do not believe that the County is working to ensure it represents a diverse group of people. They **do not feel they are evaluated fairly**, and feel a **lack of support** for their career growth, and in how advancement opportunities are given. This sentiment is reflected in their lack of involvement as leaders in the organization, with **only 10% of racialized women** holding reporting manager positions. Further, they are **more likely to want to seek employment elsewhere**. They **do not believe the County is doing enough** to discuss issues of racial justice, and over half **do not believe the County is a safe and supportive place** for racialized people.

Groups Requiring Support

People with Accessibility Needs

Compared to people without accessibility needs, people with accessibility needs are less likely to feel that the County meets their needs. They don't feel as though the workplace represents a diverse group of people, and that there are investments being made to support building such teams. They are also **less likely to feel equity** in how they are evaluated, or how they can advance their careers with the County. Further, they feel **a lack of open and honest communication** and do not feel they are **included in decision-making processes**. They are struggling to maintain **work-life balance**, and are **more likely to seek work elsewhere**, with half **not envisioning** themselves at the County in two years. In addition, they experience **harassment and discrimination** at much higher rates than their peers, and don't feel the County will take **appropriate action** if such instances are reported.

LGBQ+ People

LGBQ+ team members are less positive about the County's DEI efforts, and are less likely to believe there are efforts being made to build and sustain diverse teams. They **do not feel included in decision-making processes**, and feel there is a lack of **open and honest communication** in their workplaces. Many do not feel positive about the County's **workplace culture**, and feel they cannot be their **true selves** in the workplace. As a result of their experience, the majority of LGBQ+ team members **do not recommend the County as a place to work**, and half do not envision themselves working with the County in two years.

Groups Requiring Support

Caregivers

Compared to people who aren't caregivers, team members who are caregivers do not feel a strong sense of equity in their work. They are **not feeling supported in their career growth**, and feel that advancement opportunities could be more equitable for all in the organization. Further, caregivers do not feel the culture in their work environments has a positive impact on their work quality. They **feel less included at work**, specifically regarding their involvement in **decision-making processes**, and would like **more open and honest communication** at the County of Dufferin.

Compared to those without caregiving needs, they also feel **less confident in balancing their work and life responsibilities**. With their current workplace experience, they are less likely to believe they will work at the County in two years time, and are more likely to seek work elsewhere.




Groups Requiring Support: Dufferin Oaks

Typically, providing a breakdown by department is not considered a leading practice. By reporting by department, it can create an environment where specific parts of an organization are perceived as “being the problem”, rather than being reflective of what the full organization needs to work on.

While Dufferin Oaks had **considerably lower scores on nearly every item and each index** when compared to other departments, it is important to recognize that the rest of the organization has to engage in this work as well.

Dufferin Oaks team members share sentiments of being overworked, burnt out, and a general lack of appreciation, especially as they continue to encounter the impact of COVID-19. They largely feel as though their thoughts and opinions are not given merit in decision-making, and that decisions are made without consideration as to the impact on their day-to-day job. They **do not feel supported in their career growth** overall, and feel like there is favouritism in who gets promoted, and or are provided other opportunities. Leaders at Dufferin Oaks feel as though there is **little support for them to navigate nuanced conversations**, which has resulted in situations feeling **unresolved**.

A photograph of two women looking at a laptop screen. The woman on the right is wearing glasses and a red and black plaid shirt. The woman on the left is wearing glasses and a patterned top. The background is a blurred indoor setting.

Methodology and Reading the Report

Methodology



Survey

The anonymous survey was live from September 26th - October 10th 2022. The response rate was 46%.



Interviews/Focus Groups

We conducted interviews virtually from September 26 - October 12 2022, and interviewed 20 out of a possible 50 people.

Two focus groups were held, one for racialized people, and one for people who are LGBTQIA2S+, have disabilities, are women, and/or are people who are beyond the gender binary. In total, 9 out of a possible 20 people participated.



Analysis

We reviewed the quantitative and qualitative data related to the different identities, experiences, and intersections within the County of Dufferin.



Top-two box scoring

The survey questions use a 5-point Likert scale, ranging from “Strongly Disagree” to “Strongly Agree.” This report summarizes favourable scoring by combining the scores from the top two boxes, “Agree” and “Strongly Agree,” otherwise known as top-two box scoring.

Data Caveats: Response Rate

Overall Response Rate

Given that the response rate was 46%, the data may only capture some challenges and issues that groups experiencing marginalization are encountering within the County of Dufferin. That being considered, the data illustrates **a starting place** to begin this work.

It is notable that while the goal was to have a higher response rate, the percentage of people who participated was substantial, given that this is the first large-scale DEI assessment that the County has undertaken.

Dufferin Oaks Response Rate

Dufferin Oaks had the lowest overall response rate (26%) of any department despite notable efforts to ensure participation. Given that the continuing impacts of COVID-19 have compounded the ordinary stresses of working in a long-term care facility, it is crucial to recognize that there are many reasons why Dufferin Oaks team members may not participate in a DEI assessment.

As broad examples, these team members might not **trust** DEI initiatives to affect their day-to-day work, not have the emotional **capacity** to participate or have **prioritized their work duties** over the assessment—among plenty of additional compelling and unique reasons.

Data Caveats: “I prefer not to answer”

There was a high average of people who selected “I prefer not to answer” across all demographic items, with an **average of 19%** people selecting this option. Team members were less likely to feel comfortable sharing demographic information pertaining to their workplace, with an **average of 21% across all workplace demographics**, compared to an **average of 18% across all personal demographics**.

Highest Workplace Demographics “I prefer not to answer” rates

- Department: 33%
- Position: 31%
- Work days: 25%
- Shift worked: 25%
- Hours worked: 24%
- Reporting manager: 22%
- Tenure: 22%
- Location of work: 20%

Highest Personal Demographics “I prefer not to answer” rates

- Religion: 43%
- Household Income: 41%
- Sexuality: 34%
- Age: 32%
- Accessibility Needs: 31%
- Education: 18%
- Race/Ethnicity: 19%
- Gender: 16%

Percentage of Asexual People

9% of respondents selected asexual under sexuality.

This percentage is unexpectedly high compared to an estimated Canadian population of 1%. While this may be the case, people may have also accidentally selected “asexual,” which was the first option, assuming their sexuality would be listed first.

In any case, even if there are only a few asexual people, only one asexual person or no asexual people in your workplace, you should still be taking proactive measures to ensure that your workplace is inclusive of all people, and the multiple intersections of sexuality.



Understanding the Data: Definitions

Underrepresented groups refers to disproportionately low representation of a group within an organization. Keep in mind, underrepresentation does not always correspond to marginalization.

In this report, you'll notice there is an absence of data for the following groups or a lack of granularity due to their underrepresentation: **Indigenous Peoples, Middle Eastern people, Latin American people, Hispanic people, people whose gender is beyond the binary of man/woman, and transgender people**. This is done to protect the anonymity of groups with five or fewer respondents, as they could possibly be identified.

It is important to continue to consider the unique and differing experiences of underrepresented groups as the organization transforms and moves forward, especially when designing or updating educational programs, training materials, and workplace policies, procedures, practices, and processes.

Dominant groups hold the most power, privilege, social capital, and workplace status in a given setting. It is important to recognize that some people have greater influence, authority, and discretion when it comes to self-expression, decision-making, resource allocation, workflows, advancement, and more. It is also notable that being in the numerical majority doesn't automatically denote that a group is dominant.

Dominant groups at the County of Dufferin include white people, heterosexual people, those without accessibility needs, and people who are not caregivers.

Understanding the Report: Language Used

Systems-Centered Language

Language in this report uses a “systems-centered” approach, designed to acknowledge and highlight the systems and structures that place limitations on groups of people, not the groups themselves holding limitations. Phrases such as “groups experiencing marginalization” demonstrate systems-centered language.

Groups Experiencing Marginalization

Those who are experiencing marginalization are systematically excluded from opportunities on the basis of one or more identity characteristics, and are not often given power to create change. It is important to realize that groups in the numerical majority can still experience marginalization.

“Identifies As”

Both the term “identifies as” and “self-identified” can be used in ways that covertly suggest that who a person knows themselves to be is somehow less valid or under scrutiny. When we refer to communities experiencing marginalization and their genuine, lived-in identities with a caveat—while everyone else’s personhood goes unquestioned, intelligible, and known—we risk reproducing dangerous cycles of exclusion. In this report, we use language that acknowledges each respondent’s unique personhood and strives to validate who they are unconditionally.

Understanding the Data: Footnotes

Footnotes

If in doubt, read the notes at the bottom of the slides for context to help interpret the data. “n=” indicates the base size or number of people in each sample group. This number changes throughout the report, depending on groupings. Note that groups are not reported on unless they meet a reporting minimum for both qualitative and quantitative data.

Statistically Significant Findings

Throughout the report, you’ll notice an asterisk (*), which denotes a finding as statistically significant. Certain tests for significance are not always possible when groups are too small. With this in mind, we ask you to **place equal importance upon all experiences shared**, especially with groups experiencing underrepresentation.

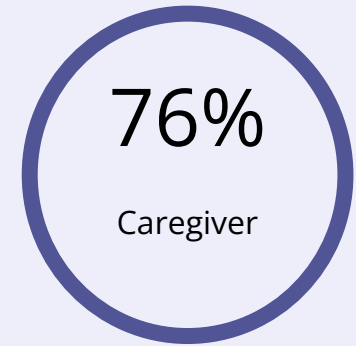
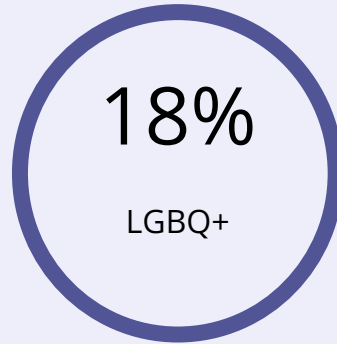
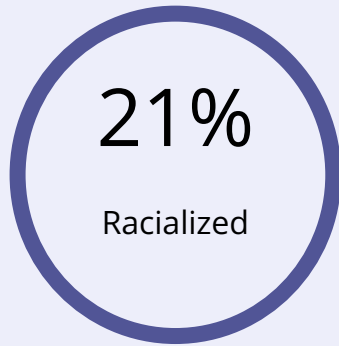
People from identities experiencing underrepresentation are often “**an only**” or one of the few members of their social group in a particular context. [Edge cases](#) or **small-n samples** are often filled with the challenges and perspectives of non-dominant groups.

Demographics



Demographic Overview

County of Dufferin respondents were typically white (77%), heterosexual (82%), and without accessibility needs (77%). The majority of respondents are caregivers (76%), meaning that they have others depending on them for care.



Base Size: [n=183]

Intersectionality

We all have more than one identity that makes up the full picture of who we are. When examining the demographic insights of the County of Dufferin, we must always keep these intersections in mind.

[With more than 40 dimensions of diversity](#), it's not fair to limit us to just one aspect of ourselves, which is why an [intersectional approach](#) to the data findings is so important.

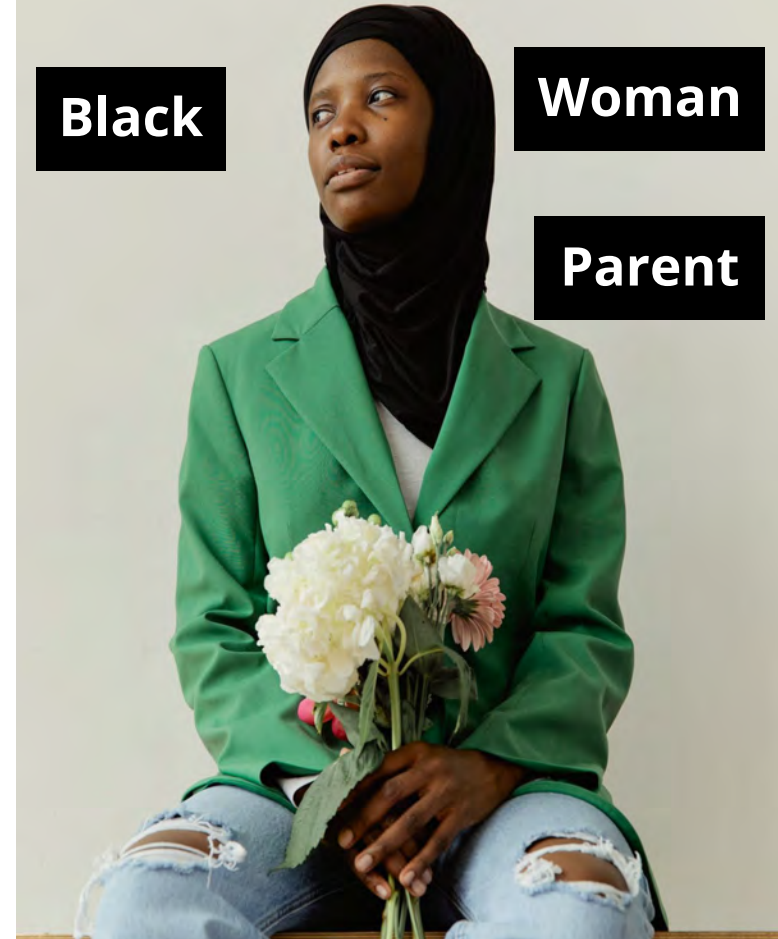
Muslim

Lesbian

Black

Woman

Parent



Findings

Diversity

Diversity is a relational concept. It is about the composition of teams and organizations and is measured based on a collective whole. People are not “diverse,” but teams and organizations must be.

OVERALL

71

Highest scoring items

66% The County of Dufferin values diversity.

65% Leadership understands that diversity is critical to our future success.

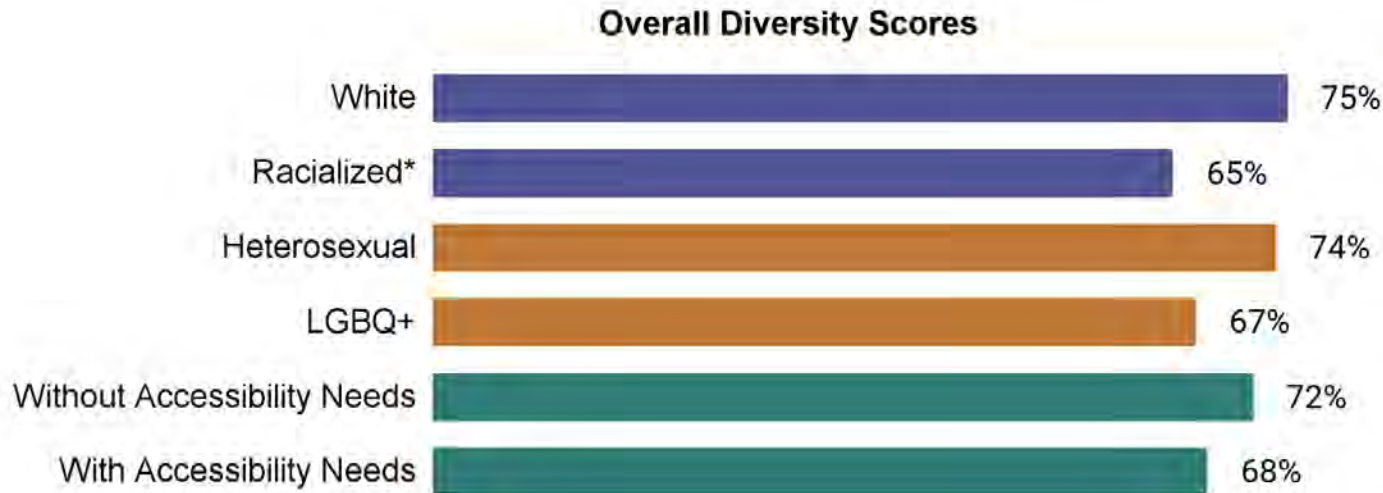
Lowest scoring items

56% The County of Dufferin invests time and energy into building diverse teams.

62% The County of Dufferin represents a diverse group of people.

Diversity: Overall Scores

Black people, LGBTQ+ people, and people with accessibility needs have lower overall Diversity scores. Sentiments about the County's commitment to diversity vary, with some feeling as though the organization is showing dedication to improving representational diversity, and others feeling jaded about this work and its relative progress.

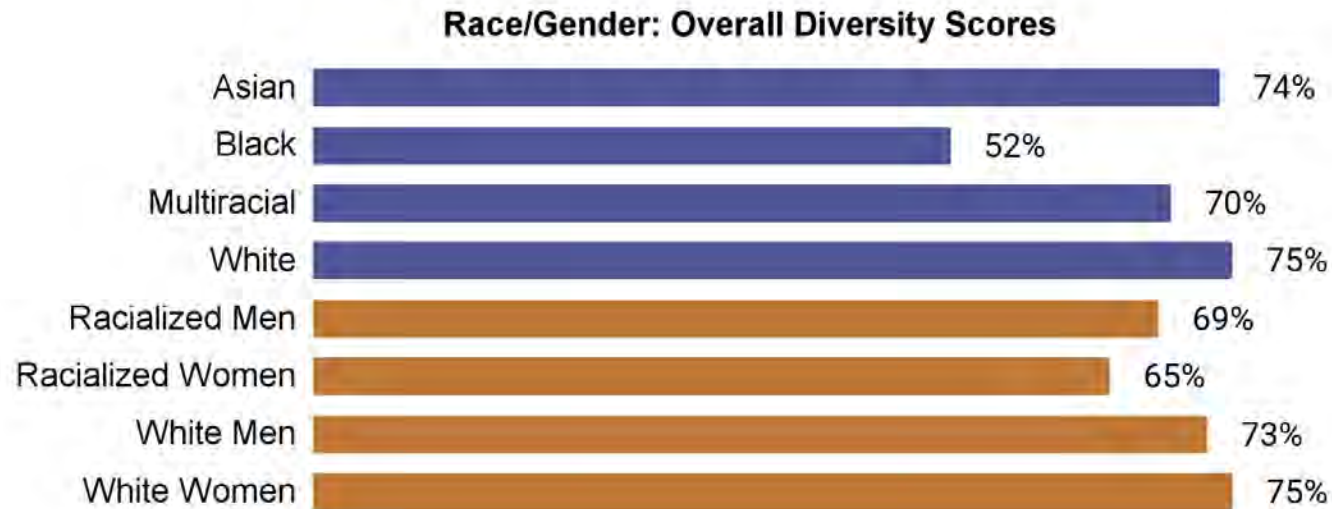


"County of Dufferin... is not a place that welcomes diversity therefore as a minority, it is not a good environment to work in."

*Difference is statistically significant. Base Size: Race [n=151], Sexuality [n=137], Ability [n=140]

Diversity: Race/Gender Overall Scores

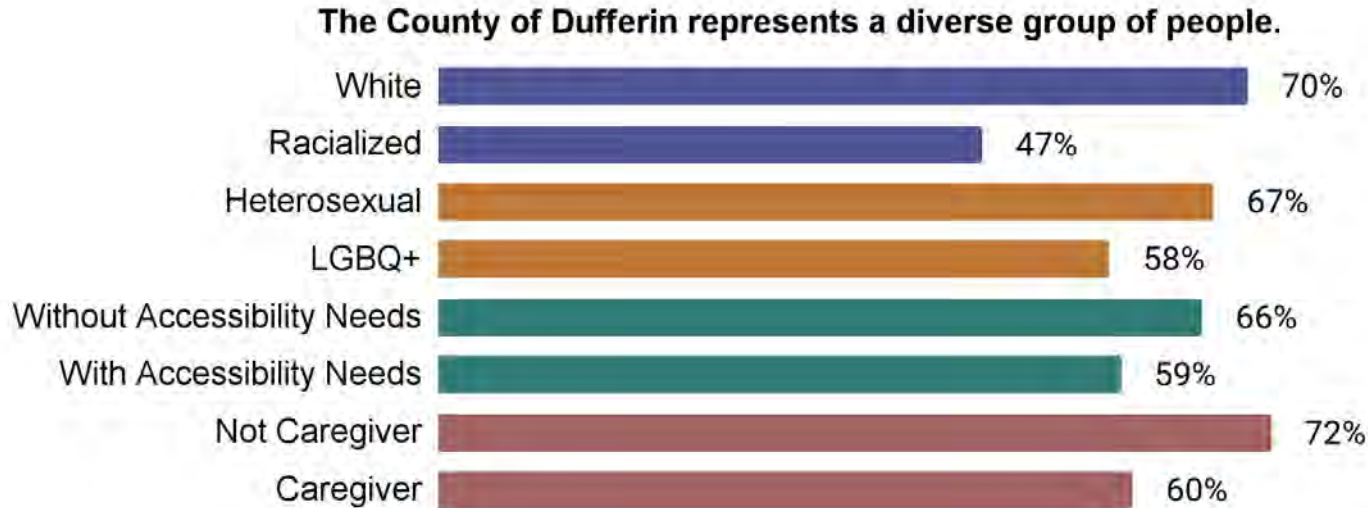
Of any racial grouping, Black people have lower overall Diversity scores. When examining race and gender, it is notable that racialized women have lower scores than white women who work for the County of Dufferin.



Base Size: Race [n=151], Gender [n=157]

Representation at the County

Racialized people, LGBTQ+ respondents, people with accessibility needs, and caregivers do not believe that the County of Dufferin represents a diverse group of people compared to their dominant counterparts. In qualitative data, dominant groups within the County indicated that the County was either doing well with ensuring that there is diversity within the organization, or that there was an over-emphasis on diversity, to the detriment of the organization.

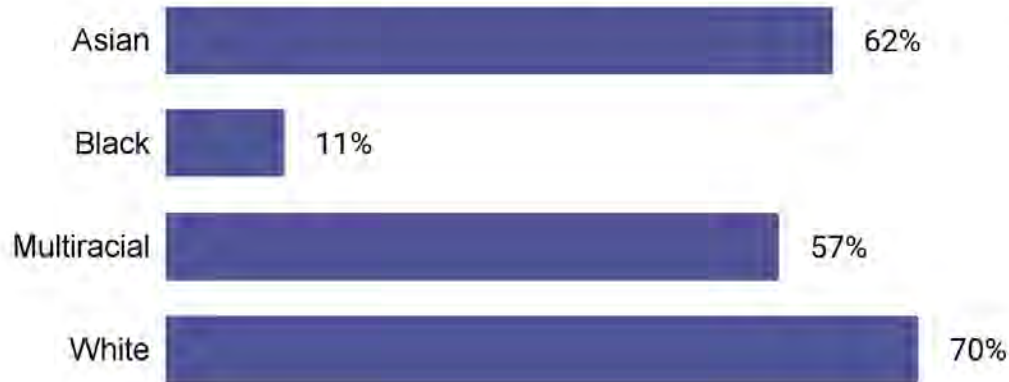


Base Size: Race [n=151], Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Representation at the County

Black team members are the least likely to believe that the County of Dufferin represents a diverse group of people. Participant comments noted that the lack of representation stems from historical legacies in the County, which have created enduring inequities yet to be adequately addressed. This sentiment is reinforced by comments from respondents belonging to dominant groups that support the [myth of colour blindness \(“not seeing race”\)](#) and the [myth of meritocracy](#).

The County of Dufferin represents a diverse group of people.



"I remember that this county was built on beliefs and there was no colour in it."

Base Size: Race [n=151], Gender [n=157]

Glass Escalator Effect

Lack of diversity is felt especially by respondents with respect to leadership. Respondents indicate that leadership is largely comprised of white men. White women had proportionally equal representation in reporting manager positions when compared to white men. Although white men were the second smallest group when examining race and gender by reporting manager status, they are proportionally more likely to be a reporting manager than racialized men and racialized women. This discrepancy may warrant a review of the **Glass Escalator Effect**.

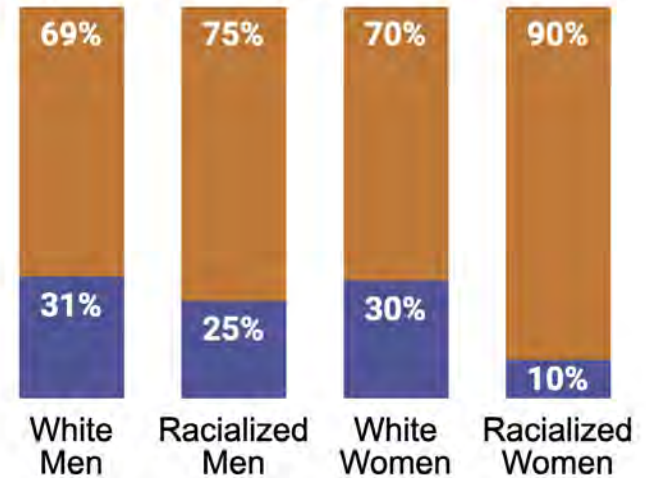
The Glass Escalator Effect suggests that white men end up in leadership because they are perceived as having desirable traits for leadership roles, more so than racialized men and racialized women are.

The lack of racialized women in reporting manager roles is especially something to examine critically.

Not Reporting Manager

Reporting Manager

Reporting Manager by Race and Gender



Base Size: Race [n=144], Gender [n=144]

“...the people in power are male and pale...”

Intentional Hiring Practices and Retention

Team members want a more significant effort to embed DEI into the talent journey, particularly in recruitment, hiring, and professional development. They believe that a lack of representative diversity primarily originates from homogeneity in leadership positions and unchecked marginalization of groups that fall outside the boundaries of those characteristics.

Respondents suggested current limitations are due to shared jobs and antiquated hiring processes. In addition, team members need clarification on how data is collected and used to identify representational disparities across leadership levels and recruitment pipelines.

Beyond hiring, they want intentional retention in place and the County to create more accessible and transparent processes for career advancement for current team members.



"The County needs to figure out how to attract and retain staff in order to build a more diverse, equitable and inclusive organization. The County also needs to find a job grading system that is consistent and equitable. The job grading system that is used now is very outdated."

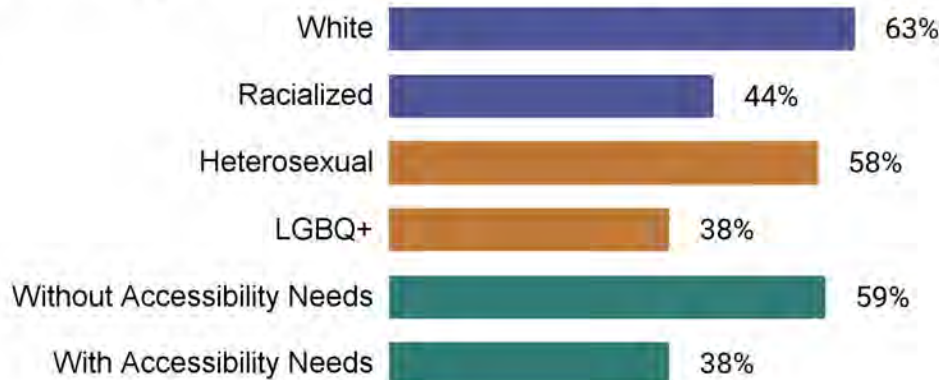


"Expand the platforms on which they post jobs. Training managers on good hiring practices."

Building Diverse Teams

Groups experiencing marginalization have lower scores with respect to the County investing time and energy into building teams that are diverse. A strong qualitative theme was the misconception that diversity is at the expense of skill was prevalent in the data, further supporting that the County has work to do in order to address [the myth of meritocracy](#).

The County of Dufferin invests time and energy into building diverse teams.



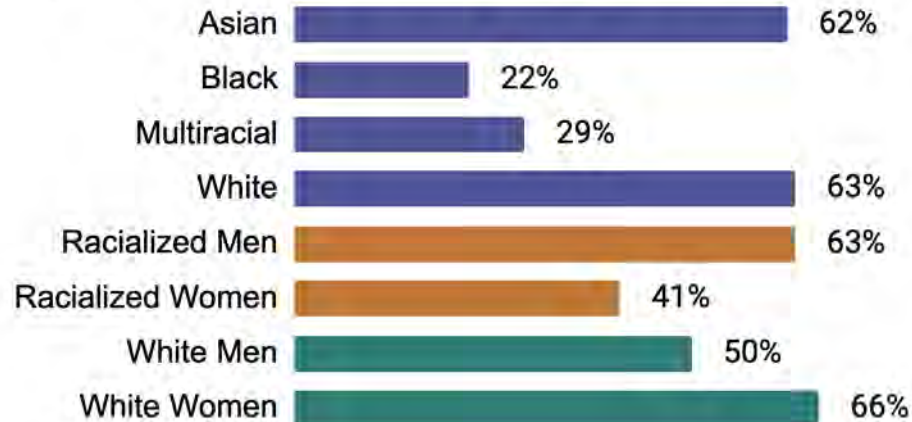
“DEI cannot trump competency. We don't have quotas and for good reason. We want to welcome the best person for the job, someone who has displays skill, social intelligence and competence. If we hire based on affirmative action instead, to explicitly boost diversity rather than skill and ability, we weaken teams and devolve client service.”

Base Size: Race [n=151], Sexuality [n=137], Ability [n=140]

Investing in Diversity

Black people and racialized women are the least likely to agree that efforts are being made to build diverse teams. Qualitative data indicates a perceived lack of effort to promote more inclusive and equitable hiring and employee retention, which respondents consider a barrier to building truly diverse teams.

The County of Dufferin invests time and energy into building diverse teams.



"Ask DEI interview questions during the hiring process. Have a values statement that includes DEI."

Base Size: Race [n=151], Gender [n=144]

Offering Resources and Actions

While sentiments exist in dominant groups at the County, others within the organization are keen to elevate their DEI education. Those eager to elevate their knowledge don't always feel they have the time or opportunities to learn more about different lived experiences and leading practices. They also want more intentional spaces and forums for communication and dialogue on topics relating to DEI, such as inclusive leadership, inclusive recruitment, anti-racism, reconciliation, current events, and more. Dufferin can further support growth and learning by ensuring that DEI training provided to staff is associated with their day-to-day work.



"Definitely putting training into action. a bigger effort for participation. so if we are doing DEI work for management to take up and support it and promote it within their teams and encourage them to participate. and if they can't participate how do they take it back to their team."



"Offer more opportunities to learn from Indigenous educators, educate council members on the importance of Indigenous Traditional Territories and treaties."

Misunderstandings of DEI

Further DEI education at the County is needed based on various misconceptions in qualitative data. Some team members feel threatened by DEI or misunderstood. One of the most common myths was the [myth of meritocracy](#), or anyone who puts in hard work will succeed without other factors. Some shared that the County should ignore social differences or disparities to hire the "most qualified candidate."

Overall, there is significant confusion over the difference between equity and equality. Moreover, multiple claims of ["reverse racism" or "reverse discrimination"](#) illustrate that anti-racist education should be a priority for the County.



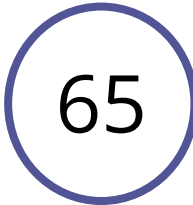
"Start treating every employee the same instead of terrifying the white employees to be afraid to speak up against a person of colour. The white employee will always be the one to blame just because even if it is the other person who is not pulling their weight..."



"Ensure everyone is treated equally the same, no matter your race, color or religious beliefs."

Diversity: Areas of Focus

- [1]** Black people, racialized women, LGBTQ+ people, people with accessibility needs, and caregivers have notably lower scores than their dominant counterparts. These groups require support through policy, procedure, and practice changes to meaningfully make changes at the County.
- [2]** Within the survey, some people within County of Dufferin indicated feeling threatened by DEI efforts or misunderstanding their intention. Concerns relating to “reverse discrimination” were prevalent in the data, with expressed concerns that qualified white candidates are not receiving raises, promotions, and opportunities in favour of “less qualified” people, to meet “quotas.” The notion of reverse discrimination must be considered as Dufferin goes through their DEI journey as a potential detractor to achieving DEI goals.
- [3]** People are hoping for more education around DEI, especially elevating everyone’s understanding regarding a range of backgrounds, lived experiences, communities, and cultures.



Equity



Equity is in how we design our systems and processes; it's about the way we work.

Key distinction to note: Equality-inspired design treats everyone the same whereas equitable design works to give everyone what they need to be successful.

Highest scoring items

65% I have access to the resources I need to do my job well.

55% I believe that the County of Dufferin demonstrates a commitment to meeting the needs of team members with accessibility needs.

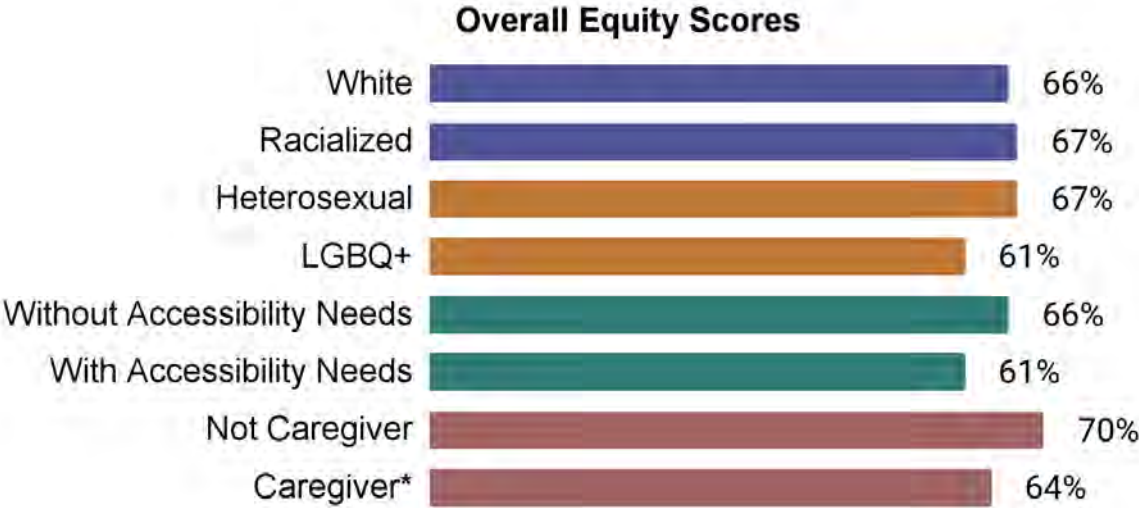
Lowest scoring items

34% The process for career advancement/promotion is transparent to all team members.

40% Administrative tasks that do not have a specific owner are fairly divided at the County of Dufferin.

Equity: Overall Scores

While most overall Equity scores do not vary much across groups, caregivers score statistically significantly lower than people who are not caregivers. Participants' comments emphasize a lack of tangible action taken, leaving them with a sense of being unsupported by the County. Career development was also a primary concern.

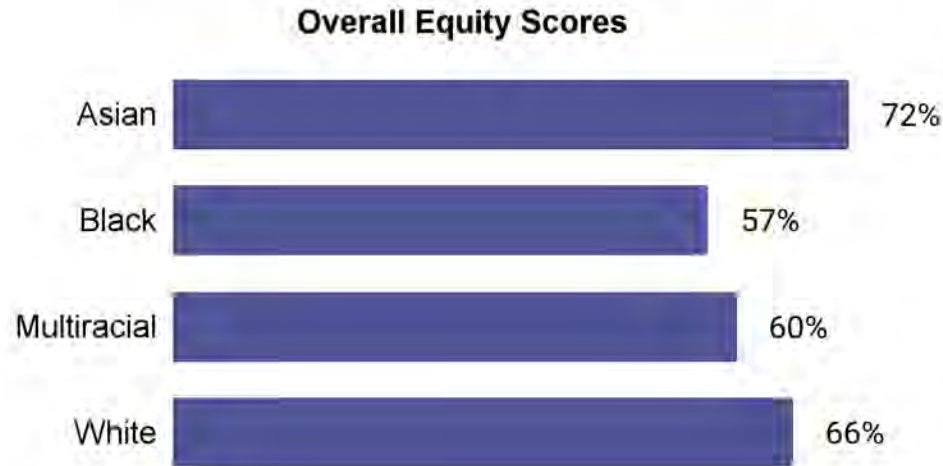


“I think people want to feel valued and supported. I see a lot of box-checking happening and hear a lot of words, but do not see action to actually help employees”

*Difference is statistically significant. Base Size: Race [n=151], Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Equity: Race/Gender Overall Scores

At an aggregate level, there appeared to be no difference between white and racialized team members' sense of overall equity. However, further analysis indicated that Black and multiracial team members feel less equity overall.



Base Size: Race [n=151]

Equity: Department Overall Scores

Across all departments, people working at Dufferin Oaks are experiencing the least equity in their work, with respondents referencing a lack of opportunities for growth and development. They feel their opinions aren't considered, specifically around their day-to-day roles, and are left out of decision-making processes that impact their work.



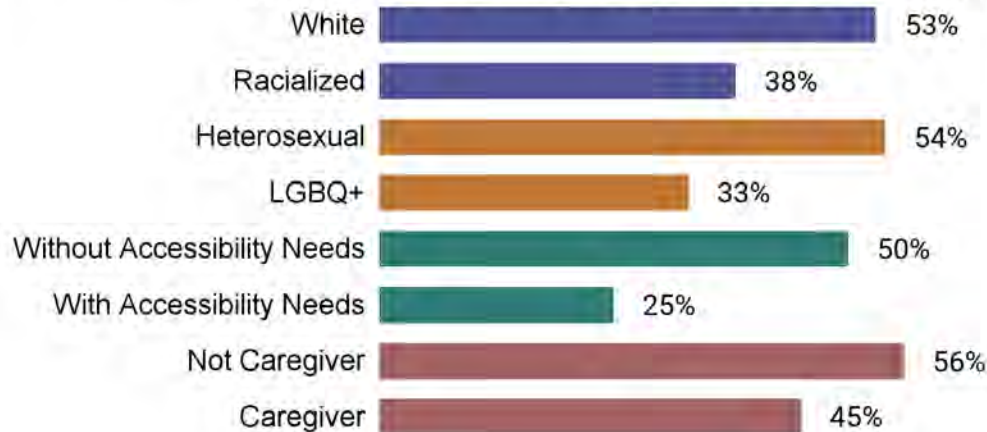
"Dufferin Oaks also has no room for growth through helping staff obtain funding for schooling to upgrade skills. Dufferin Oaks has denied many staff education as well."

Base Size: Department [n=137]

Career Advancement at the County

Equitable advancement concerns racialized people, LGBTQ+ people, people with accessibility needs, and caregivers. Qualitative comments highlight concerns around internal networks supporting advancement, which can often favour dominant groups due to familiarity bias and ["culture fit"](#) ideologies.

People from all backgrounds and with various lived experiences and identities have equitable opportunities to advance their careers at the County of Dufferin.



“I have noticed over the years sometimes relationships between leadership and staff, climbing up the ladder you have to have a relationship with someone.”

Base Size: Race [n=151], Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Race: Career Advancement at the County

Black team members have noticeably lower scores regarding equitable career advancement opportunities. Comments indicate a desire for more transparency around how promotions occur at the County. Team members share a sentiment that who gets promoted and/or who is provided with internal opportunities is not monitored or tracked meaningfully.

People from all backgrounds and with various lived experiences and identities have equitable opportunities to advance their careers at the County of Dufferin.



“Transparent processes around internal promotions.”



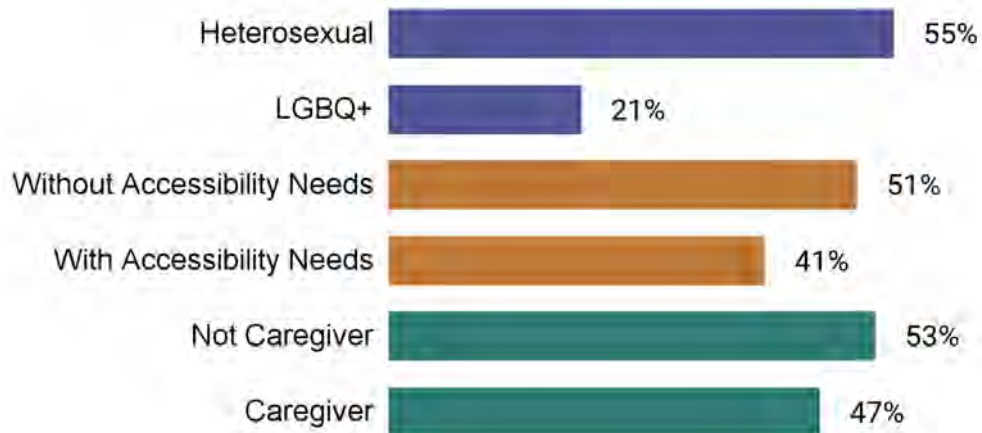
“Explore why leaders internally are overlooked and not given opportunities for advancement.”

Base Size: Race [n=151]

Opportunities at the County

LGBQ+ people, people with accessibility needs, and people who are caregivers do not feel supported in their career growth at the County of Dufferin. Suggestions for improvement ranged from having a transparent understanding of what opportunities are available to implementing programs to support employee development.

I feel supported in my career growth at the County of Dufferin.



"Implement a mentorship/sponsorship program for employees to develop skill sets that will support their professional growth."

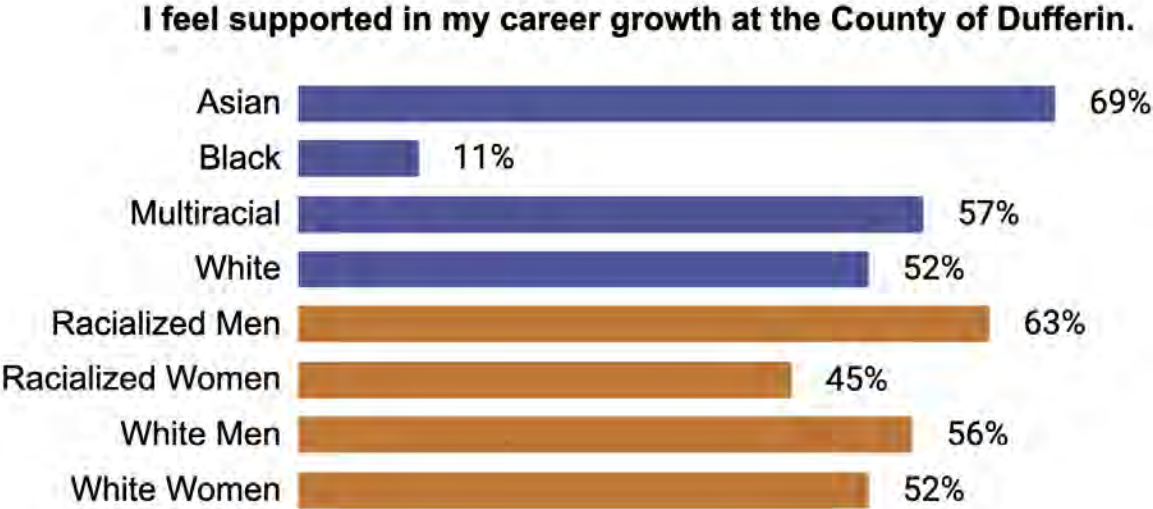
Base Size: Race [n=151], Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Race/Gender: Support for Career Growth

Almost 90% of Black team members do not agree that they are supported in their growth at the County. Further, compared to their colleagues, racialized women feel the least support in developing their careers with the County.

While the numerical majority at Dufferin, white women also feel a lack of support in their career.

Although white men disproportionately hold the most management positions, they have the second lowest score in relation to feeling supported in career growth



Base Size: Race [n=151], Gender [n=144]

Department: Support for Career Growth

Dufferin Oaks team members feel less supported in their career growth compared to those in other departments. Sentiments reflect a lack of opportunities for those working at Dufferin Oaks, and reference a need to seek opportunities elsewhere.

I feel supported in my career growth at the County of Dufferin.



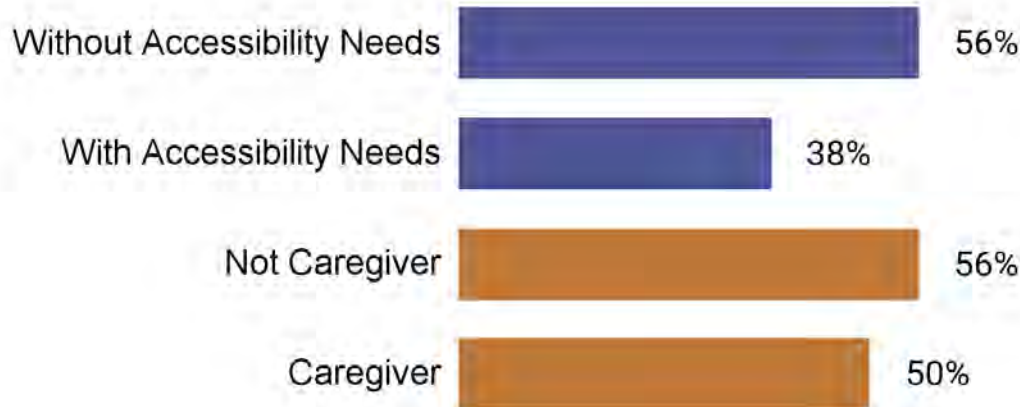
“I work at Dufferin Oaks. I apply for every job that comes up within the county, and never get a phone call for interviews. No room for advancement. Staff looking for a change within the county go elsewhere as they feel under appreciated by county.”

Base Size: Department [n=137]

Performance Evaluation

Fair job performance evaluation was a challenge for people with accessibility needs and caregivers. The disparity between these groups and their dominant counterparts is particularly notable, as they have less flexibility to take on projects that fall outside of their typical working hours. People with accessibility needs and caregivers also typically require more flexibility from an employer to attend to their needs and/or the needs of others.

I believe my job performance is evaluated fairly.



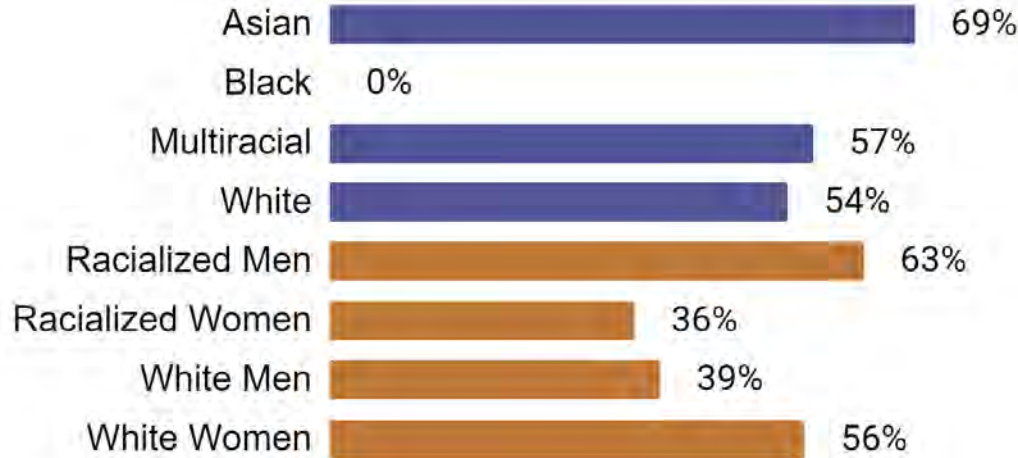
Base Size: Gender [n=144], Ability [n=140]

Race/Gender: Performance Evaluation

None of the Black team members who responded to the survey agree that their performance is evaluated fairly, and racialized women similarly have low scores for this item.

Interestingly, white men also do not feel like their performance evaluation is fair. However, there were no qualitative themes to indicate why they feel that way.

I believe my job performance is evaluated fairly.



Base Size: Race [n=144], Gender [n=144], Ability [n=140]

Support for Those With Accessibility Needs

47% of people with accessibility needs believe that the County of Dufferin actively demonstrates commitment to meeting their needs, compared to 56% percent of people without such needs.

Qualitative themes include concerns over accessible buildings for those with physical accessibility needs, and being more understanding to those living with mental health accessibility needs.

“Be more understanding. Don't make assumptions for the way I behave or react to a situation.”

“Accessibility concerns at County buildings (eg. washroom access, front entrance access) should be addressed and not put off to another budget year or grant funding used for another project.”

“Not to make employees feel scared to call in when have a bad mental health day. Or penalize the employee for having this [need].”

Ability [n=140]

Equity: Areas of Focus

- [1]** Black team members have the lowest Equity scores of any race/ethnicity within the County of Dufferin. In addition, they are the least likely to agree that they have equitable opportunities for advancement, that their job performance is fairly evaluated, and that they are supported in their career growth.
- [2]** Team members working at Dufferin Oaks and people with accessibility needs feel the County of Dufferin is not doing enough to ensure fair and equitable processes in their work environments.
- [3]** A strong sentiment was that the County of Dufferin is not doing enough to support team members. Team members experiencing marginalization highlight concerns around internal networks supporting advancement, seemingly favouring dominant groups and in-crowds, introducing significant bias. Additionally, people shared feelings that leadership does not appear to consider experiences unlike their own.

Inclusion

Inclusion relates to the quality of the experience designed for people, whether in their teams or organizations, as well as the services provided.

OVERALL

66

Highest scoring items

72% I feel respected by my colleagues.

64% My direct manager/supervisor genuinely cares about my well-being.

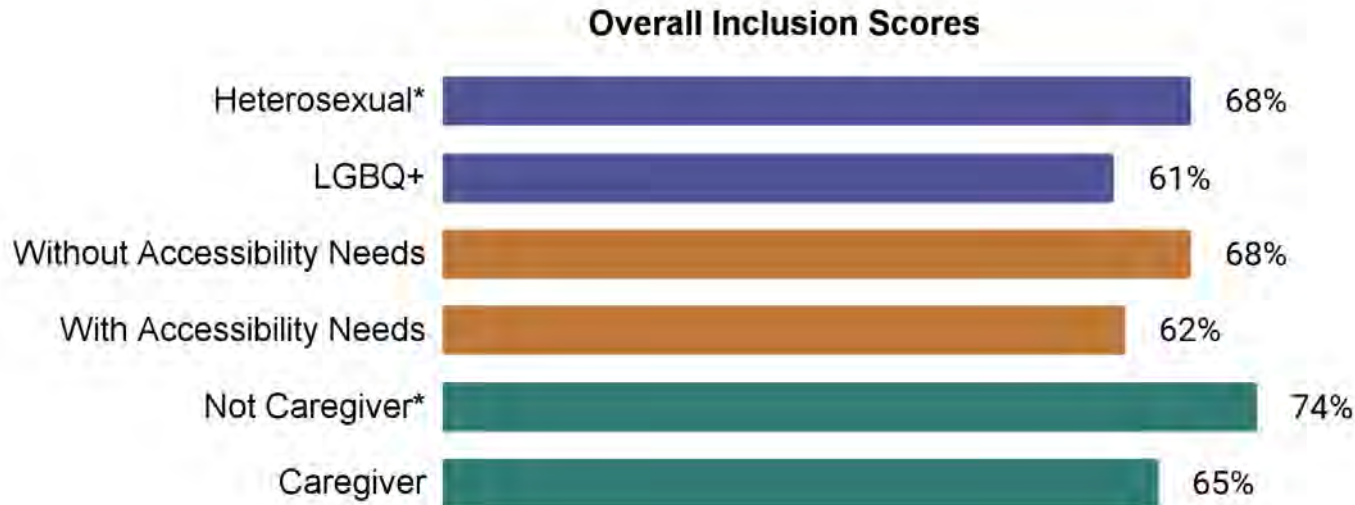
Lowest scoring items

31% There is open and honest communication at the County of Dufferin.

40% The culture at the County of Dufferin has a positive impact on the quality of my work.

Inclusion: Overall Scores

Overall, nearly a third of team members do not have a sense of feeling included, valued, or supported at County of Dufferin. There are significant gaps in experiences for team members based on sexuality, accessibility, and caregiver status.



*Difference is statistically significant. Base Size: Race [n=151], Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Inclusion: Overall Scores

Those working at Dufferin Oaks feel the least sense of inclusion across all departments at the County. Comments indicate that a sense of unfair treatment, and lack of work-life balance are contributing to this feeling.

Overall Inclusion Scores

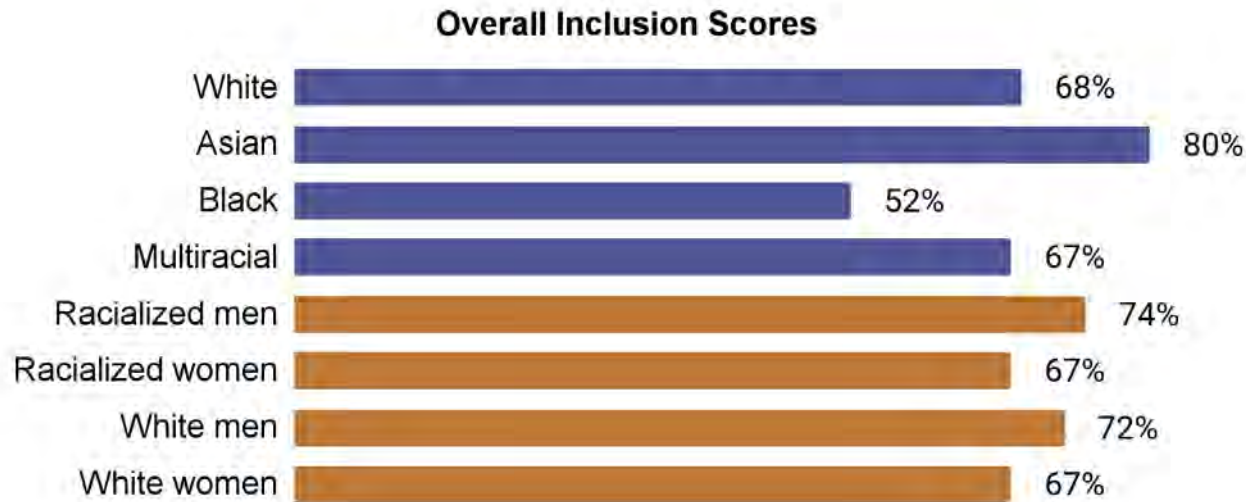


“We’re all just a number here, aren’t treated fairly amongst other staff low sick days, always working weekends. No time for family time, not appreciated and so on...”

Base Size: [Department [n=137]]

Inclusion: Overall Scores

Black team members have lower Inclusion scores compared to their peers. The data indicates there is a lack of racialized people across senior roles, and team members want an improvement in diversity at senior levels, with racial inclusion being an important part of that.

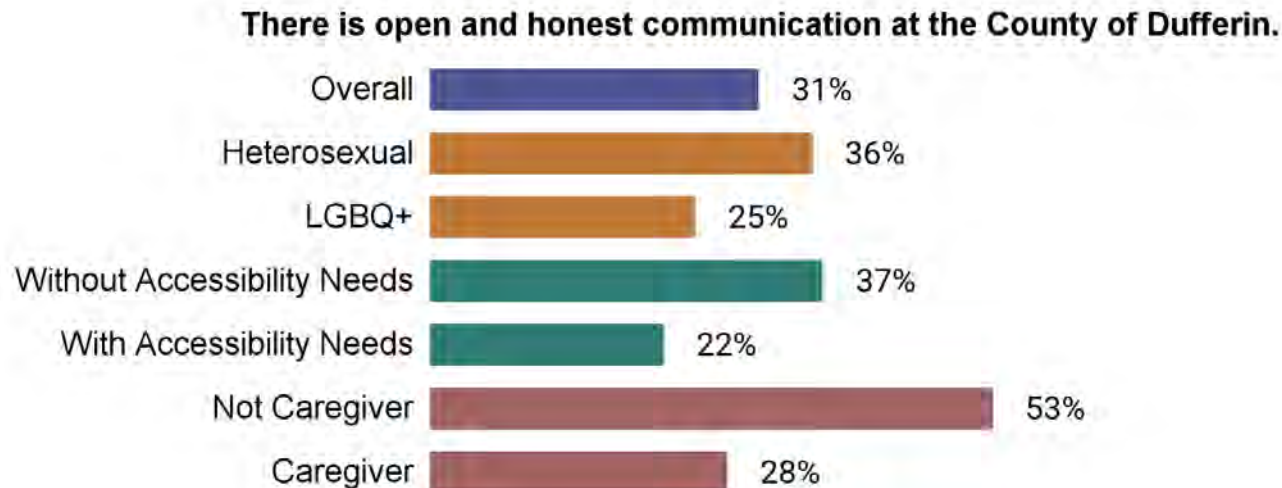


“Majority of the directors, managers and supervisors do not truly understand and/or value diversity and inclusion nor is there a comprehensive understanding of what it means to be an anti-racist and equitable.”

Base Size: Race [n=151], Gender [n=157]

Strained Communication

Overall, open and honest dialogue is a concern at the County across all groups, but this is acutely true for LGBTQ+ people, people with accessibility needs, and caregivers. People want transparency around decision-making and accountability built into communications.

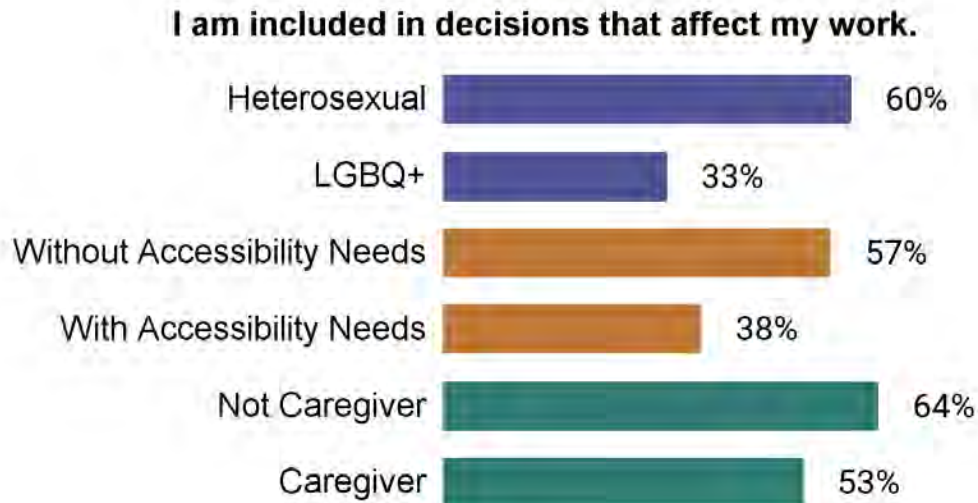


“Management always talks about communication and transparency but doesn’t actually happen.”

Base Size: All [n=183], Sexuality [n=137], Accessibility Needs [n=140], Caregiving Needs [n=152]

Decisions Making

LGBQ+ people and people with accessibility needs want to be included in operational decision-making: being included in decision-making and feeling a sense of transparency are essential to team members to support them in feeling respected and included within their workplace.

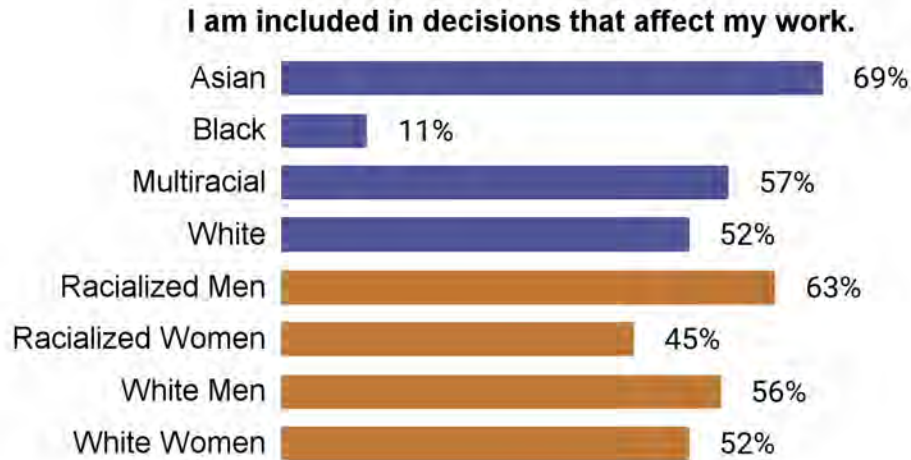


“redefine decision making processes (who gets invited to the table to provide input on decisions being made)”

Base Size: Race [n=151], Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Race/Gender and Decisions

When examining race and gender in detail, Asian people, and men in general, feel the most included when decisions are being made affecting their work. Women, Black people, and multiracial people

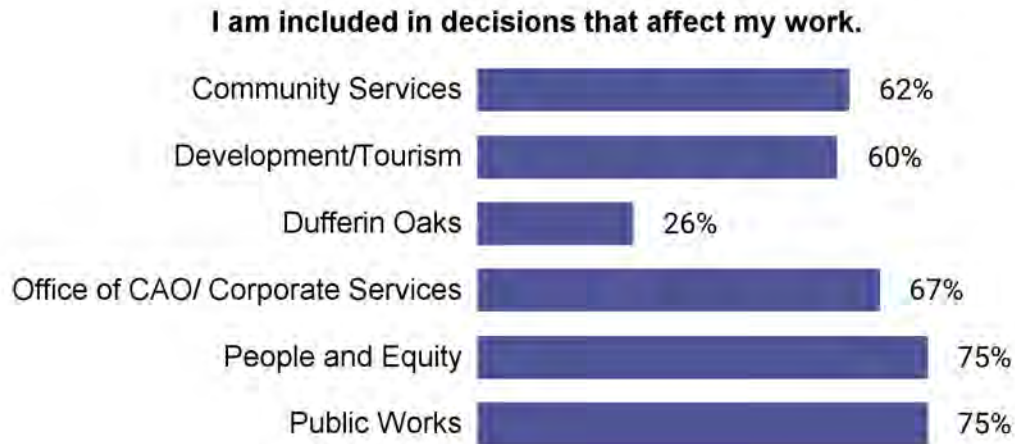


“There needs to be a shift in culture to allow more time to learn and reflect on how to make us a more diverse equitable and inclusive organization...”

Base Size: Race [n=151], Gender [n=144]

Decision-Making at Dufferin Oaks

Only 26% of Dufferin Oaks respondents agree that they are included in decisions that impact their work, which significantly contrasts with other locations. In addition, Dufferin Oaks team members feel that their opinions are disregarded despite their expertise and hard work and cite a lack of specific education as a cause for leaders not respecting their knowledge.



"Listen more to its staff...just because we don't have the degrees doesn't mean we don't know what we are talking about."

Base Size: Department [n=137]

Lack of trust in Management

People share feelings that management does not always communicate important information to their team around decisions that greatly affect their work. Team members share experiences of a hierarchical culture where leaders make decisions from the top without input from the broader organization whose work it impacts.



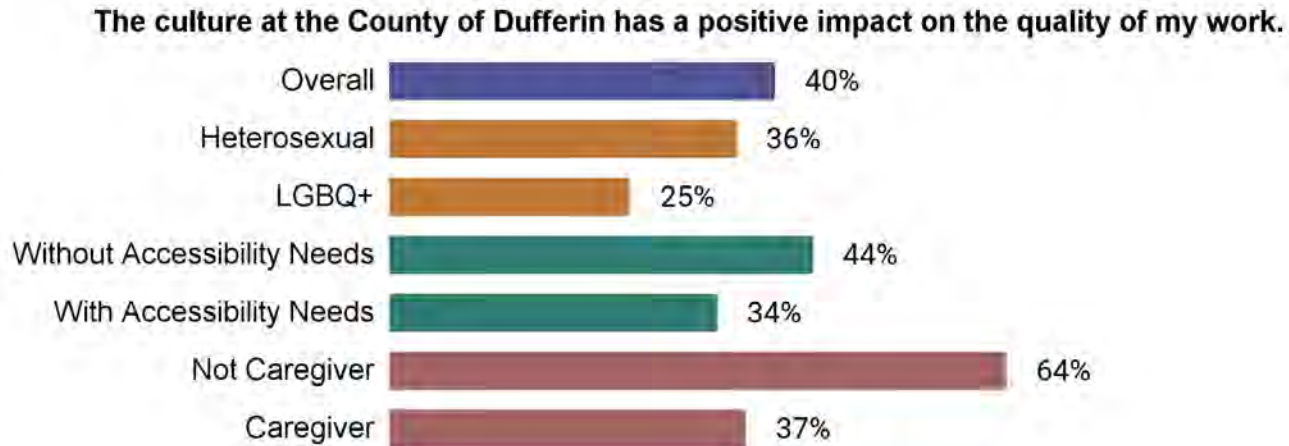
“Encourage discussions with all staff both in meetings and one on ones. Build trust and support all staff when people share their thoughts and ideas.”



“there is no communication about why decisions were made, there was no consulting with employees, it feels like more of a business decision and not a ‘keeping people supported’ decision.”

Organizational Culture

Team members disagree that the culture at the County of Dufferin positively impacts their work, which is particularly true for LGBTQ+ people, people with accessibility needs, and caregivers. Qualitatively, respondents seemed unsure of the difference between organizational and individual cultures. This confusion has resulted in clashes between people at the County.

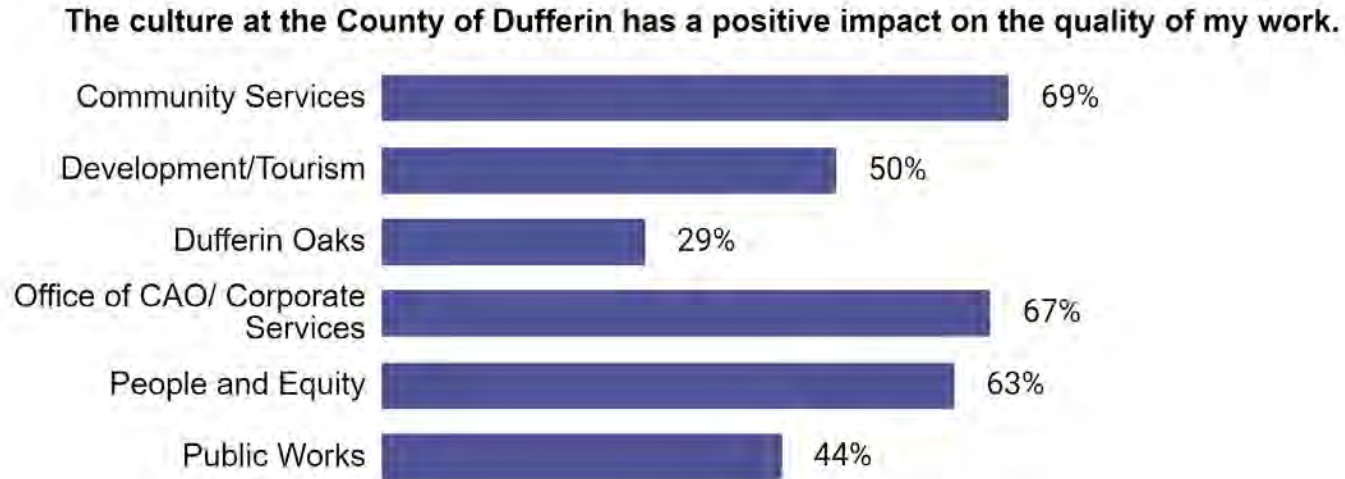


“Speak to how different cultures can work together productively, often differences between cultures which create a barrier to working effectively together at times.”

Base Size: Gender [n=157], Race [n=151], Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Dufferin Oaks

The majority of people at Dufferin Oaks do not feel that the culture positively impacts their work. Participants feel that people working at the Long Term Care Home are experiencing the most issues, and share instances of favouritism, racial divisions, unequal treatment, lack of work/life balance, and a perceived lack of accountability within the leadership team as potential reasons.



"The Oaks feels very different and cut off from "The County" employees.

Base Size: Department [n=137]

Guidance for Leaders

Leaders are unsure how to **navigate** situations where **dominant groups have concerns** about those in a group experiencing marginalization. When dominant groups share they **feel excluded** or discriminated against by groups experiencing marginalization, leaders struggle to support team members in a meaningful way.

For example, at Dufferin Oaks, some staff have been [communicating using languages outside of English](#). Their communication has left **English-only staff** feeling uncomfortable. Still, when leaders ask for help addressing the matter, they aren't provided with what they need to manage the situation, leaving people dissatisfied.

Feeling excluded and **gossiped about** often makes English-only speakers feel **hurt, bitter, and resentful**. Prioritizing these feelings over multilingual people and enforcing a strict language policy would be a missed opportunity to address **the actual underlying issue**. Leaders are hoping for guidance from those in senior leadership positions as to how to navigate these kinds of situations.

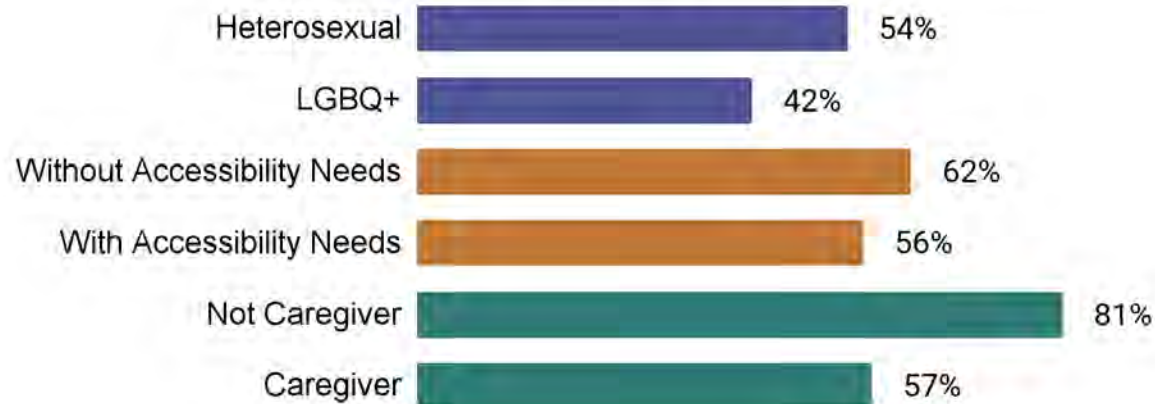


I've been asking for a year for guidance [on] how to deal with staff who are speaking languages other than English in front of others who feel uncomfortable... No one knows how to deal with it."

Work/Life Balance

LGBQ+ people, people with accessibility needs, and caregivers raise concerns about not having work/life balance. Comments highlight that the workload is increasing with no relief, and people continue to experience burnout as a result.

The County of Dufferin enables me to have work/life balance.

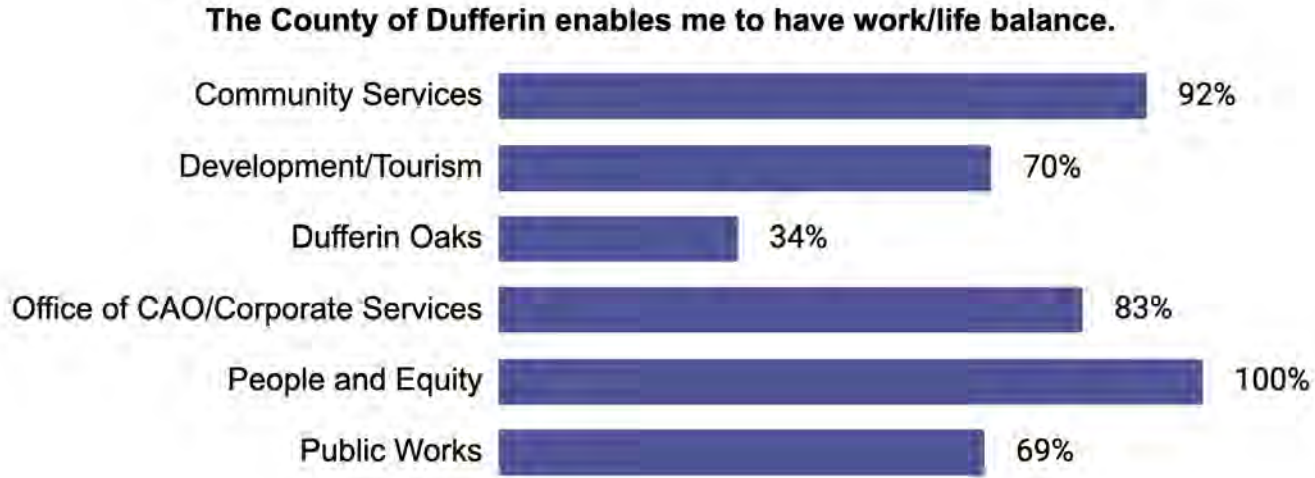


"the culture is negative - we haven't had a lot of good morale here in years and it's just getting worse because people are getting burned out."

Base Size: Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Work/Life Balance

Compared to other County workplaces, people at Dufferin Oaks are much less positive about their work/life balance, with only 34% of people feeling as though they have balance. Qualitative data reinforces concerns over not being included in decision-making, emphasizing that management has a lack of understanding regarding workloads.



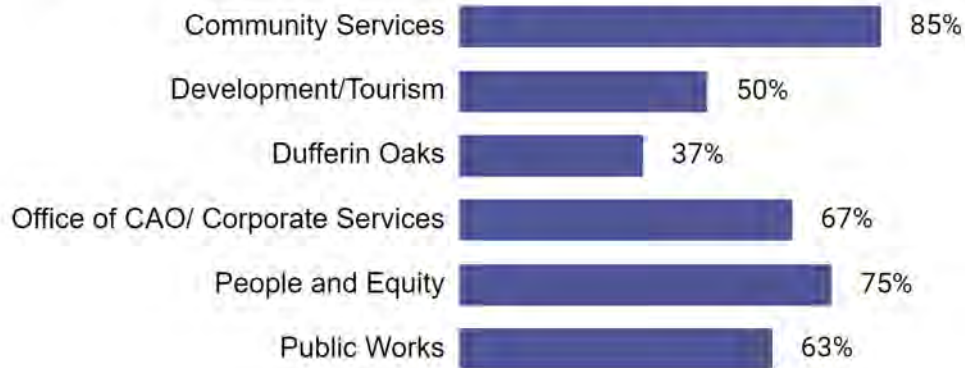
“when making changes to... schedules, work loads etc. they do not involved the staff to which it pertains to. There is a lack of transparency when implementing changes that have a direct impact on staff.”

Base Size: Department [n=137]

Work Location

Team members working at Dufferin Oaks feel unappreciated, and that leadership needs to make more effort to be welcoming and inclusive with all team members. Dufferin Oaks team members frequently share that they feel excluded from the rest of the County, with little acknowledgement of the staff's level of care. They want changes and improvements to practices, procedures, and policies that center on a more inclusive, equal, and fair work environment.

Leadership makes an effort to create a space that is welcoming for all.



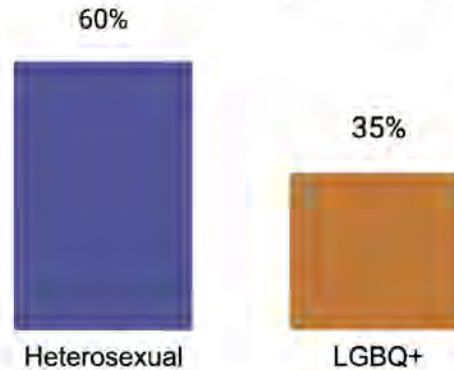
"I feel unsupported and unappreciated by the County of Dufferin. Covid has been horrible at The Oaks and I feel like we have been completely ignored and forgotten about."

Base Size: Department [n=137]

Being “Out” at Work

Compared to their heterosexual colleagues, LGBTQ+ team members at the County are less comfortable sharing all parts of themselves in the workplace. Of those who indicated they are LGBTQ+, 52% indicate that they do not openly share their sexuality in the workplace, mostly due to fear.

I feel comfortable sharing all parts of my identity with my colleagues.



“I don't believe there is much understanding about [it], which makes it scary to show up authentically”

“Afraid of bullying... they'll just all ignore me and not talk to me.”

Base Size: Sexuality [n=137]

Work Environments; Creating Safer Spaces

Team members want an environment where they feel comfortable expressing their concerns, emotions, and/or reflections with peers, managers, and the broader organization. They want leadership to commit to the deep work needed to create an environment where team members can be authentic in the workplace.



"Encourage discussions with all staff both in meetings and one on ones. Build trust and support all staff when people share their thoughts and ideas."



"I don't feel valued as an employee, management is so disconnected from front line staff."

Inclusion: Areas of Focus

- [1]** Improve work/life balance and integration, particularly for groups experiencing marginalization: LGBTQ+ people, those with accessibility needs, and caregivers.
- [2]** Team members at Dufferin Oaks have low morale. There is a strong need for open and honest dialogues at the Long Term Care Home, but there is a fear of what will happen if someone starts that conversation.
- [3]** There is a sense that leadership does not make the workplace welcoming for all, which emerged as a theme in qualitative comments, and is also illustrated by the fact that over 60% of respondents raised concerns about the culture having a negative impact on their work. 75% of LGBTQ+ team members felt that the culture at the County of Dufferin didn't have a positive impact on their work.

Engagement

Engagement is about how connected team members feel towards your organization and its goals. The right conditions at work will enable team members to focus on their job, not other survival worries, and will lead to increased engagement.

OVERALL

79

Highest scoring items

94% I believe the work that we do at the County of Dufferin is important.

85% I understand how my work contributes to organizational goals.

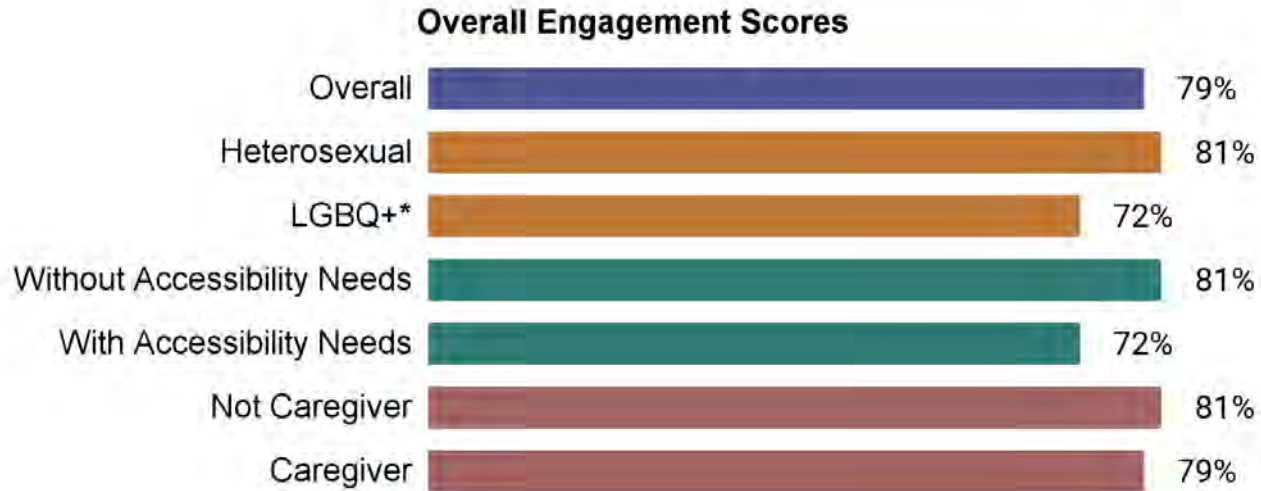
Lowest scoring items

52% I rarely think about looking for a job at another organization.

67% I envision myself working at the County of Dufferin in two years.

Engagement: Overall Scores

Respondents at the County are generally engaged with the work they do, and appreciate how they can support others through their work. However, LGBTQ+ people, those with accessibility needs, and caregivers feel less engaged compared to their colleagues.

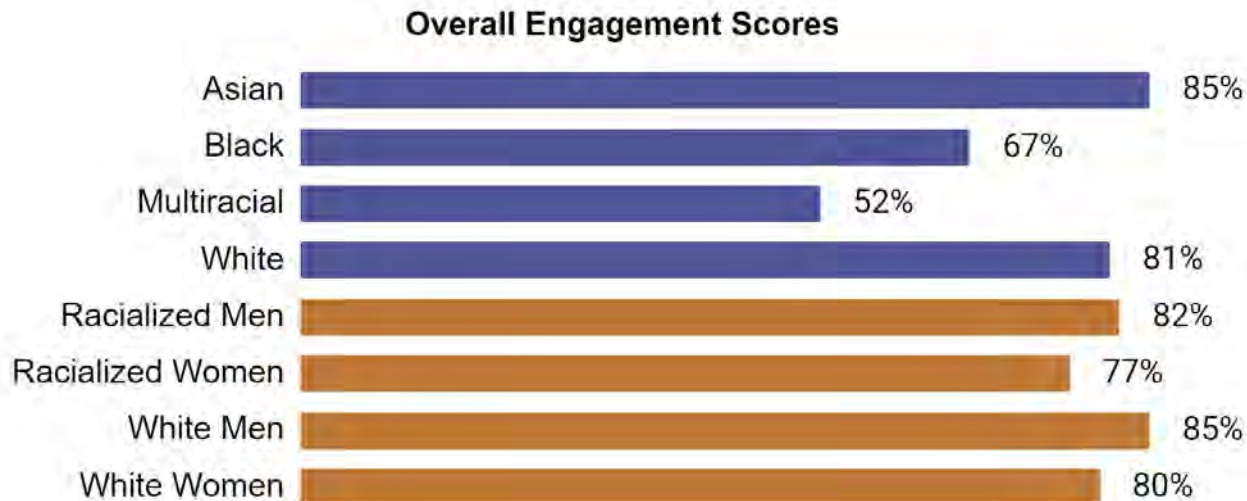


"I have a deep appreciation for the services that we provide [and] the engagement we have with the community."

*Difference is statistically significant. Base Size: Race [n=151], Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Engagement: Overall Scores

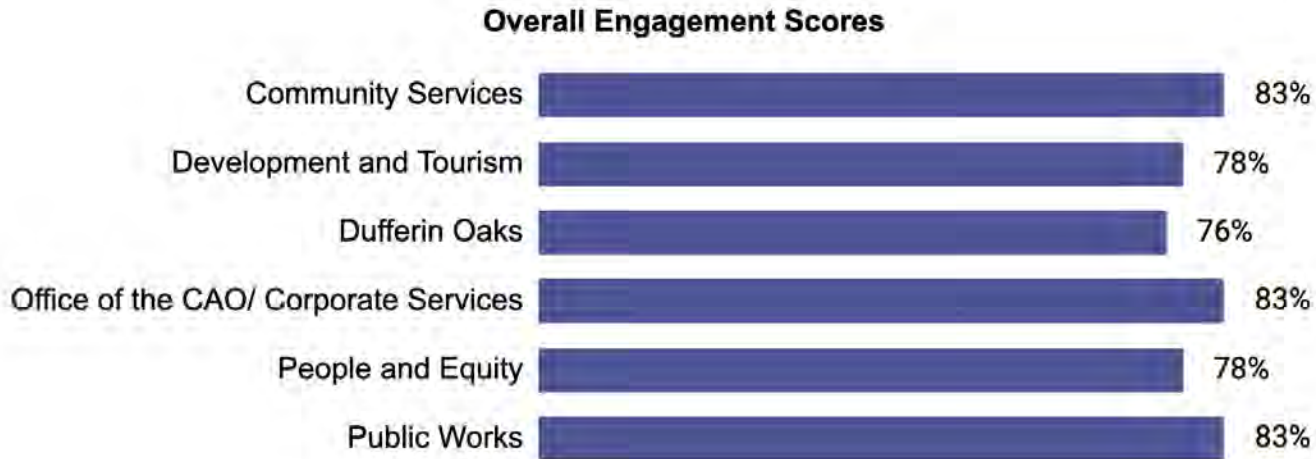
Multiracial and Black team members feel much less engaged overall compared to their colleagues. Qualitative comments highlighted a lack of opportunities, the need for safer spaces, and more anti-racism education.



Base Size: Race [n=151], Gender [n=157]

Engagement: Overall Scores

Dufferin Oaks team members feel less engaged overall compared to County team members working in other locations. Comments indicate struggles with engagement throughout the COVID-19 pandemic, with those at Dufferin Oaks feeling a lack of appreciation and support for their efforts over the course of the pandemic.



Base Size: Department [n=137]

Understanding Net Promoter Scores (NPS)

Net Promoter Scores (NPS) is a metric used to gauge loyalty to an organization. It is measured with a single question within a survey, and is reported with a number ranging from -100 to +100, with high scores being the most desirable.

Without previous benchmarks, a score of +50 is considered excellent, +10 to +40 is considered good, and any score below 0 requires urgent attention.

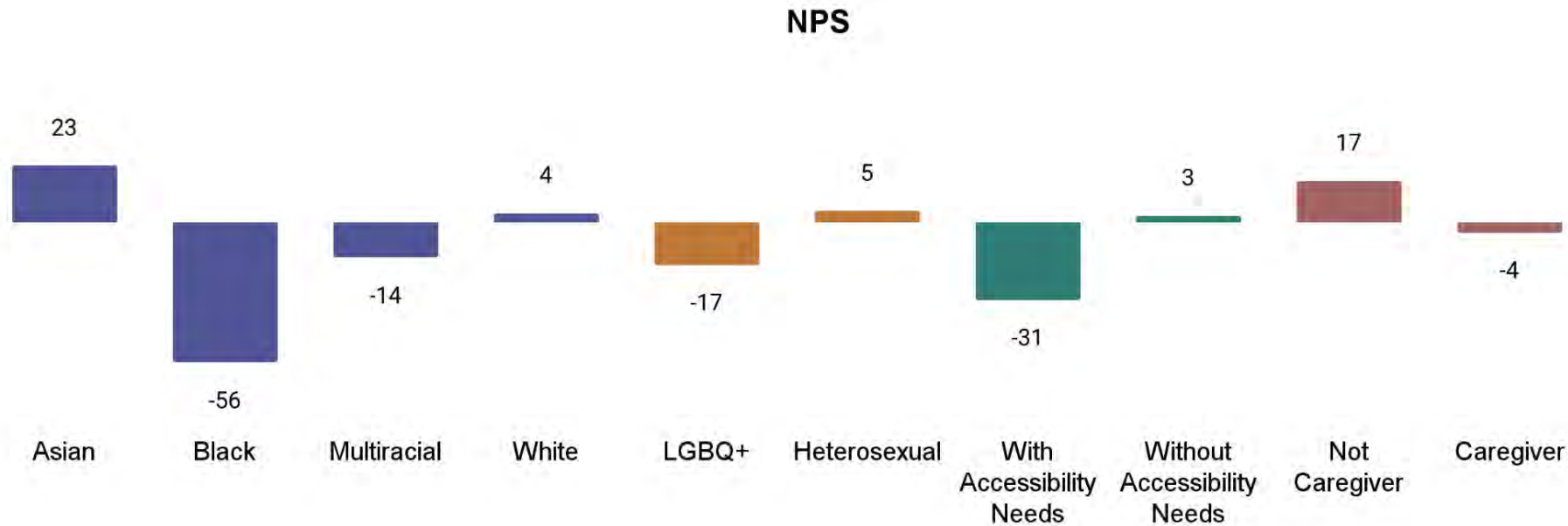
Responses are then categorized into one of the following 3 groups:

- **Promoters:** scores of 9 or 10. Team members who are enthusiastic and engaged.
- **Passives:** scores of 7 or 8. Team members who are fine, but not happy enough to promote the organization.
- **Detractors:** scores from 0 to 6. Team members are typically not very happy, and are likely to impact the working environment in a number of ways.

NPS = percentage of people who are Promoters minus percentage of people who are Detractors

Net Promoter Scores (NPS) by Group

Black people, multiracial people, LGBTQ+ people, people with accessibility needs, and caregivers have lower Net Promoter Scores than their peers. This lack of satisfaction indicates a need to center the requirements of these groups, prior to bringing on more staff. Improvement of the work environment and employee retention is critical when organizations have NPS that are lower than +30.

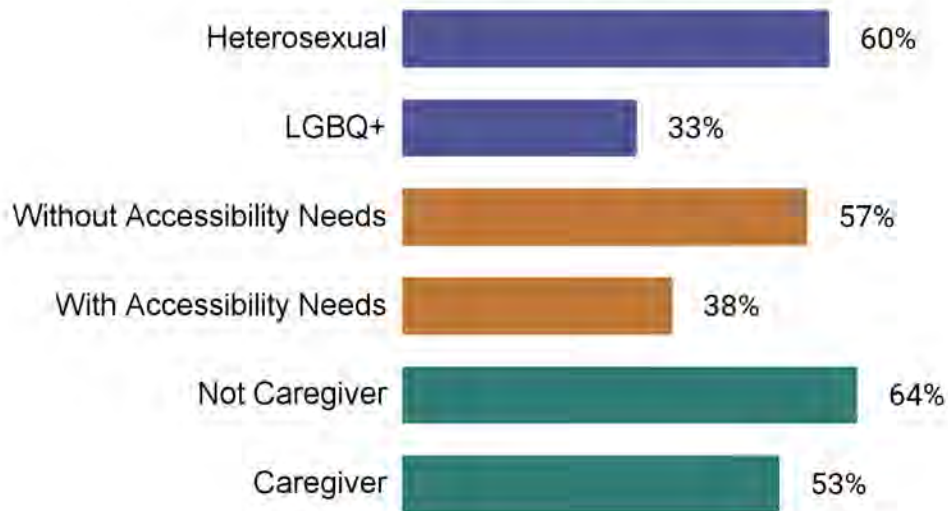


Base Size: Race [n=151], Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Seeking Work Elsewhere

LGBQ+ people, people with accessibility needs, racialized people, and caregivers are feeling the least certain about their intent to stay with the County of Dufferin, and are more likely to seek work elsewhere.

I rarely think about looking for a job at another organization.



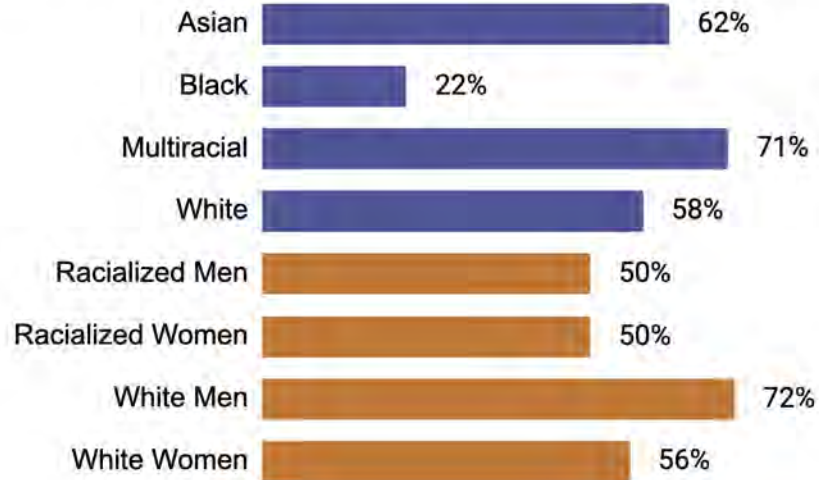
"There is no real support and path of growth."

Base Size: Race [n=151], Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Race/Gender: Seeking Work Elsewhere

Black people feel the least confident in their intent to develop their career with the County, with almost 80% of Black respondents indicating they have thought about seeking work with another organization. Racialized men, racialized women, and white women are more likely to think about changing their jobs.

I rarely think about looking for a job at another organization.



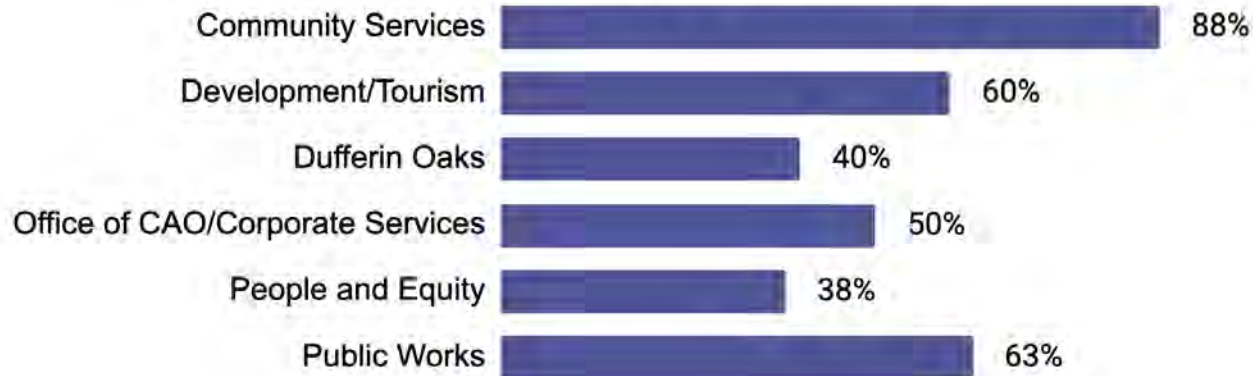
Base Size: Race [n=151], Gender [n=157]

Seeking Work Elsewhere

People working Dufferin Oaks and in People and Equity are more likely to seek work elsewhere. People at Dufferin Oaks feel unappreciated and disposable.

It is alarming that team members in the People and Equity department think about work elsewhere, given that they undertake the kind of work that helps to ensure employee longevity and retention.

I rarely think about looking for a job at another organization.



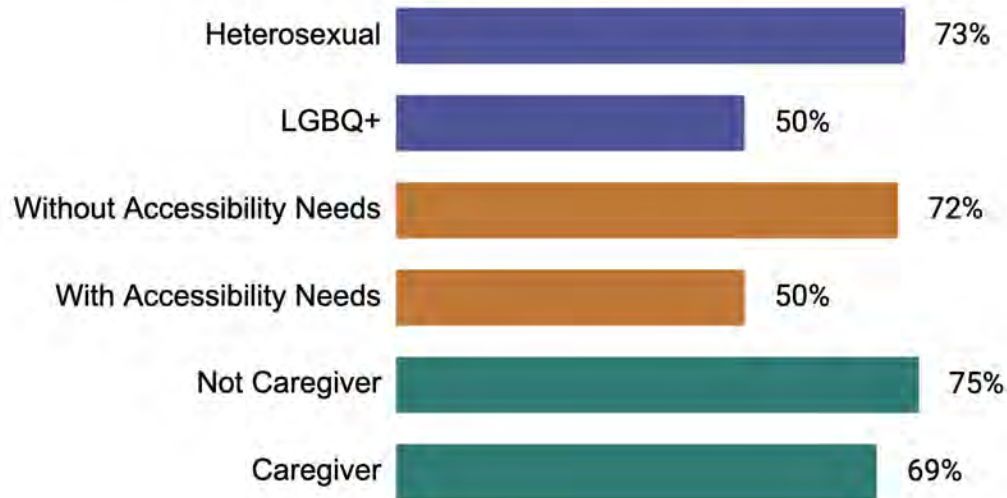
"they need to figure out how to retain us. appreciation for the work we have done does a long way. DEI needs to be a massive focus, especially here at the Oaks with such a diverse population."

Base Size: Department [n=137]

Commitment To Working At The County of Dufferin

Racialized people, LGBTQ+ people, and people with accessibility needs are the least likely to envision themselves working at the County of Dufferin within the next two years. Participants highlight a lack of focus on retention efforts, noting that feeling unappreciated was one of the leading causes for their intent to seek work elsewhere.

I envision myself working at the County of Dufferin in two years.

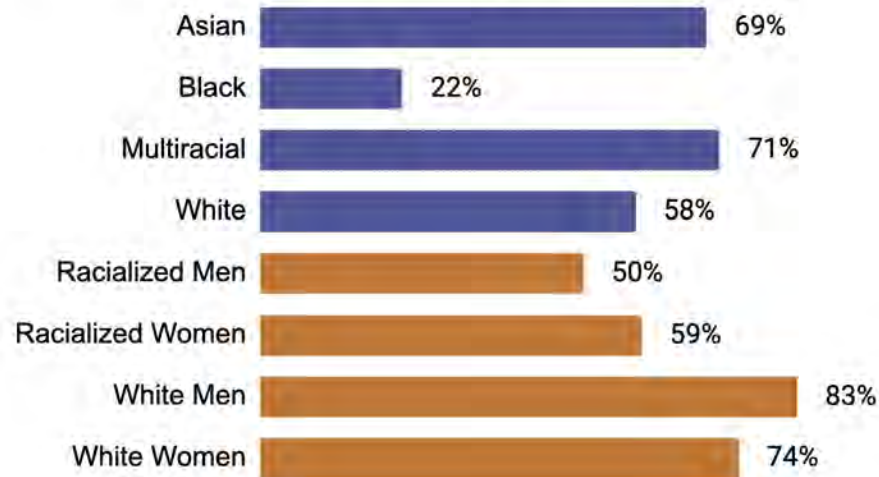


Base Size: Race [n=151], Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Commitment To working At The County of Dufferin

Black people are the least likely to envision themselves at the County in two years time. Comments reinforce the need to ensure that current team members are appreciated, and to focus on retention rather than recruitment.

I envision myself working at the County of Dufferin in two years.



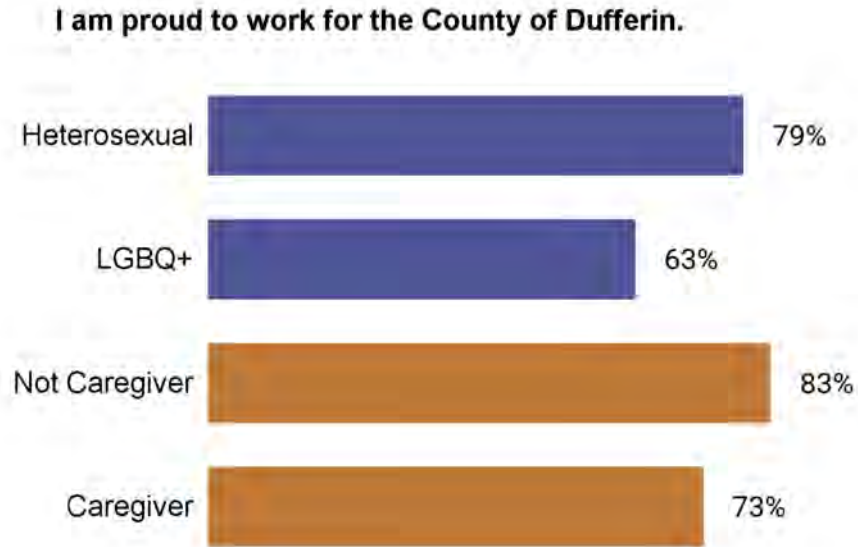
“

"there's no focus on retention and that's the real problem. For us to retain [employees from diverse backgrounds] we need to get a lot of team building. there are things we need get right first before [hiring]"

Base Size: Race [n=151], Gender [n=157]

Pride To Work At The County of Dufferin

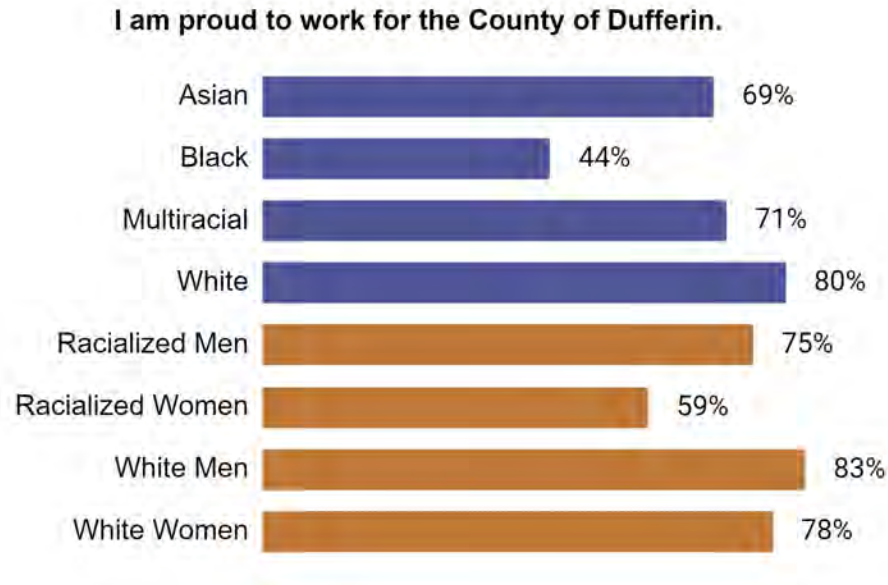
Team members at the County have varied sentiments regarding their sense of pride in their workplace. LGBTQ+ people and caregivers feel the least pride to work at the organization compared to their colleagues in dominant groups.



Base Size: Race [n=151], Gender [n=157], Sexuality [n=137]

Pride To Work At The County of Dufferin

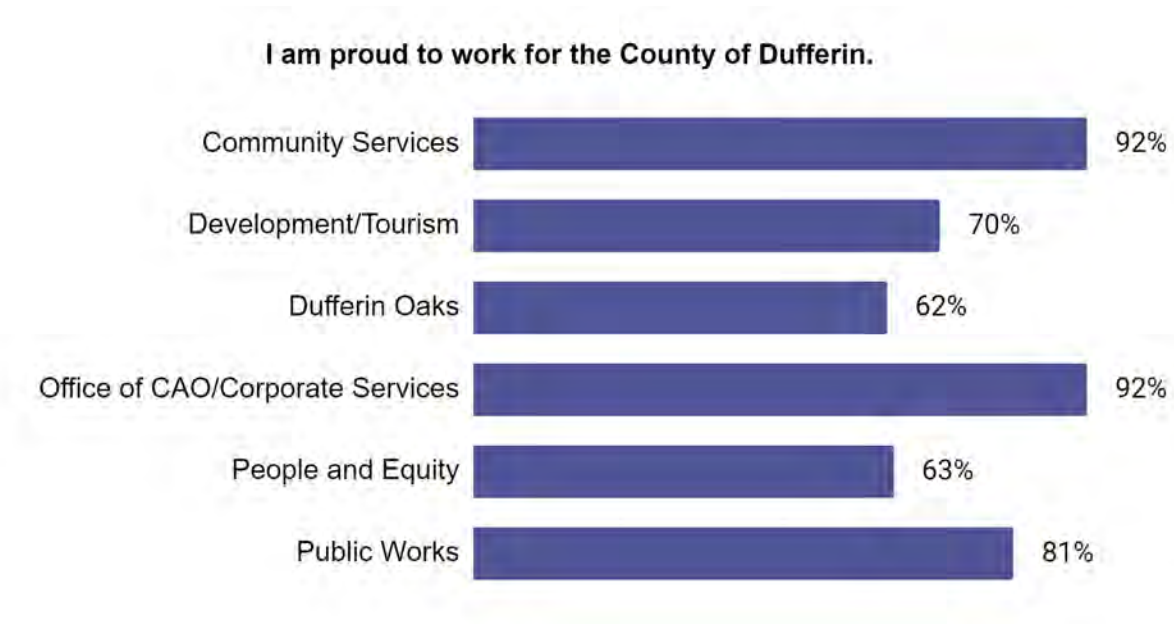
Racialized women and Black people are also less likely to be proud to work at The County of Dufferin.



Base Size: Race [n=151], Gender [n=157], Sexuality [n=137]

Pride To Work At The County of Dufferin

Team members who work at Dufferin Oaks and those within the People and Equity department also have lower scores when asked about being proud to work for the County.



Base Size: Race [n=151], Gender [n=157], Sexuality [n=137]

Engagement: Areas of Focus

- [1]** Black team members have among the lowest Engagement scores of any group. They feel less proud to work for the County and are more likely to seek work elsewhere. Notably, team members indicate that while the County has increased efforts to attract candidates from various lived experiences and backgrounds, it has yet to work to support them actively.
- [2]** Across all departments, those working at Dufferin Oaks feel a lower sense of engagement and are struggling to feel appreciated for their work, resulting in less of a sense of commitment to and pride in their work.
- [3]** Team members would like the County to prioritize retention, and this is for those from groups experiencing underrepresentation and marginalization, such as LGBTQ+ people, people with accessibility needs, caregivers, and Black people.

Racial Justice

Racial injustice is a significant area of concern for many in Canada and around the world. Examining the impact of this area is vital to understanding the mental well-being of team members.

Highest scoring items

57% I believe the County of Dufferin is a safe and supportive workplace for racialized people.

49% I feel comfortable talking about issues of racism with others on my team.

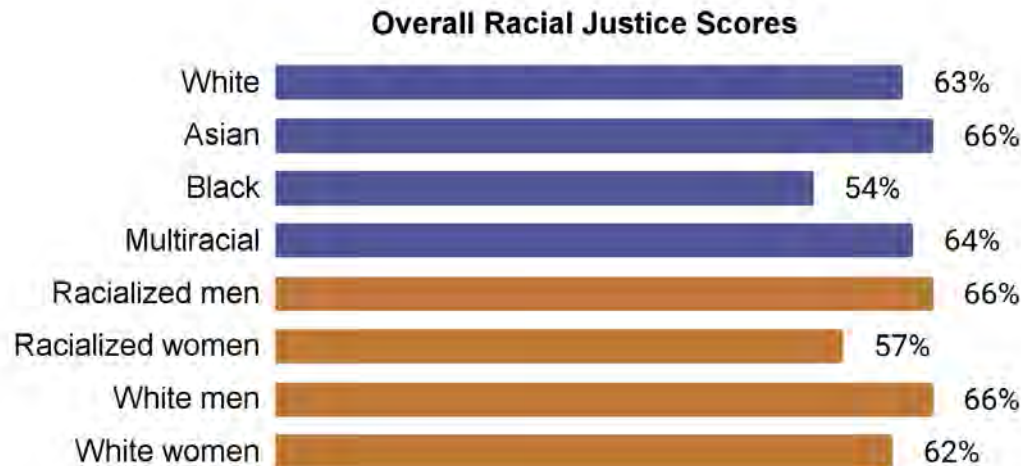
Lowest scoring items

21% I feel like the County of Dufferin is doing enough to discuss racial justice issues within the organization.

41% The County of Dufferin provides resources to learn more about racial justice issues.

Racial Justice: Overall Scores

Black people and racialized women at the County of Dufferin have the lowest overall Racial Justice scores, and feel that the County does not adequately support team members when racial injustices occur. Respondents want more action from the County to ensure all leaders are taking action, or are modelling inclusive behaviours for team members of all backgrounds.



“66”

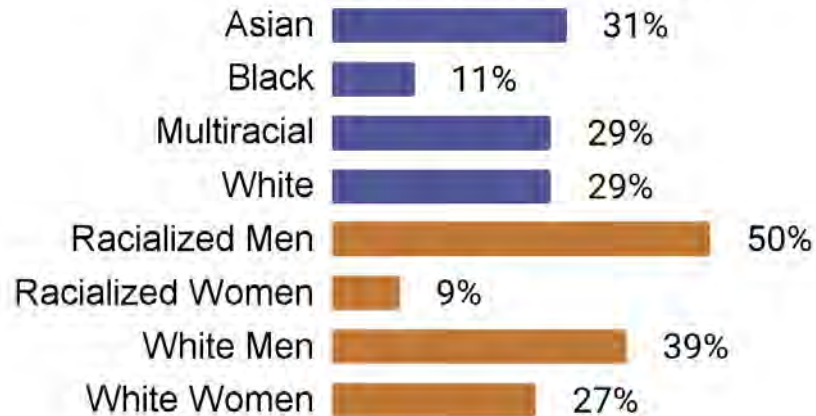
“Identify issues and take quick action. Racism and discriminations aren't up for negotiation and if there are managers and supervisors who think they are, action needs to be taken against them as well.”

Base Size: Race [n=151], Gender [n=157]

Open and Honest Dialogue About Racial Justice

Racialized women and Black team members feel most acutely that the organization needs to do more to address racial justice issues. They want open and honest dialogues about what the organization is doing to be actively anti-racist through tangible, specific, and time-sensitive DEI strategies internally and externally.

I feel like the County of Dufferin is doing enough to discuss racial justice issues.



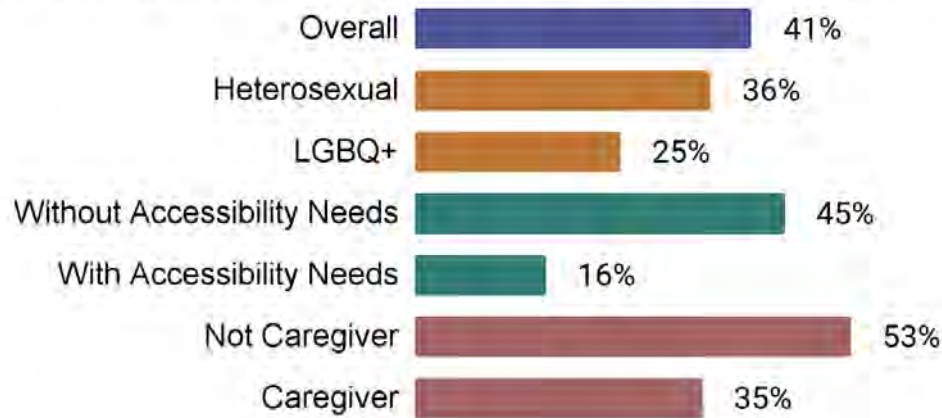
“Seek to grow participation throughout the organization for unlearning and learning about racial oppression. Embed reflective practice and connections to anti-racism practices throughout all departments.”

Base Size: Race [n=151], Gender [n=157]

Resources Required

People want the County to provide more resources about racial justice, particularly LGBTQ+ people, people with accessibility needs, and caregivers. In addition, they are hoping for more opportunities to learn about racial justice issues through educational tools, training, and resources, in which both leaders and employees can participate.

The County of Dufferin provides resources to learn more about racial justice issues.



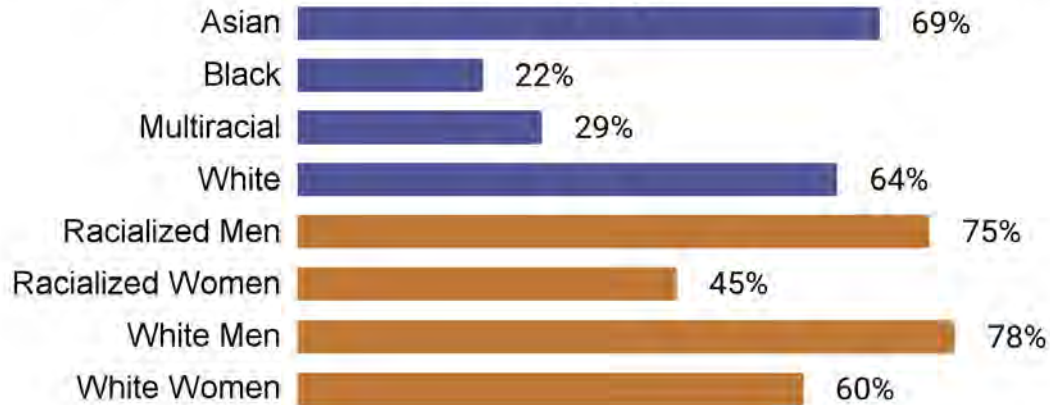
“More staff training, information/knowledge sharing, perhaps some 'spotlight' stories from staff (if they feel comfortable sharing).”

Base Size: Race [n=151], Sexuality [n=137], Ability [n=140], Caregiving [n=152]

Racialized Team Members

Black people, multiracial people, and racialized women feel the least positive about the County of Dufferin being a safe and supportive workplace for racialized people, whereas most white people believe this to be true. This disparity signifies a need for education about facilitating safer/braver spaces and how to facilitate these kinds of dialogues meaningfully.

I believe the County of Dufferin is a safe and supportive workplace for racialized people.



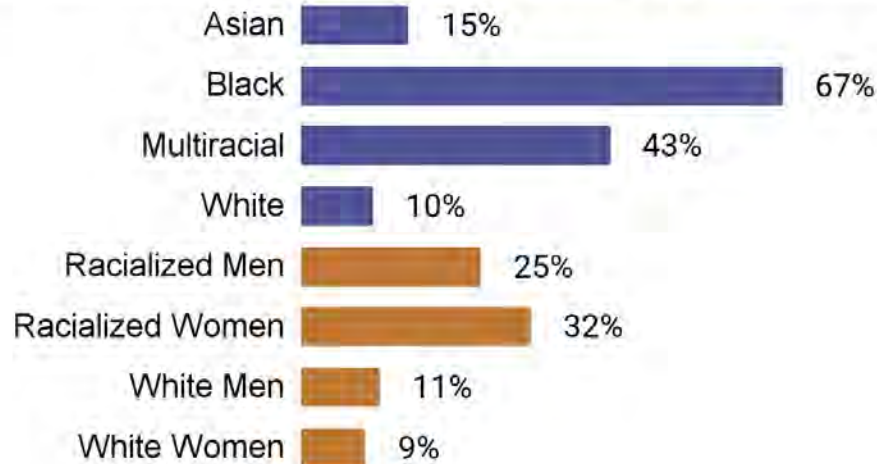
“I can not in good conscience recommend Dufferin County as a place to work for BIPOC as I do not believe it is yet a safe space to bring one's authentic self to work.”

Base Size: Race [n=151], Gender [n=157]

Racial Justice and Impact on Mental Health

Team members who are Black or multiracial feel the impact of racial injustices on their mental health more than their peers. For example, compared to all their colleagues, racialized women notice much more of an impact on their mental health.

Racial justice issues are currently impacting my mental health.



Base Size: Race [n=151], Gender [n=157]

Racial Justice Awareness

Increase Anti-Racism Educational Resources

Team members want to be more informed to expand the conversation on racial justice. They want more opportunities to learn about racial justice issues through educational tools and resources. They want education on racial justice to be more **comprehensive** and address many topics, such as anti-racism and anti-colonialism. They want targeted racial justice learning opportunities **during key times of the year** (e.g. Truth and Reconciliation Day) to cover many issues and perspectives. They also want this work to be **collaborative** by engaging people of all identities, backgrounds, cultures, and lived experiences.



“Providing more awareness and educating staff on everyday racial issues that they may not be aware of.”



“Make training and accountability mechanisms mandatory for all staff (regardless of their position).”



“Education, team building, training opportunities (in person), awareness.”

Racial Justice: Areas of Focus

- [1]** Team members are keen for the County of Dufferin to commit to addressing racial injustice through programming, policy, and having braver and more open conversations about racial injustice, racism, and race.
- [2]** Team members want to open up the discussion on harmful language and behaviors that contribute to racial exclusion and racial inequities that team members may not be aware exist or that they may be contributing to uncritically. They want more intentional and regular forums, spaces, and opportunities to focus on racial inclusion year-round.
- [3]** Team members feel there have been inadequate responses numerous workplace issues at the County of Dufferin. They feel leadership needs greater accountability to be actively anti-racist internally.

Harassment/ Discrimination

Harassment and discrimination can have a lasting impact on an employee and a workplace. It can negatively impact an individual's mental health, morale, and productivity - resulting in higher rates of turnover and absenteeism.

Reviewing harassment and discrimination sentiments is vital in understanding the real, lived experiences of people at the County of Dufferin.

Harassment

35% Experienced **harassing** behaviours

20% Witnessed **harassing** behaviours

Discrimination

21% Experienced **discriminatory** behaviours

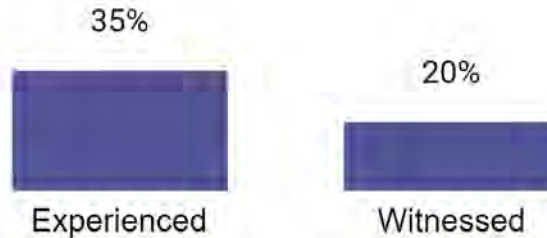
7% Witnessed **discriminatory** behaviours

Note: The survey did not specify a time period in which someone may have experienced/witnessed these behaviours

Harassment

Overall, 35% of respondents indicated they had experienced harassment, while 20% had witnessed other colleagues experiencing it. **The rates of experiencing and witnessing harassment are far higher than organizations similar to the County of Dufferin.** It is notable that 26% of people who experienced harassment didn't report it because they feared retaliation.

Have you experienced any unwelcome comment(s) or conduct at the County of Dufferin?



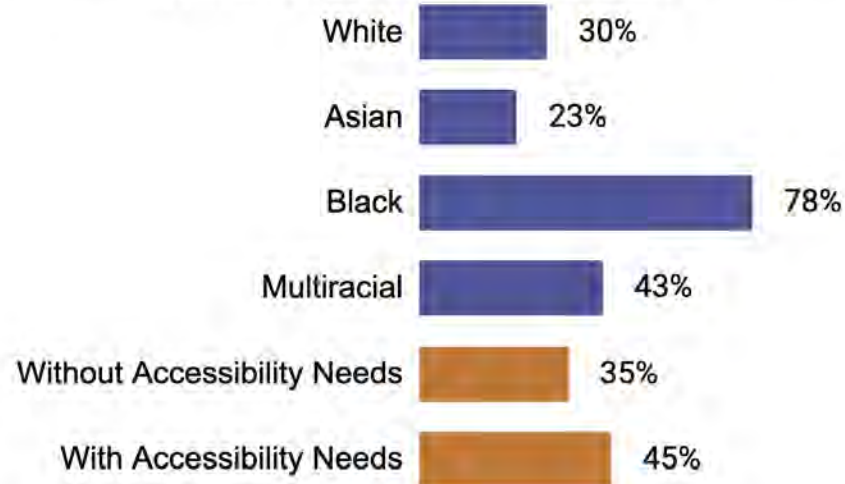
“ I feel targeted when anything goes wrong. I fear retaliation if I were to report... It is not fair and I'm tired of the injustice.”

Base Size: All [n=183], Race [n=151], Ability [n=140]

Experiences of Harassment

78% of Black team members experienced harassment at the highest rate among all respondents, which is the highest of any group. Nearly half of people with accessibility needs also experienced harassment.

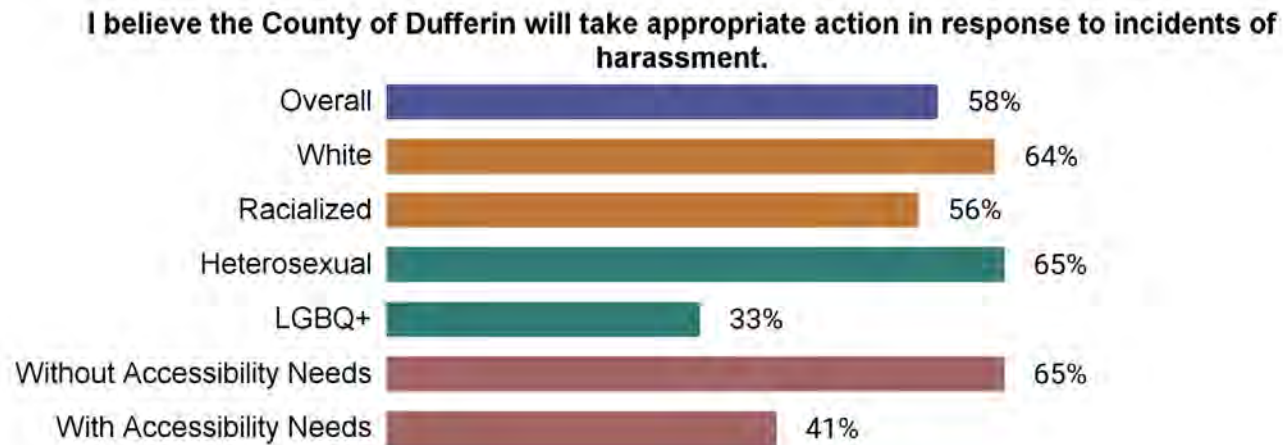
Have you experienced any unwelcome comment(s) or conduct at the County of Dufferin?



Base Size: All [n=183], Race [n=151], Ability [n=140]

Acting on Incidents of Harassment

Many people express doubts that the County of Dufferin will act appropriately to reports of harassment. Racialized people, LGBTQ+ people, and people with accessibility needs raised the most concerns about this.



“I would like to see accountability mechanisms in place.”

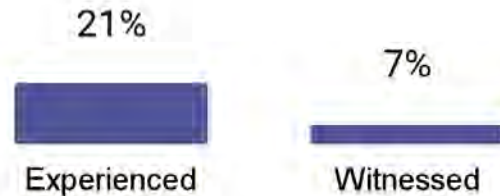
Base Size: Race [n=151], Sexuality [n=137], Ability [n=140]

Discrimination

21% of all respondents indicated they had experienced discrimination, and 7% indicated they had witnessed it, which is far higher than organizations similar to the County of Dufferin. Additionally, 33% of people who experienced discrimination did not report it due to fear.

For those who did report it, some people share that their experiences were dismissed by managers who didn't know what to do about it.

Have you experienced any discrimination at the County of Dufferin based on one or more aspects of your background or identity?



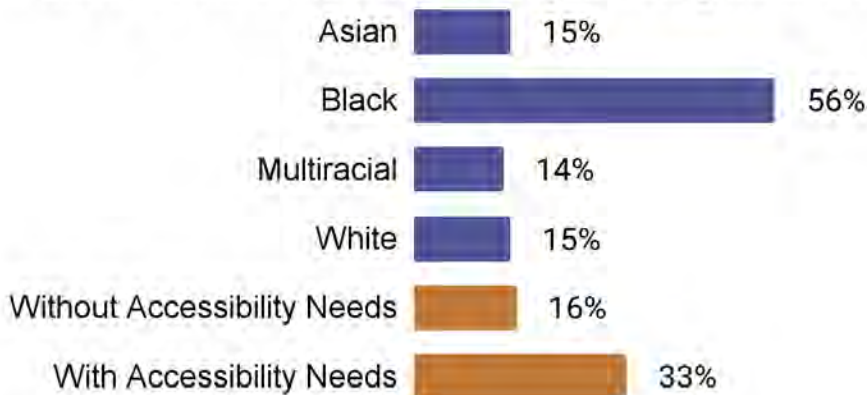
"I had reported to my previous director [for] discrimination and problematic behaviors. The response was always, "what do you want me to do about that?"

Base Size: All [n=183]

Discrimination

Black people and those with accessibility needs experienced discrimination more often than others. Respondents share experiences of racism, ableism, and sexism occurring in their workplaces.

Have you experienced any discrimination at the County of Dufferin based on one or more aspects of your background or identity?



“I think the recent turnaround of employment at Dufferin County says all it needs to say about what feels safe or welcoming for folks at Dufferin County”

Base Size: All [n=183], Race [n=151], Ability [n=140]

Harassment/Discrimination: Areas of Focus

- [1]** Women, LGBTQ+ people, people with accessibility needs, and Black employees experienced harassment/discrimination more often than others.
- [2]** Not all people feel confident that County of Dufferin will react appropriately in response to harassment and discrimination, particularly groups experiencing marginalization. People fear retaliation if they do decide to report.
- [3]** A lack of cultural competence and awareness underpinned many of the experiences of people at County of Dufferin. Limited opportunities for further training and education have created gaps in knowledge amongst team members at all levels.

Areas of Focus



Hold on a moment!

It's easy want to get straight to solutions, but it's important to take some time to fully understand the findings. Please don't proceed into the Areas of Focus section until you've reviewed the full report.

Retention

Team members would like the County to prioritize retention. This is especially true for those from groups experiencing underrepresentation and marginalization at the County, such as LGBTQ+ people, people with accessibility needs, caregivers, and Black people.

A strong sentiment was that the County of Dufferin is not doing enough to support team members. Team members experiencing marginalization highlight **concerns around internal networks supporting advancement, seemingly favouring dominant groups and in-crowds, introducing significant bias**. Additionally, people shared that leadership does not appear to consider experiences unlike their own.

There is a sense that leadership does not make the workplace **welcoming for all**, which emerged as a theme in qualitative comments. It is also illustrated by the fact that over 60% of respondents raised concerns about the culture impacting their work.

People felt **burnt out and cited a lack of work/life balance**. Improvement of work/life balance and integration is a key concern for many, particularly for groups experiencing marginalization: LGBTQ+ people, those with accessibility needs, and caregivers.

Black Team Members At The County

Black people notably lower scores across nearly every item, and each indexed score compared to other racial/ethnic groupings at the County. Black people especially require support through policy, procedure, and practice changes to meaningfully make changes at the County.

They are less positive about DEI efforts overall. They are **less likely to believe that the County is representing diverse groups of people** or that efforts and investments are being made to support a diverse workforce.

Black team members have the **lowest Equity scores of any race/ethnicity** within the County of Dufferin. They are the least likely to agree that they have equitable opportunities for advancement, that their job performance is fairly evaluated, and that they are supported in their career growth.

Black team members have among **the lowest Engagement scores of any group**. They feel less proud to work for the County, and are **more likely to be seeking work elsewhere**. Notably, team members indicate that while the County has increased efforts to attract candidates from various lived experiences and backgrounds, it has not actively worked to support them.

Further, they do not believe the County is a safe and supportive workplace for racialized people, and most Black team members' **mental health is being impacted negatively** by ongoing **racial justice issues**. Of all groups, they are the **most likely to have experienced harassment and discrimination**.

Racialized Women

Similar to Black people, racialized women have among the lowest scores at the County. They do not believe that the County is working to ensure it represents a diverse group of people.

They **do not feel they are evaluated fairly** and feel a **lack of support** for their career growth and in how advancement opportunities are given.

This sentiment is reflected in the lack of racialized women in reporting manager positions in the organization, with **only 10% of racialized women** holding reporting manager positions. The lack of racialized women in reporting manager roles is especially something to examine critically.

Further, they are **more likely to want to seek employment elsewhere**. They **do not believe the County is doing enough** to discuss racial justice issues, and over half **do not believe it is a safe and supportive place** for racialized people. Notably, racial justice issues are impacting their mental health more negatively than any other race/gender grouping.

LGBQ+ People

LGBQ+ team members are less positive about the County's DEI efforts than their heterosexual counterparts. They are less likely to believe efforts are being made to build and sustain diverse teams.

They **do not feel included in decision-making processes** and feel a lack of **open and honest communication** in their workplaces.

Many LGBQ+ team members do not feel positive about the County's **workplace culture**. They feel they cannot be their **true selves** in the workplace, with 52% indicating that they do not share their sexuality at work, largely due to fear.

LGBQ+ people do not feel as though everyone can advance their careers at Dufferin, and do not feel as though they are included in decisions that impact their work. As a result of their experience, the majority of LGBQ+ team members **do not recommend the County as a place to work**, and half do not envision themselves working with the County in two years.

Only 33% of LGBQ+ people feel that the County will take appropriate action in response to harassment, compared to 65% of heterosexual people.

Dufferin Oaks

People working at Dufferin Oaks have **considerably lower scores on nearly every item and index** compared to other departments. They have low morale. There is a strong need for open and honest dialogues at the Long Term Care Home, but there is a fear of what will happen if someone starts that conversation.

Across all departments, those working at Dufferin Oaks feel a lower sense of engagement and are struggling to feel appreciated for their work, resulting in less of a sense of commitment to and pride in their work.

They share sentiments of being overworked, burnt out, and a general lack of appreciation, especially as they continue to encounter the impact of COVID-19. They largely feel that their thoughts and opinions are not given merit in decision-making and that decisions are made without consideration of the impact on their day-to-day job. They **do not feel supported in their career growth** overall and feel like there is favouritism in who gets promoted.

Team members working at Dufferin Oaks feel the County of Dufferin needs to do more to ensure fair and equitable processes are in their work environments. In addition, leaders at Dufferin Oaks feel they need more support **navigating nuanced conversations**.

Opportunities to Learn

Some people within County of Dufferin indicate feeling **threatened** by DEI efforts or misunderstanding their intention. Concerns relating to “**reverse discrimination**” were prevalent in the data, with expressed concerns that qualified white candidates are not receiving raises, promotions, and opportunities in favour of “less qualified” people, to meet “quotas.” The notion of reverse discrimination must be considered as Dufferin goes through their DEI journey as a potential detractor to achieving DEI goals.

People desire more education around DEI, especially **elevating everyone’s understanding** regarding a range of backgrounds, lived experiences, communities, and cultures related to their job and day-to-day tasks.

Team members are keen for the County of Dufferin to commit to addressing racial injustice through programming, policy, and having **braver and more open conversations** about racial injustice, racism, and race.

Team members want to open up the discussion on **harmful language and behaviours** that contribute to racial exclusion and inequities that team members may not be aware of or may be contributing to uncritically. In addition, they want more intentional and regular forums, spaces, and opportunities to focus on racial inclusion year-round.

A lack of **cultural competence** and awareness underpinned many of the experiences of people at County of Dufferin. In addition, limited opportunities for further training and education have created **gaps in knowledge** amongst team members at all levels.

Accountability at the County

Team members feel there have been inadequate responses regarding several workplace issues at the County of Dufferin. They feel leadership needs greater accountability to be actively anti-racist internally and externally.

Not all people feel confident that County of Dufferin will react appropriately in response to harassment and discrimination, particularly groups experiencing marginalization. Accounts of discrimination and injustices highlight a perception wherein there is a legacy of inaction. This history has fortified team members' anxieties that they should expect more of the same.

People fear retaliation if they do decide to report harassment and/or discrimination. Team members describe microaggressions that they do not feel empowered to address because more "serious" experiences of harassment and discrimination have not been adequately addressed.



Next On Your Journey

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What's Next

Now that we've completed an assessment of your organization, you're probably wondering how to "fix" any challenge areas, and that can be a super daunting task!

As you prepare to create a strategy with tangible, actionable, and measurable programs and interventions, you need to make sure that you have a structure in place to support the next phase of your DEI journey.



Key Considerations In The Design of Your Group

Define the Purpose of Your Committee

Build a clear purpose for the role of the steering committee members. Are they advising on DEI goals & actions? Will they be implementing the changes themselves? Set those expectations early so that your team is prepared for what they will be responsible for.

Ensure That Your Group Contains a Range of Lived Experiences and Backgrounds

It is critical that the group is representative of the range of lived experiences and overall composition that your organization seeks to reflect. [There are more than 40 Dimensions of Diversity](#), and it's important to consider more than race and gender as you create your group.

Organize the Team Strategically Based on Skills, Competencies and Department

Build your team based on the strategic focuses for your DEI strategy. Ensure that your committee members are working on actions that align best with their day-today responsibilities, core skills and competencies. Break up the wider team into smaller sub-groups based on your strategy goals.

Be Mindful of....



People Doing DEI Work In A Voluntary Manner, i.e. Off The Side of Their Desk

They need to be compensated!



People Who Are Volunteered or “Voluntold” To Participate

We need people to become involved on their own accord, not be pressured. Too often, people are requested to be part of such groups by virtue of their identity or lived experience and this can be very tokenizing.



Homogeneity In Your Implementation Group

We need to apply leading DEI practices to this process! This means we want a group that reflects your organization, your people, and the skill sets needed for your DEI efforts.



If Your Group Is Tied Only To HR/People Leadership and Not Other Parts of The Organization

This work needs to interact with every point your organization, so ensure that you go beyond HR and people related efforts

The background features several paper cutouts of question marks in various colors (gold, grey, white) and shapes (cloud-like, speech bubble-like). One large gold question mark is prominent in the upper center, surrounded by other smaller ones in different colors and orientations.

How Can Feminuity Help?

Design with Femininity

Starting with a 2-hour working session, followed by four 3-hour co-design workshops, we'll translate the results of your findings report **into a tangible strategic roadmap**. Our Design Service provides an interactive experience, that captures the unique perspectives and ideas of your team, but also prepares them for holistic and sustainable implementation.



Sustain with Femininity

A packaged set of workshops and consulting sessions, our Sustain services help you lay the groundwork for new or existing DEI efforts. Our model **builds the capacity of your internal team** and prepares them to lead this work in the long-term. We focus on decentralizing your DEI efforts, sharing leading practices for measurement, and advising your team on their change-management approach and the design of their interventions.



[f]

Research Team

Research Team



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Appendix

Data Grouping

Data Groupings

Ability Status: Includes people who selected: Intellectual disability, Learning disability or other diagnosis that interferes with your learning or ability to concentrate (e.g., dyslexia, auditory processing disorder), Long-term medical illness (e.g., epilepsy, cystic fibrosis), Long-term mental health condition (e.g., depression, anxiety), Mobility impairment, Sensory impairment (hearing and/or vision NOT correctable by glasses or contact lenses), Sensory processing or integration disorder, Temporary impairment resulting from illness or injury (e.g., broken ankle, surgery), and/or any self-description denoting ability status.

Asian: Includes people who selected: Asian - South, Asian - East, Asian - South East, Asian - North American, Asian - Caribbean, and/or any self-description denoting Asian.

Beyond The Gender Binary: Includes people who selected: agender, bigender, genderfluid, gender non-conforming, genderqueer, non-binary, third gender, and/or any self-description that isn't female, male, man, and/or woman.

Black: Includes people who selected: Black - African, Black - Caribbean, Black - European, Black - Latin American, Black - North American, and/or any self-description denoting Black.

Data Groupings

Caretakers: Includes people who selected: Child(ren), Chosen family members, Family members who are not children, Person(s) with disabilities or accessibility needs, Person(s) of advanced age, People in my community-neighbours, community members, fellow caregivers, and more, Pets, and/or any self-description denoting they provide care to others.

Indigenous: Includes people who selected: First Nations, Indigenous - North America, Inuit, Métis, and/or any self-description denoting an Indigenous tribe or group.

LGBQ+: Includes people who selected: asexual, bisexual, demisexual, fluid, gay, lesbian, pansexual, queer, questioning, and/or any self-description that isn't heterosexual and/or "straight".

White: Includes people who selected White - African, White - Caribbean, White - European , White - North American, White - Oceania, and/or any self-description denoting white.

Teachables

Separating “T” from LGBTQ

We separate “T” (which means “Transgender”) from the acronym “LGBTQ+” when collecting data and reporting on it because **being transgender relates to one’s gender, not their sexuality**. Specifically, “transgender” is an umbrella term that can be used to describe people whose gender differs from their sex assigned at birth (the sex originally listed on their birth certificate).

These distinctions are important because someone’s gender, being transgender, and their sexuality are all distinct aspects of their identities and experiences in the world. **This is also a response to the complex history of erasure of trans people within the broader LGBQ+ movement.** We want to ensure the experiences of trans people are centred, and we’re able to [do this best when we have granular data](#).

Disaggregation is considered a [leading practice](#), mainly because trans people continue to [have worse workplace outcomes](#) and experience pay inequity. [Disaggregating](#) this data [equips us with better data](#) to address the barriers and concerns that trans people encounter.



Teachable: Colour Blindness

For many of us with good intentions, there is often a strong tendency to promote the idea that we don't see race because we're all just humans and we should treat everyone with dignity and respect. While this may sound ideal, it's **empirically false**. For those of us who have the full use of our eyes, [our brains see gender, race, and most other visible categories, whether we consciously pay attention to them or not](#). Pretending not to see it denies a significant part of many people's identities.

To be clear, what makes us different is not a bad thing! Our unique attributes add nuance, flavor, and texture. It's only when we use our differences to determine who is more or less valuable that they become distorted and oppressive. We know that we are each so much more than flesh and blood. Our bodies are made up of identities that shape who we are. Trying to remove people of their identities to be "just humans" is **unfair and inaccurate**. Saying "you don't see race" **invalidates experiences** with racism, and the way race impacts people's lives. "Not seeing race" is also **a fundamental misunderstanding of relative privilege**.

Attempting to treat everyone the same actually [perpetuates racial oppression and results in discrimination and unequal opportunity](#). Treating everyone the same, even when they encounter vastly different challenges, **only serves to keep them in a state of being marginalized**.

[Tell Me Again How You Don't See Color](#) | [Color-Blind Attitudes and Behaviors Perpetuate Structural Racism](#)

Teachable: Myth of Meritocracy

The myth of meritocracy implies that success is based on merit and is something that is earned. Beginning with the education system, it is a broad perception that if you put in enough effort and hard work, you'll get ahead in school, work, and ultimately, life. **It is the fundamental idea that power and privilege is solely allocated on merit, rather than influenced by someone's social location and prevailing systems of bias, oppression, and marginalization.**

However, factors beyond “working hard” play a strong role in advancing at work and in life. As broad examples, race/ethnicity, socioeconomic status, disability, and gender can have large impacts on the schools that people can attend and the stereotypes that future colleagues will filter their perceptions through when assessing their contributions, skills, work style, expression, intelligence, potential, and more. Research shows that something as seemingly tangential as [a non-white-sounding name](#) can have significant and negative impacts on an organization's recruitment decisions.

Meritocracy in a working environment applies to a group whose advancement within an organization is perceived as being based on ability and talent rather than intersecting privileges, entrenched biases, and network advantages.

[The Bias of Professionalism Standards](#) | [Is Meritocracy a Myth? \(Vox\)](#)

Teachable: Myth of Reverse Discrimination

Whether it's antisemitism, cissexism, or racism, words that end in 'ism' can't be reversed. An "ism" is when prejudice is combined with the power to scale, amplify, and codify that prejudice on a societal level. Using an "ism" to describe an experience immediately implicates systems and broader patterns of marginalization and inequity in our social world.

Racism, as an example, operates on **both** an individual (prejudice) and institutional (power) level and impacts people who are racialized. Racism doesn't flow in the opposite direction, in this case, against white people, because whiteness holds a disproportionate amount of power in most instances. White people can experience things like prejudice, discrimination, bigotry, and ignorance from racialized people, but they cannot experience racism, or "reverse racism." So, as a general rule, 'isms' only flow in one direction and can't be reversed.

SIMPLY PUT: 'Isms' rely on an unequal playing field where one group holds power over the other; they can only flow in one direction.

Resources:

[Myth Busters: Diversity Training Causes Reverse Discrimination in the Workplace](#)

[Myth of Reverse Racism](#)

[The Myth of Reverse Racism](#)

[Reverse Racism Isn't Real](#)

[Dear White People, Please Stop Pretending Reverse Racism Is Real](#)

Teachable: Multitudes of Languages at Work

Sometimes, [English-only speakers feel uncomfortable when peers communicate](#) with one another in a language other than English. Feelings of being excluded and gossiped about often lead to English-only speakers feeling hurt, bitter, and resentful. Prioritizing these feelings over those who are multilingual and enforcing a strict language policy may be a missed opportunity to address the underlying issue.

English-only speakers can be to be reminded of the following:

- [Being multilingual is a great advantage](#) to their workplace.
- Communicating in a language other than the primary language one uses outside of work can be difficult. For example, interpreting, translating, and communicating in English may get in the way of efficient communication.
- It is unlawful to enforce that English can only be used at work.
- While people may need to communicate in English for the sake of the work that they're doing, it's different when people are communicating with co-workers.

Is it ever [appropriate to enforce English-only rules/policies](#)? Yes, but only in specific situations:

- Communication during an emergency or crisis, when lives are at risk and there is danger.
- At company/client meetings, where English is the common language spoken by all participants, unless determined otherwise.
- If communications between employees speaking a language other than English has real, tangible impact on the team - as an example, important updates not being communicated, technical challenges not being addressed, etc.

Teachable: 'Culture Fit' - What To Do Instead?

Hiring for “culture fit” is flawed, but there are other terms to watch out for as well.

Good fit and **value fit** are synonyms for culture fit, and should not be used in its place.

Terms such as “They share knowledge,” “They can teach you a lot,” “They can show you something,” “You can learn an insight by working with them,” or “That person is a good resource” all place a responsibility on an individual to educate on extremely nuanced matters. The focus should be on the team to grow and do better, while providing a place at the table for people with unique lived experiences who can help facilitate growth.

Using **culture add**, **good add**, or **value add** puts the emphasis back on where it should be. These terms should be used when identifying what a team is missing.

Cultural adaptability can be used within an organization when culture is changing too quickly, and makes sure that hires can adapt to the new culture.

Resource: [Culture Fit](#)

Teachable: Psychological Safety

[Psychological safety](#) is the shared belief that a team can take interpersonal risks without facing adverse actions or negative consequences. There are many kinds of interpersonal risks that someone may take in a professional setting such as stating opinions, sharing ideas, expressing concerns, asking questions, reporting bias or harassment, admitting mistakes, and/or just being oneself.

It's important to [clarify what psychological safety is not](#) because there are many misconceptions:

- Psychological safety is not about forcing consensus and agreeing to everything that everyone says.
- Psychological safety is not insulating yourself or your team from anything uncomfortable.
- Psychological safety does not mean that we do not hold our team members accountable for their actions, behaviours, or language.

When workplaces foster psychological safety, they leave room for dissension, engagement with discomfort, and restorative practices that enable people to grow from mistakes. It has been found to be one of the most influential predictors of team success and DEI is intimately related to psychological safety in the workplace. [Psychological safety is the net result of DEI work.](#)

With this considered, the following slides include priority areas that help to increase psychological safety within County of Dufferin.

Demographics

Department response rate

	# of Employees	Completed surveys	Response rate
Community Services	41	26	63%
Development & Tourism	20	10	50%
Dufferin Oaks	248	65	26%
Office of the CAO/Corporate Services	31	12	39%
People & Equity	11	8	73%
Public Works	47	16	34%

Base Size: Department [n=138]

Employment Details and Employee Background

What location do you currently work from?

	%
55 Zina St.	5%
Dufferin Oaks Long Term Care Home	48%
Museum of Dufferin (MoD)	3%
Primrose Operations Centre	4%
W & M Edlebrock Centre	35%
I prefer to self-describe.	5%

Which department are you in?

	%
Community Services	19%
Development and Tourism	7%
Dufferin Oaks	47%
Office of the CAO/ Corporate Services	9%
People and Equity	6%
Public Works	12%
I prefer to self-describe.	1%

Base Size: Work location [n=153], Department [n=138]

How would you best describe your working environment?

	%
Field/Outside	4%
Hybrid (Office/Remote)	36%
Long Term Care Home	45%
Mostly remote	4%
Office only	4%
Operations Facility	3%
I prefer to self-describe.	2%

How long have you worked at the County of Dufferin?

	%
Less than 1 year	17%
1-2 years	15%
3-5 years	17%
6-10 years	14%
More than 11 years	38%

Base Size: Work environment [n=157], Tenure [n=150]

When do you typically work?

	%
Monday to Friday	72%
Weekends	1%
I prefer to self-describe.	27%

When do you typically start work?

	%
Afternoons	3%
Early Morning	8%
Evenings	2%
Morning	58%
I prefer to self-describe.	29%

Base Size: Work day [n=146], Work start [n=147]

How would you best describe your position?

Director	4%
Manager	10%
Non-Management	71%
Supervisor	5%
I prefer to self-describe.	11%

Do you have staff that report directly to you?

No	75%
Yes	25%

Base Size: Position [n=140], Reporting manager [n=150]

Are you a part of a union?

No, I am not a part of a union.	28%
Yes, Canadian Union of Public Employees (CUPE Local 3192)	17%
Yes, Ontario Nurses Association (ONA)	1%

What is your employment type?

Casual	1%
Contract/Temporary Full-Time	6%
Contract/Temporary Part-Time	3%
Permanent Full-Time	88%
Student, Paid	1%
I prefer to self-describe.	1%

Base Size: Employment type [n=160], Union [n=160]

What is your age bracket?

	%
18-25	4%
26-30	11%
31-35	14%
36-40	11%
41-45	14%
46-50	14%
51-55	19%
56-60	7%
61+	6%

What racial/ethnic groups do you belong to?*

	%
Asian	8%
Black	6%
Indigenous	3%
White	77%
Multi-racial	5%
I prefer to self-describe.	2%

* Percentages are greater than 100% because respondents were asked to "select all that apply"
Base Size: Age [n=139], Race/Ethnicity [n=154]

What country were you born in?

	%
Afghanistan	1%
Brazil	1%
Canada	91%
China, People's Republic of	1%
Costa Rica	1%
Ghana	1%
Guyana	1%
India	2%
Iraq	1%
Ireland	1%
Jamaica	2%
Nigeria	1%
Pakistan	1%

	%
Philippines	2%
Trinidad and Tobago	1%
Ukraine	1%
United Kingdom of Great Britain and Northern Ireland	1%

How long have you lived in Canada?

	%
2-5 years	15%
6-10 years	10%
11-20 years	35%
21-40 years	35%
41+ years	5%

Base Size: [n=176]

What languages are you comfortable communicating in?*

	%
Arabic	1%
Chinese (Cantonese)	1%
Chinese (Mandarin)	1%
Czech	1%
English	99%
French	3%
German	1%
Hindi	2%
Korean	1%

	%
Portuguese	1%
Punjabi	2%
Spanish	1%
Tagalog	1%
Twi	1%
Ukrainian	1%
Urdu	1%
Yoruba	1%
A language not listed.	1%

* Percentages are greater than 100% because respondents were asked to "select all that apply"
Base Size: [n=174]

What is the primary language you communicate in outside of work?

	%
Chinese (Mandarin)	1%
English	97%
Portuguese	1%
Punjabi	1%
Spanish	1%
Ukrainian	1%
A language not listed.	1%

Base Size: [n=173]

What is your current religion or belief system, if any?*

	%
Agnostic	7%
Atheist	6%
Buddhist	1%
Christian	46%
Hindu	1%
Muslim	2%
Pagan	1%
Sikh	2%
Spiritual	13%
I do not have a religion or belief system.	24%

What was your total household income before taxes last year?

	%
\$0 - \$29,999	2%
\$30,000-\$59,999	12%
\$60,000-\$99,999	28%
\$100,000-149,999	32%
\$150,000 -199,999	18%
\$200,000 or more	8%

* Percentages are greater than 100% because respondents were asked to "select all that apply"
Base Size: Religion [n=128], Household Income [n=130]

What is your highest level of formal education?

	%
Advanced University Degree	9%
Bachelor's University Degree	30%
College Diploma	47%
Secondary education (high school) or less	4%
Some College or University (did not finish)	5%
Trade Certification	3%
I prefer to self-describe.	3%

Where did you obtain your highest level of education?

	%
Afghanistan	1%
Bulgaria	1%
Canada	94%
India	1%
Jamaica	1%
Nigeria	1%
Philippines	1%
Ukraine	1%
United Kingdom of Great Britain and Northern Ireland	1%

Base Size: Highest level of education [n=155], Place of education [n=177]

Gender and Sexuality

How do you describe your gender?*

	%
Gender non-conforming	1%
Genderqueer	1%
Man	20%
Woman	80%

Do you describe yourself as intersex?

	%
No	99%
Yes	1%

Are you (or have you ever described yourself as) transgender?

	%
No	99%
Yes	1%

* Percentages are greater than 100% because respondents were asked to "select all that apply"
Base Size: Gender [n=158], Intersex [n=166], Transgender [n=169]

How do you like to describe your sexuality?*

	%
Asexual	9%
Bisexual	2%
Demisexual	2%
Fluid	2%
Gay	1%
Heterosexual	80%
Lesbian	1%
Queer	1%
I prefer to self-describe.	0%

Do you share your sexuality with others in your workplace?

	%
Yes, I share my sexuality with others.	34%
No, I do not share my sexuality with others.	52%
Partially; I only share my sexuality with some.	14%

* Percentages are greater than 100% because respondents were asked to "select all that apply"
Base Size: Sexuality [n=140], Openness with Sexuality [n=29]

Disability and Accessibility

How do you describe your ability status?*

	%
Intellectual disability	1%
Learning disability or other diagnosis that interferes with your learning or ability to concentrate.	2%
Long-term medical illness.	6%
Long-term mental health condition.	14%
Mobility impairment	2%
Sensory impairment.	1%
Temporary impairment resulting from illness or injury.	2%
I do not have a disability or impairment	78%
I prefer to self-describe.	2%

How supported do you feel about managing your accessibility needs within the workplace?

	%
Extremely supported	21%
Somewhat supported	55%
Not at all supported	24%

* Percentages are greater than 100% because respondents were asked to "select all that apply"
 Base Size: Ability status [n=140], Supported with access needs [n=29]

Care and Privacy

Do you have others depending on you for care?*

	%
Child(ren)	44%
Chosen family members	4%
Family members who are not children	16%
Person(s) with disabilities or accessibility needs	6%
Person(s) of advanced age	7%
People in my community- neighbours, community members, fellow caregivers, and more	2%
Pets	38%
I do not have others depending on me for care.	25%

What structure do you have for caregiving at home?

	%
Partnered Parent/Support/Guardian	77%
Single Parent/Support/Guardian	19%
I prefer to self-describe	4%

* Percentages are greater than 100% because respondents were asked to "select all that apply"
 Base Size: Caregiving status [n=152], Caregiving structure [n=94]

What type of care do you provide?

	%
Emotional	91%
Financial	85%
Physical	77%
I prefer to self-describe.	1%

In a typical week, how many hours of support do you provide to others on average?

	%
0-5 hours	12%
6-10 hours	20%
11-15 hours	15%
16 or more hours	52%

Base Size: Type of care [n=94], Care time [n=98]

Do you require any time away during typical working hours?

	%
To attend to a medical need.	14%
To chest-pump/breast-pump.	1%
To meditate.	3%
To pray.	1%
To provide caregiving responsibilities.	12%
To take care of my mental well-being.	15%
I don't need time away, but I prefer to work during non-typical	5%
I do not have to deal with any personal needs during working hours.	68%
I prefer to self-describe.	2%

How supported do you feel to take the time you need to attend to personal needs?

	%
Extremely supported	45%
Somewhat supported	43%
Not at all supported	13%

* Percentages are greater than 100% because respondents were asked to "select all that apply"
 Base Size: Privacy needs [n=146], Supported with privacy needs [n=47]

Diversity

Favorable Scores % Strongly Agree + Agree	COMPANY OVERALL n=183	MEN n=31	WOMEN n=126	WHITE n=119	RACIALIZED n=32	ASIAN n=13	BLACK n=9	MULTIRACIAL n=7
The County of Dufferin values diversity.	66%	68%	67%	75%	50%	77%	22%	57%
Leadership understands that diversity is critical to our future success.	65%	68%	69%	73%	56%	77%	22%	43%
The County of Dufferin invests time and energy into building diverse teams.	56%	52%	60%	63%	44%	62%	22%	29%
The County of Dufferin represents a diverse group of people (e.g. race, gender identity, age, disability, sexuality, education, religion, etc.).	62%	45%	70%	70%	47%	62%	11%	57%



Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL	RACIALIZED MAN	RACIALIZED WOMAN	WHITE MAN	WHITE WOMAN	HETERO- SEXUAL	LGBQ+	NOT CAREGIVER	CAREGIVER
	n=183	n=8	n=22	n=18	n=96	n=113	n=24	n=36	n=115
The County of Dufferin values diversity.	66%	63%	45%	72%	75%	69%	67%	66%	69%
Leadership understands that diversity is critical to our future success.	65%	63%	55%	72%	74%	71%	50%	66%	75%
The County of Dufferin invests time and energy into building diverse teams.	56%	63%	41%	50%	66%	58%	38%	52%	72%
The County of Dufferin represents a diverse group of people (e.g. race, gender identity, age, disability, sexuality, education, religion, etc.).	62%	25%	59%	50%	73%	67%	58%	60%	72%

Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL n=183	DUFFERIN OAKS n=65	COMMUNITY SERVICES n=26	PUBLIC WORKS n=16	OFFICE OF THE CAO/ CORPORATE SERVICES n=12	DEVELOP- MENT AND TOURISM n=10	PEOPLE AND EQUITY n=8	WITHOUT ACCESSIBILITY NEEDS n=32	WITH ACCESSIBILITY NEEDS n=108
The County of Dufferin values diversity.	66%	54%	85%	75%	100%	50%	77%	50%	70%
Leadership understands that diversity is critical to our future success.	65%	49%	88%	75%	100%	70%	77%	56%	71%
The County of Dufferin invests time and energy into building diverse teams.	56%	48%	77%	56%	58%	30%	62%	38%	59%
The County of Dufferin represents a diverse group of people (e.g. race, gender identity, age, disability, sexuality, education, religion, etc.).	62%	77%	73%	44%	67%	50%	62%	59%	66%



Equity

Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL	MEN	WOMEN	WHITE	RACIALIZED	ASIAN	BLACK	MULTIRACIAL
	n=183	n=31	n=126	n=119	n=32	n=13	n=9	n=7
The process for career advancement/promotion is transparent to all team member.	34%	39%	37%	39%	41%	54%	22%	71%
People from all backgrounds and with various lived experiences and identities have equitable opportunities to advance their careers at the County of Dufferin.	46%	48%	50%	53%	38%	62%	11%	57%
I feel supported in my career growth at the County of Dufferin.	46%	58%	48%	52%	50%	69%	11%	57%
I believe that my total compensation is fair relative to other team member in similar roles at the County of Dufferin.	46%	58%	46%	45%	63%	62%	44%	100%
I believe my job performance is evaluated fairly.	49%	48%	52%	54%	44%	69%	0%	57%

Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL	RACIALIZED MAN	RACIALIZED WOMAN	WHITE MAN	WHITE WOMAN	HETERO- SEXUAL	LGBQ+	NOT CAREGIVER	CAREGIVER
	n=183	n=8	n=22	n=18	n=96	n=113	n=24	n=36	n=115
The process for career advancement/promotion is transparent to all team member.	34%	50%	41%	44%	39%	42%	21%	42%	33%
People from all backgrounds and with various lived experiences and identities have equitable opportunities to advance their careers at the County of Dufferin.	46%	38%	41%	50%	55%	54%	33%	56%	45%
I feel supported in my career growth at the County of Dufferin.	46%	63%	45%	56%	52%	55%	21%	53%	47%
I believe that my total compensation is fair relative to other team member in similar roles at the County of Dufferin.	46%	75%	64%	50%	45%	50%	42%	61%	43%
I believe my job performance is evaluated fairly.	49%	63%	36%	39%	56%	51%	58%	56%	50%

Favorable Scores % Strongly Agree + Agree	COMPANY OVERALL	DUFFERIN OAKS	COMMUNITY SERVICES	PUBLIC WORKS	OFFICE OF THE CAO/ CORPORATE SERVICES	DEVELOPMENT AND TOURISM	PEOPLE AND EQUITY	WITHOUT ACCESSIBILITY NEEDS	WITH ACCESSIBILITY NEEDS
	n=183	n=65	n=26	n=16	n=12	n=10	n=8	n=32	n=108
The process for career advancement/promotion is transparent to all team member.	34%	34%	46%	50%	33%	50%	50%	36%	25%
People from all backgrounds and with various lived experiences and identities have equitable opportunities to advance their careers at the County of Dufferin.	46%	42%	65%	44%	58%	50%	50%	50%	25%
I feel supported in my career growth at the County of Dufferin.	46%	37%	77%	56%	58%	60%	63%	51%	41%
I believe that my total compensation is fair relative to other team member in similar roles at the County of Dufferin.	46%	32%	54%	56%	58%	80%	75%	53%	47%
I believe my job performance is evaluated fairly.	49%	40%	58%	56%	75%	50%	63%	56%	38%

Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL n=183	MEN n=31	WOMEN n=126	WHITE n=119	RACIALIZED n=32	ASIAN n=13	BLACK n=9	MULTIRACIAL n=7
Administrative tasks that do not have a specific owner (like note-taking in meetings or cleaning up shared spaces) are fairly divided at the County of Dufferin.	40%	39%	41%	40%	53%	62%	33%	71%
I have access to the resources I need to do my job well.	65%	65%	67%	67%	66%	69%	56%	86%
I believe that the County of Dufferin demonstrates a commitment to meeting the needs of team member with accessibility needs.	55%	61%	58%	57%	72%	69%	78%	71%

Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL n=183	RACIALIZED MAN n=8	RACIALIZED WOMAN n=22	WHITE MAN n=18	WHITE WOMAN n=96	HETERO- SEXUAL n=113	LGBQ+ n=24	NOT CAREGIVER n=36	CAREGIVER n=115
Administrative tasks that do not have a specific owner (like note-taking in meetings or cleaning up shared spaces) are fairly divided at the County of Dufferin.	40%	50%	59%	39%	40%	43%	17%	58%	33%
I have access to the resources I need to do my job well.	65%	63%	68%	61%	69%	68%	67%	81%	62%
I believe that the County of Dufferin demonstrates a commitment to meeting the needs of team member with accessibility needs.	55%	75%	73%	61%	56%	58%	50%	64%	54%

Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL n=183	DUFFERIN OAKS n=65	COMMUNITY SERVICES n=26	PUBLIC WORKS n=16	OFFICE OF THE CAO/ CORPORATE SERVICES n=12	DEVELOPMENT AND TOURISM n=10	PEOPLE AND EQUITY n=8	WITHOUT ACCESSIBILITY NEEDS n=32	WITH ACCESSIBILITY NEEDS n=108
Administrative tasks that do not have a specific owner (like note-taking in meetings or cleaning up shared spaces) are fairly divided at the County of Dufferin.	40%	28%	58%	25%	50%	80%	38%	41%	41%
I have access to the resources I need to do my job well.	65%	58%	81%	69%	75%	50%	63%	47%	68%
I believe that the County of Dufferin demonstrates a commitment to meeting the needs of team member with accessibility needs.	55%	49%	65%	50%	67%	40%	75%	47%	56%

Inclusion

Favorable Scores % Strongly Agree + Agree	COMPANY OVERALL n=183	MEN n=31	WOMEN n=126	WHITE n=119	RACIALIZED n=32	ASIAN n=13	BLACK n=9	MULTIRACIAL n=7
I feel my unique background and identity (i.e. my differences) are valued at the County of Dufferin.	50%	42%	56%	56%	47%	77%	0%	43%
I feel a sense of belonging at the County of Dufferin.	57%	71%	58%	65%	47%	77%	11%	43%
I feel respected by my colleagues.	72%	84%	71%	76%	66%	85%	33%	86%
I feel comfortable sharing all parts of my identity with my colleagues.	52%	61%	56%	60%	50%	69%	22%	57%
I feel comfortable sharing my opinion without fear of negative consequences.	42%	58%	44%	48%	47%	69%	11%	43%
Even when something negative happens, (e.g. I make a mistake or a project does not work out well), I still feel like I belong at the County of Dufferin.	56%	74%	57%	62%	53%	85%	11%	57%
Leadership makes an effort to create a space that is welcoming for all.	50%	68%	52%	56%	53%	77%	22%	57%

Favorable Scores

% Strongly Agree + Agree

	RACIALIZED MAN n=8	RACIALIZED WOMAN n=22	WHITE MAN n=18	WHITE WOMAN n=96	HETERO- SEXUAL n=113	LGBQ+ n=24	NOT CAREGIVER n=36	CAREGIVER n=115
I feel my unique background and identity (i.e. my differences) are valued at the County of Dufferin.	50%	50%	39%	59%	57%	46%	50%	64%
I feel a sense of belonging at the County of Dufferin.	75%	41%	78%	63%	66%	38%	57%	72%
I feel respected by my colleagues.	75%	68%	89%	74%	76%	58%	67%	89%
I feel comfortable sharing all parts of my identity with my colleagues.	63%	50%	61%	60%	60%	25%	51%	64%
I feel comfortable sharing my opinion without fear of negative consequences.	50%	50%	61%	46%	50%	21%	40%	58%
Even when something negative happens, (e.g. I make a mistake or a project does not work out well), I still feel like I belong at the County of Dufferin.	63%	55%	78%	60%	62%	42%	54%	75%
Leadership makes an effort to create a space that is welcoming for all.	75%	50%	67%	54%	57%	33%	48%	64%

Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL	DUFFERIN OAKS	COMMUNITY SERVICES	PUBLIC WORKS	OFFICE OF THE CAO/ CORPORATE SERVICES	DEVELOP- MENT AND TOURISM	PEOPLE AND EQUITY	WITHOUT ACCESSIBILITY NEEDS	WITH ACCESSIBILITY NEEDS
	n=183	n=65	n=26	n=16	n=12	n=10	n=8	n=32	n=108
I feel my unique background and identity are valued at the County of Dufferin.	50%	43%	77%	63%	75%	40%	50%	44%	53%
I feel a sense of belonging at the County of Dufferin.	57%	46%	92%	69%	75%	50%	63%	47%	61%
I feel respected by my colleagues.	72%	52%	100%	94%	83%	80%	63%	66%	75%
I feel comfortable sharing all parts of my identity with my colleagues.	52%	49%	81%	75%	58%	50%	63%	50%	56%
I feel comfortable sharing my opinion without fear of negative consequences.	42%	32%	69%	63%	50%	60%	63%	38%	47%
Even when something negative happens, I still feel like I belong at the County of Dufferin.	56%	42%	92%	88%	75%	60%	50%	50%	61%
Leadership makes an effort to create a space that is welcoming for all.	50%	37%	85%	63%	67%	50%	75%	34%	56%

Favorable Scores % Strongly Agree + Agree	COMPANY OVERALL n=183	MEN n=31	WOMEN n=126	WHITE n=119	RACIALIZED n=32	ASIAN n=13	BLACK n=9	MULTIRACIAL n=7
The County of Dufferin enables me to have work/life balance.	61%	68%	60%	64%	69%	85%	44%	71%
The County of Dufferin enables me to integrate my work and personal life when I want to.	49%	68%	46%	55%	53%	69%	33%	57%
I am included in decisions that affect my work.	42%	58%	40%	42%	56%	77%	44%	71%
The culture at the County of Dufferin has a positive impact on the quality of my work.	40%	39%	46%	45%	44%	69%	11%	29%
There is open and honest communication at the County of Dufferin.	31%	39%	33%	34%	44%	69%	11%	43%
My direct manager/supervisor genuinely cares about my well-being.	64%	71%	67%	70%	69%	77%	56%	57%
My direct manager/supervisor gives me useful feedback on my performance.	56%	48%	60%	61%	44%	46%	33%	43%

Favorable Scores % Strongly Agree + Agree	COMPANY OVERALL n=183	RACIALIZED MAN n=8	RACIALIZED WOMAN n=22	WHITE MAN n=18	WHITE WOMAN n=96	HETERO- SEXUAL n=113	LGBQ+ n=24	NOT CAREGIVER n=36	CAREGIVER n=115
The County of Dufferin enables me to have work/life balance.	61%	75%	68%	72%	61%	61%	75%	81%	57%
The County of Dufferin enables me to integrate my work and personal life when I want to.	49%	75%	45%	78%	49%	54%	42%	61%	46%
I am included in decisions that affect my work.	42%	75%	50%	56%	38%	46%	33%	64%	39%
The culture at the County of Dufferin has a positive impact on the quality of my work.	40%	50%	45%	33%	47%	42%	54%	64%	37%
There is open and honest communication at the County of Dufferin.	31%	63%	41%	39%	33%	36%	25%	53%	28%
My direct manager/supervisor genuinely cares about my well-being.	64%	88%	64%	67%	70%	69%	50%	81%	63%
My direct manager/supervisor gives me useful feedback on my performance.	56%	38%	45%	50%	63%	57%	50%	64%	55%



Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL n=183	DUFFERIN OAKS n=65	COMMUNITY SERVICES n=26	PUBLIC WORKS n=16	OFFICE OF THE CAO/ CORPORATE SERVICES n=12	DEVELOP- MENT AND TOURISM n=10	PEOPLE AND EQUITY n=8	WITHOUT ACCESSIBILITY NEEDS n=32	WITH ACCESSIBILITY NEEDS n=108
The County of Dufferin enables me to have work/life balance.	61%	34%	92%	69%	83%	70%	100%	56%	62%
The County of Dufferin enables me to integrate my work and personal life when I want to.	49%	25%	65%	88%	92%	50%	75%	47%	51%
I am included in decisions that affect my work.	42%	26%	62%	75%	67%	60%	75%	50%	44%
The culture at the County of Dufferin has a positive impact on the quality of my work.	40%	29%	69%	44%	67%	50%	63%	34%	44%
There is open and honest communication at the County of Dufferin.	31%	23%	50%	31%	42%	60%	75%	22%	37%
My direct manager/supervisor genuinely cares about my well-being.	64%	49%	92%	75%	75%	70%	88%	53%	71%
My direct manager/supervisor gives me useful feedback on my performance.	56%	48%	81%	69%	75%	40%	63%	41%	59%

Engagement

Favorable Scores % Strongly Agree + Agree	COMPANY OVERALL n=183	MEN n=31	WOMEN n=126	WHITE n=119	RACIALIZED n=32	ASIAN n=13	BLACK n=9	MULTIRACIAL n=7
I envision myself working at the County of Dufferin in two years.	67%	74%	70%	75%	56%	69%	22%	71%
I believe the work that we do at the County of Dufferin is important.	94%	90%	97%	97%	91%	92%	89%	86%
I understand how my work contributes to organizational goals.	85%	90%	86%	90%	84%	100%	56%	71%
I am proud to work for the County of Dufferin.	71%	81%	73%	80%	63%	69%	44%	71%
I rarely think about looking for a job at another organization.	52%	68%	54%	58%	50%	62%	22%	71%



Favorable Scores % Strongly Agree + Agree	COMPANY OVERALL	RACIALIZED MAN	RACIALIZED WOMAN	WHITE MAN	WHITE WOMAN	HETERO- SEXUAL	LGBQ+	NOT CAREGIVER	CAREGIVER
	n=183	n=8	n=22	n=18	n=96	n=113	n=24	n=36	n=115
I envision myself working at the County of Dufferin in two years.	67%	50%	59%	83%	74%	73%	50%	75%	69%
I believe the work that we do at the County of Dufferin is important.	94%	88%	91%	94%	98%	96%	96%	100%	95%
I understand how my work contributes to organizational goals.	85%	100%	77%	94%	89%	84%	88%	92%	86%
I am proud to work for the County of Dufferin.	71%	75%	59%	83%	78%	79%	63%	83%	73%
I rarely think about looking for a job at another organization.	52%	50%	50%	72%	56%	60%	33%	64%	53%

Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL	DUFFERIN OAKS	COMMUNITY SERVICES	PUBLIC WORKS	OFFICE OF THE CAO/ CORPORATE SERVICES	DEVELOP- MENT AND TOURISM	PEOPLE AND EQUITY	WITHOUT ACCESSIBILITY NEEDS	WITH ACCESSIBILITY NEEDS
	n=183	n=65	n=26	n=16	n=12	n=10	n=8	n=32	n=108
I envision myself working at the County of Dufferin in two years.	67%	62%	85%	69%	83%	70%	50%	50%	72%
I believe the work that we do at the County of Dufferin is important.	94%	94%	96%	100%	100%	90%	88%	94%	96%
I understand how my work contributes to organizational goals.	85%	85%	81%	88%	100%	80%	88%	78%	87%
I am proud to work for the County of Dufferin.	71%	62%	92%	81%	92%	70%	63%	72%	73%
I rarely think about looking for a job at another organization.	52%	40%	88%	63%	50%	60%	38%	38%	57%

Racial Justice

Favorable Scores % Strongly Agree + Agree	COMPANY OVERALL n=183	MEN n=31	WOMEN n=126	WHITE n=119	RACIALIZED n=32	ASIAN n=13	BLACK n=9	MULTIRACIAL n=7
I believe the County of Dufferin is a safe and supportive workplace for racialized people.	57%	74%	57%	64%	50%	69%	22%	29%
I feel comfortable talking about issues of racism with others on my team.	49%	68%	48%	55%	47%	77%	22%	29%
The County of Dufferin provides resources to learn more about racial justice issues.	41%	45%	42%	48%	25%	23%	33%	43%
I feel like the County of Dufferin is doing enough to discuss racial justice issues within the organization.	24%	39%	23%	29%	19%	31%	11%	29%
Racial justice issues are currently impacting my mental health.	17%	13%	15%	10%	31%	15%	67%	43%

Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL n=183	RACIALIZED MAN n=8	RACIALIZED WOMAN n=22	WHITE MAN n=18	WHITE WOMAN n=96	HETERO- SEXUAL n=113	LGBQ+ n=24	NOT CAREGIVER n=36	CAREGIVER n=115
I believe the County of Dufferin is a safe and supportive workplace for racialized people.	57%	75%	45%	78%	60%	65%	38%	72%	53%
I feel comfortable talking about issues of racism with others on my team.	49%	100%	32%	61%	55%	53%	42%	61%	48%
The County of Dufferin provides resources to learn more about racial justice issues.	41%	25%	27%	56%	47%	42%	38%	53%	35%
I feel like the County of Dufferin is doing enough to discuss racial justice issues within the organization.	24%	50%	9%	39%	27%	27%	17%	33%	22%
Racial justice issues are currently impacting my mental health.	17%	25%	32%	11%	9%	11%	29%	22%	13%

Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL	DUFFERIN OAKS	COMMUNITY SERVICES	PUBLIC WORKS	OFFICE OF THE CAO/ CORPORATE SERVICES	DEVELOP- MENT AND TOURISM	PEOPLE AND EQUITY	WITHOUT ACCESSIBILITY NEEDS	WITH ACCESSIBILITY NEEDS
	n=183	n=65	n=26	n=16	n=12	n=10	n=8	n=32	n=108
I believe the County of Dufferin is a safe and supportive workplace for racialized people.	57%	54%	69%	75%	75%	70%	50%	47%	64%
I feel comfortable talking about issues of racism with others on my team.	49%	37%	65%	63%	58%	80%	75%	38%	57%
The County of Dufferin provides resources to learn more about racial justice issues.	41%	31%	58%	44%	42%	30%	75%	16%	45%
I feel like the County of Dufferin is doing enough to discuss racial justice issues within the organization.	24%	20%	31%	19%	42%	30%	38%	16%	28%
Racial justice issues are currently impacting my mental health.	17%	26%	4%	19%	0%	10%	63%	22%	15%

Harassment and Discrimination

Favorable Scores % Strongly Agree + Agree	COMPANY OVERALL n=183	MEN n=31	WOMEN n=126	WHITE n=119	RACIALIZED n=32	ASIAN n=13	BLACK n=9	MULTIRACIAL n=7
Offensive jokes (racist, sexist, homophobic, etc.) are not tolerated at the County of Dufferin.	69%	65%	76%	76%	69%	92%	33%	100%
I believe the County of Dufferin will take appropriate action in response to incidents of harassment.	58%	68%	60%	64%	56%	77%	33%	57%
I believe the County of Dufferin will take appropriate action in response to incidents of discrimination.	59%	68%	60%	66%	56%	77%	44%	71%



Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL n=183	RACIALIZED MAN n=8	RACIALIZED WOMAN n=22	WHITE MAN n=18	WHITE WOMAN n=96	HETERO- SEXUAL n=113	LGBQ+ n=24	NOT CAREGIVER n=36	CAREGIVER n=115
Offensive jokes (racist, sexist, homophobic, etc.) are not tolerated at the County of Dufferin.	69%	75%	68%	61%	79%	72%	75%	75%	72%
I believe the County of Dufferin will take appropriate action in response to incidents of harassment.	58%	100%	45%	61%	66%	65%	33%	75%	56%
I believe the County of Dufferin will take appropriate action in response to incidents of discrimination.	59%	88%	50%	67%	67%	65%	42%	81%	55%

Favorable Scores

% Strongly Agree + Agree

	COMPANY OVERALL n=183	DUFFERIN OAKS n=65	COMMUNITY SERVICES n=26	PUBLIC WORKS n=16	OFFICE OF THE CAO/ CORPORATE SERVICES n=12	DEVELOP- MENT AND TOURISM n=10	PEOPLE AND EQUITY n=8	WITHOUT ACCESSIBILITY NEEDS n=32	WITH ACCESSIBILITY NEEDS n=108
Offensive jokes (racist, sexist, homophobic, etc.) are not tolerated at the County of Dufferin.	69%	74%	77%	75%	67%	100%	63%	78%	69%
I believe the County of Dufferin will take appropriate action in response to incidents of harassment.	58%	48%	85%	63%	75%	50%	88%	41%	65%
I believe the County of Dufferin will take appropriate action in response to incidents of discrimination.	59%	46%	85%	75%	75%	40%	88%	41%	66%

A photograph of two women sitting at a table, smiling and engaged in conversation. The woman on the left has short, curly blonde hair and is wearing a light-colored sleeveless top. The woman on the right has long, dark hair and is wearing a black sleeveless top. They are in a bright, modern office environment with a large green plant in the background. The image is overlaid with a semi-transparent dark grey filter.

Findings Report

November 2022

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Feminuity was founded on the [traditional and unceded territory] of the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee, and the Wendat Peoples and is home to many First Nations, Inuit, and Métis Peoples.

Accessibility Note

The following presentation has been designed to be as accessible as possible. All text and graphs in this presentation pass the [Web Content Accessibility Guidelines](#) (WCAG) AAA standard for colour contrast, and are designed for people with colour-blindness. Language in this presentation is literal, inclusive, and accessible. Slides have been designed to limit cognitive overload.

The following are some accessibility standards that we were unfortunately unable to implement, but that we aim to implement in the future:

- Feminuity currently uses Google Workspace to create and design all presentations. As a result, any tables in our slide decks will be difficult to navigate using a screen reader or tab navigation.
- Some slides may not be “ordered” correctly, and will be confusing to those using screen readers and tab navigation.
- At this moment, our graphs do not include alt text. Although, many slides offer a description and analysis of the data represented in our graphs.

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A spiral-bound notebook with a silver pen on a wooden surface. The notebook is open to a blank, lined page. The spiral binding is visible on the left side. The background is a light-colored wooden surface.

Preparing for

Learnings

Participation Agreements

Before engaging with these findings, reflect on the recommended participation agreements below:

Get Comfortable With Being Uncomfortable

Some information may be new to you and feelings of discomfort may arise. Explore these feelings and embrace them as part of the process. We have a [“Name It” Self-Guided Activity](#) that may be helpful to work through any feelings!

Stop, Rewind, Change Your Mind

As we go through this process, you might learn that you’ve done or said something in the past that you now disagree with. When presented with new information, changing our minds is a powerful leadership trait, and we encourage you to share your journey. Always prioritize growth over perfection.

Start From A Place Of Belief

We are often quick to use our critical thinking to find gaps, issues, or problems with the information we are given. Instead, we encourage you to first take the information in this report as valid, and from there, ask questions to seek more information. Start from belief and curiosity. If you can't do this right away, take space to reflect on that before reacting.

Executive Summary

The County of Dufferin recognizes an opportunity to use its position in public service and become a leader for Diversity, Equity, and Inclusion (DEI). The County of Dufferin can continue to grow into this aspirational future state by modelling **inclusive hiring practices**, **mechanisms for accountability**, **comprehensive benefits**, and **a welcoming culture**.

By committing to **inclusive hiring practices**, from disability-inspired hiring policies to a “culture add” hiring framework, the County of Dufferin can attract and include a variety of perspectives in their organization. The County of Dufferin can also take action regarding supporting its team members who experience harassment and discrimination by creating robust **mechanisms for accountability** that are tracked and measured.

The County of Dufferin can act as an transformational leader in the public sector by offering its team members **extensive and inclusive benefits**. Comprehensive and inclusive benefits can include offering more floating holidays, flexible remote work opportunities, and extending benefits related to short-term disability and extended health insurance coverage to part-time team members.

Finally, the County of Dufferin will become an even more desirable workplace by creating a **welcoming and supportive culture**. A welcoming and supportive culture means celebrating non-dominant holidays and events, conducting land acknowledgements, using inclusive language, and establishing an inclusive dress code policy, to provide some examples.

A photograph of two women looking at a laptop screen. The woman in the foreground is wearing a red and black plaid shirt and glasses. The woman in the background is wearing a patterned top and glasses. The image is dimly lit, with the primary light source being the laptop screen. The text 'Methodology and Reading the Report' is overlaid on the left side of the image in white, bold font, with each word on a separate black rectangular background.

Methodology and Reading the Report

Objectives

Review

Using leading DEI frameworks, the objective of this assessment is to review the content and format of the County of Dufferin program and service delivery documents, policies, forms, collective agreements, and other related communications.

Acknowledge

The aim is to identify unintentional bias and barriers that can marginalize and prevent the participation of groups experiencing underrepresentation at the County of Dufferin. These groups may include women, racialized people, Indigenous Peoples, Black and/or African-Canadian people, the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Two-Spirit, & More (LGBTQIA2+) community, and people with disabilities, just to name a few.

Advise

Using an intersectional approach, this assessment will provide recommendations for how the County of Dufferin can increase the inclusivity of its program and service offerings for non-dominant groups and function as a leader in embedding equity-based considerations across the work it does.

Methodology

We reviewed [16 documents](#) using the following frameworks. We identified key themes during the process and included them in this report. We also provided specific improvement feedback in this report to address immediately actionable opportunity areas.

- Leading Practices for Accessibility
- Anti-Oppression
- Anti-Racism
- Decolonization
- Diversity, Equity, and Inclusion (DEI)
- Human-Centered Design
- Intersectional Feminism
- Social Justice



Defining Diversity, Equity, & Inclusion (DEI)

Diversity

Diversity is a relational concept. It is about the composition of teams and companies and is measured based on a collective whole. People are not “diverse,” but our teams, organizations, and programs must be.

Equity

Equity is in how we design our systems and processes; it’s about how we work. It’s the systems and processes that help to uphold commitments to diversity and inclusion.

A key distinction to note: equality-inspired design treats everyone the same, whereas equitable design works to give everyone what they need to be successful.

Inclusion

Inclusion relates to the quality of the experience and feelings of value people have on their teams, their organizations, and while using programs or products.

Definitions

Underrepresentation

Refers to a low number of a specific group in a space, relative to their numbers in the general population. For example, racialized people often experience [underrepresentation in the public sector](#) in both the team member population and in positions of authority.

Marginalization

Refers to the experience of being excluded from opportunities and access to resources on the basis of one or more identity characteristics. For example, in the public sector, racialized people may be well represented in the communities receiving services, but may be unlikely to hold senior positions or run departments. So, in this area, racialized people experience marginalization.

Systems-Centered Language

Language in this report uses a “systems-centered” approach, designed to acknowledge and highlight the systems and structures that place limitations on groups of people, not the groups themselves holding limitations. We avoid the language "marginalized groups" or "marginalized identities," which makes these structures and mechanisms of exclusion seem like forgone conclusions and locates these problems within individuals, not society.

Intersectionality

We all have more than one identity that makes up the full picture of who we are. When reviewing the various findings, themes, and recommendations, we must always keep these intersections in mind.

[With more than 40 dimensions of diversity](#), it's not fair to limit ourselves or our strategies to just one aspect of who someone is.

This work benefits immensely from an [intersectional approach](#) which we strive to animate as we review materials, identify growth opportunities, and make recommendations.

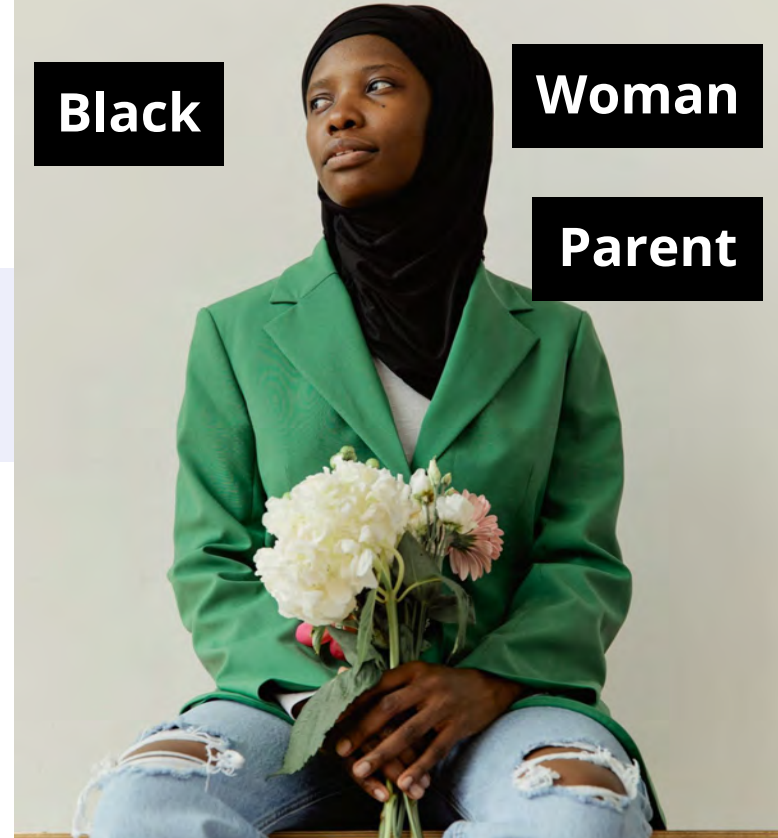
Muslim

Lesbian

Black

Woman

Parent



Overview

The County of Dufferin delivers relevant, high quality services in collaboration with the community through innovative leadership, inclusion, effective resource management, and ongoing evaluation.

The County of Dufferin can catalyze DEI progress by implementing equity-driven and anti-bias measures and leading practices around hiring and recruitment, anti-harassment, anti-discrimination, overall support, and a safer/braver culture.

Our findings range from “quick wins” to considerations that require reflection, planning, and resourcing and are fundamental to processes and procedures.



Understanding the Report: Structure

This report offers granular insights based on materials reviewed, and identifies growth opportunities. We structured it in the following format:

What: The “What” section identifies **areas of opportunity**, using the materials reviewed.

Why: “Why” provides **context** to the areas of opportunity. The “Why” section is helpful when scaling DEI work to other policies, procedures, and practices, beyond the materials reviewed for this report.

Start Now: Once you identify the areas of opportunity and understand the nuance and context, the “Start Now” section contains **recommendations** your organization can take action on in the immediate term.

Reflect and Plan: Some areas of opportunity require more work, planning, and resourcing. “Reflect and Plan” contains questions and considerations for your organization as you begin **mapping** out your DEI strategy. These are meant to be made **over time**. Your organization will prioritize the areas of opportunity in this section, determine what changes are feasible, and where your team may need more support or learning/training.

A top-down view of a desk with a spiral-bound notebook in the center. The notebook has two blank, lined pages. To the left of the notebook is a ruler and a pen. Above the notebook are several pencils and a pen. To the right is a white coffee cup and a succulent plant. The background is a light-colored wooden desk.

Language Used

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The Term “Professional”

Documents: Respect in the Workplace Policy; Non-Union Personnel Policy; Dufferin Oaks Employee Guide

What: The term “professional” is frequently used.

Why: “Professionalism” is often perceived as simply enforcing a “common sense” code of conduct for how team members need to behave, present themselves, and communicate in the workplace. It is **subjective and vague**, but needs to be adhered to in order to be taken seriously and prevent workplace challenges.

Additionally, what is considered “**professional**” **has not transformed to be reflective of our culture**. The use of the term codifies white supremacy, and rejects Black, Indigenous, and racialized people, women, members of the LGBTQIA2+ community, and people with disabilities to name a few, who are trying to participate in the labour market.

Start Now:

- Review [Feminuity's blog on the problems with “professionalism.”](#)

Gendered Language

Documents: Harassment and Respectful Workplace 2021 Policy; Non-Union Personnel Policy; Dufferin Oaks Employee Guide; CUPE Collective Agreement; ONA Collective Agreement

What: Use of **gendered language**, such as he/she and him/her pronouns. Additionally, when referring to pregnancy leave in the *Non-Union Personnel Policy*, the term “mother” and the pronouns she/her are exclusively used.

Why: Not everyone falls within the **gender binary**. Using the binary pronouns he/she or his/her to represent all people can **erase and delegitimize non-binary, genderfluid, nonconforming, Two-Spirit people, and more**, and their experiences. Further, not everyone who can get pregnant is a woman and not all pregnant people who give birth are mothers. Transgender men and non-binary people assigned female at birth can become pregnant, for example.

Start Now:

- Learn more about [gender-inclusive language and the singular they](#).
- Ensure new documents do not use gendered language.

Immediate Family

Documents: Non-Union Personnel Policy; Dufferin Oaks Employee Guide; CUPE Collective Agreement

What: The term “**immediate family**” is not always defined, is vague, and/or limited.

Why: Without explicit definitions, our assumptions will default to the status quo. Normalizing understandings of immediate family often do [not represent the multitude of ways people form families](#) and can be exclusionary to queer and racialized people.

Start Now:

- Develop an expanded definition of family within all policies, guides, collective agreements, and documents.
 - [Refer to this list of inclusive families.](#)



Protected Grounds

Documents: Respect in the Workplace Policy; job postings; CUPE Collective Agreement; ONA Collective Agreement

What: The lists of groups **that are protected against discrimination and harassments are limited.**

Why: The evolution of laws are often slower than social and political thought, and the **Canadian Human Rights Code does not consider many additional groups that experience harassment and discrimination.** Explicitly listing protected groups by name reduces miscommunication and signals to team members that all parts of who they are matter. Moreover, creating lists in alphabetical order avoids creating an indirect hierarchy where what is listed first is understood to be the most important or worthy of attention.

Start Now:

- Review our [40+ dimensions of diversity](#) and add more identities to the protected grounds list. For example, caregiving status, immigration status, caste, socioeconomic status, language, education, size or weight, and culture to name a few.
- Review our [Inclusive Identity Characteristics List](#).

Sex vs. Gender

Document: Respect in the Workplace Policy

What: Prohibited grounds for discrimination include...“sex (including pregnancy, breastfeeding, gender identity and gender expression).”

Why: Male and female are [biological sex terms different from gender and gender expression](#). This important distinction is lost in the way gender is included in this list **as a subset of sex**. Sex is about physical, hormonal, and genetic traits, while gender encompasses **a more expansive** collection of qualities relating to one's identity, expression, and lived experience. This is why many people find **gender-related terms** like "women" to be more trans-inclusive, humanizing, and less [objectifying than biological sex-related terms like "female."](#)

Start Now:

- List sex, gender, gender expression, and sex characteristics as their own distinct categories.
- Review this [resource on sex versus gender](#).
- Review the [Canadian Human Rights Code](#) which lists sex and gender separately.

The Term “Master”

Document: CUPE Collective Agreement, Sections 7.03 and 15.04 (a) (i)

What: “A **master** Bargaining Unit seniority list shall be generated and shared with the union,” and “employees that appear on the **Master** Schedule.”

Why: For many, the word [“master” conjures up the system of plantation slavery](#), where “masters” had authority over the people they had enslaved. Many industries from real estate to computer software development [have removed this word from their every day operations](#). Although these seemingly simple changes might not seem important to some, they often have **significant impact** on people experiencing marginalization, in this case Black Canadians. These subtle uses of language also need to be coupled with **systemic change**, otherwise there is a chance such efforts will become too **surface-level** and less meaningful.

Start Now:

- Review [Feminuity's Inclusive Language Guide](#).
- Remove the term “master” anywhere it appears in either collective agreement or the County of Dufferin materials and replace with “main” or “primary.”

Collective Agreements

Document: CUPE Collective Agreement Section 15.06 (a)

What: “There shall be two (2) paid rest periods of fifteen (15) minutes duration each, and one (1) unpaid lunch period of thirty (30) minutes for each shift more than five (5) hours in length **one (1) hour** for office and clerical employees).

Why: This sentence is confusing, and there’s a closing bracket that follows “clerical employees” that has no preceding opening bracket. Ensuring that team members are **guaranteed their rest** during work is important for equity. When there isn’t clear communication for these important topics and team members are confused, **it can lead to inequitable experiences.**

Start Now:

- Rewrite this sentence to ensure clarity.

The Myth of Laziness

Document: Dufferin Oaks Employee Guide

What: “Negligence, [laziness](#), dishonesty, or undesirable performance will not be tolerated.”

Why: Women, racialized people, and people with disabilities are often perceived as “[lazy](#)” or “dishonest.” Vague statements like this leave room for managers, supervisors, or anyone with power to **reinforce these biases** and stereotypes. Focusing on what **positive qualities** organizations want helps create a more inclusive culture.

Start Now:

- Review our resources on the [myth of laziness](#).
- Discuss what positive qualities the County of Dufferin hopes for its team members to embody. Remove negative qualities and replace with more inclusive ones.
 - For example, qualities such as curiosity, compassion, empathy, self-reflection, etc.
- Describe unwanted actions and behaviours more specifically and beyond negative adjectives to limit subjective bias.

Policy, Process, & Program

Accessibility

Accessible Documents

Documents: All Portable Document Formats (PDFs) reviewed

What: Documents **failed Adobe Acrobat Accessibility check function on one or more document accessibility** measures.

Why: Performing a document check helps to ensure that PDFs are formatted for accessibility. For example, [setting the document language in a PDF](#) enables some screen readers to switch to the appropriate language and read documents more accurately.

Start Now:

- When creating new documents, use [Adobe Acrobat Pro Accessibility Check Function](#) and make suggested edits



Alternative Formats

Documents: CUPE Collective Agreement; ONA Collective Agreement

What: There does not appear to be options for alternative formats, which are important for accessibility.

Why: Providing [alternative formats](#) helps people to engage with the material based on their unique abilities and the [assistive technologies](#) they use. For example this could be braille or [dyslexic-friendly fonts](#).

Start Now:

- Create a process for offering [alternative formats](#) for the collective agreements.



Meal Reimbursement

Document: Non-Union Personnel Policy

What: Conference and Training Allowances -
Accommodation: “No reimbursement will be made for conferences or training sessions where the meals are provided.”

Why: Conferences and training sessions may not include food that is inclusive of [dietary or cultural food needs](#). This means that team members attending these events will be **unfairly disadvantaged when they have to purchase their own food** while their colleagues do not.

Start Now:

- Offer reimbursement for food during work events that do not accommodate team members for dietary or cultural food needs.



Alternative Work Arrangements

Document: Non-Union Personnel Policy - Alternative Work Arrangements

What: In the “Alternative Work Arrangements” section, examples of arrangements where a team member may work from an alternative site, including home, do not include **caregiving or disability**.

Why: Disability and caregiving are two significant reasons why a team member may require to work from home. Since caregivers and people with disabilities are **already experiencing marginalization** within society and often the workplace, this **furtheres their disadvantage** at opportunities for promotions and success at work.

Start Now:

- Include caregiving and disability as options for work from home arrangements.

Policies: Dress Code

Dress Code: Hair

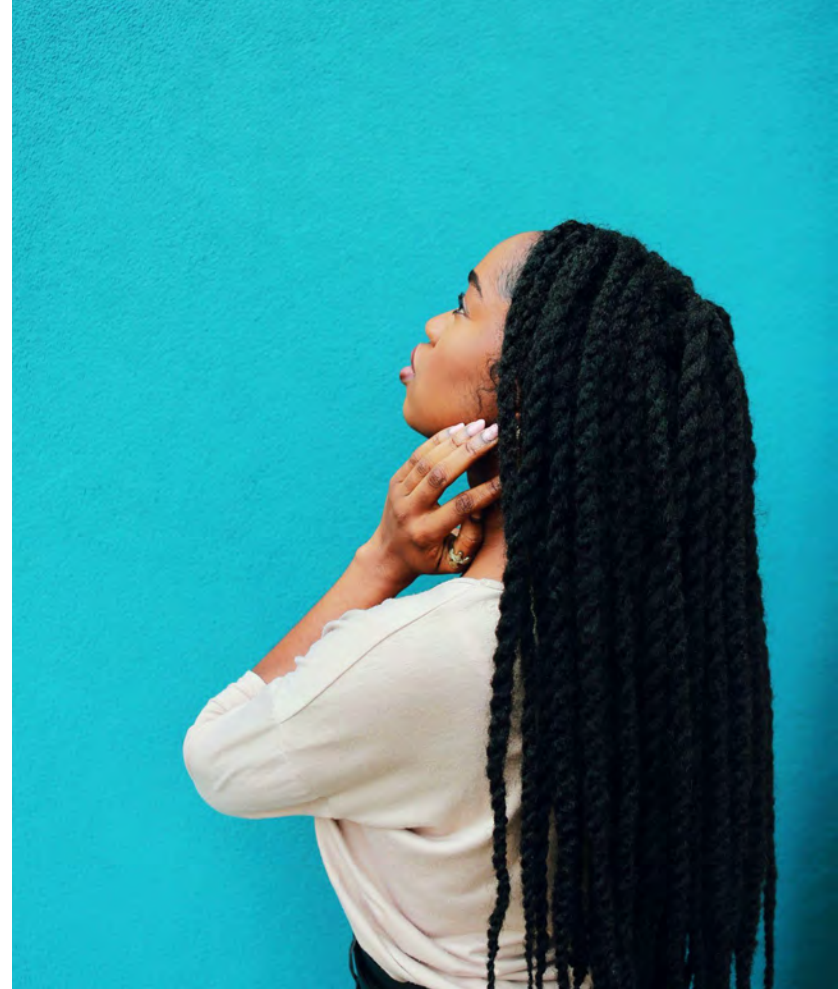
Document: Non-Union Personnel Policy

What: “Hair must be well-groomed.”

Why: Saying that “hair must be well-groomed” is often code for discriminating against **Black hair**. Dreadlocks, afros, and bantu knots are labelled as “messy” or worse, “dirty.” The language “well-groomed” is **overly vague and subjective** making it more vulnerable to a supervisor’s unique biases.

Start Now:

- Review our resource on [inclusive dress codes](#).



Dress Code: Business Attire

Document: Non-Union Personnel Policy

What: Stipulating "business-like attire" without explicit inclusion signals is likely to result in people experiencing marginalization on the basis of dressing in styles common to cultures and communities such as the Global South, racial groups, and religious groups.

Why: Specifically **listing non-dominant styles** signals that they are welcome. For example, "saris, turbans, deerskin, kilts, hijabs, headbands, and multicolour prints." This list could also be inclusive of **jewelry and body adornment**, including bindis, facial piercings, tattoos, and permanent markings.

Start Now:

- Review our resource on [inclusive dress codes](#).



Dress Codes: Inappropriate Attire

Document: Dufferin Oaks Employee Guide

What: Business Casual Summer Dress Code: “Examples of **inappropriate attire** includes: halter/tube tops, exposed spaghetti straps, tops that bare the midriff, caps (while indoors), and shirts depicting inappropriate messages.”

Why: People may require certain clothing to **ensure comfort and safety** for their bodies, which restrictions don’t take into consideration. For example, restricting caps is not inclusive of people who need to wear caps indoors, particularly for religious reasons or sensory-specific reasons (e.g. sensitivity to light). This policy needs to address that managers and supervisors can enforce dress codes inequitably, targeting non-dominant groups in the name of “safety” or **unnecessary conformity**.

Also, when dress codes focus excessively on **feminine clothing styles**, they reinforce sexism and the **policing** of women, femme, feminine, and transfeminine peoples’ appearance.

Start Now:

- Review our [resource on inclusive dress codes](#).
- List what types of dress are welcome and invited for inclusionary tone.

Dress Code: Tight Fitting Clothing

Document: Dufferin Oaks Employee Guide

What: Dress code: “Tight fitting, low neckline clothing is not acceptable”.

Why: Prohibiting tight fitting, low neckline clothing can be [discriminatory to people of higher weights](#). Form-fitting clothing **is often sexualized** for those with larger breasts, hips, and buttocks.

This [sexualization combines sexism and fatphobia](#), because it is inherently associated to what is considered “attractive”, “appealing”, and/or “appropriate.” Fat women, feminine, femme, and transfeminine people are often told to **hide their bodies** or risk punishment. When not sexualized, fat bodies are often held in disgust as society constructs their bodies as **shameful and undeserving of taking up public space**. It is notable that [fat people often have fewer opportunities](#) compared to their peers.

Start Now:

- [Review our newsletter on inclusive dress codes](#) and [our blog on professionalism](#).
- Consider why tight-fitting, low neckline clothing is not acceptable, and if it is necessary.

Policies: Benefits

Generous Benefits

We want to acknowledge that **many of the benefits from the Non-union Sun Life Booklet are quite generous.** However, Dufferin can still strive to be exceptional and can continue to expand benefits.

Supportive Benefits Currently Offered by Dufferin:

- Prescriptions are 100% covered after a \$15 per year deductible.
 - Including intrauterine devices (IUDs), diaphragms, and fertility treatments.
- Unlimited 100% coverage for preventative and basic dental procedures.
- 70% of monthly basic earnings for long term disability.
- \$1500 a lifetime for wigs after undergoing chemotherapy.
- Medical Equipment is 100% covered after a \$15 per year deductible.
- Paramedical care is 100% covered after the \$15 deductible, up to a maximum of \$500 per person per benefit year per specialty, which includes but is not limited to:
 - Psychologists, social workers, psychotherapists or marriage and family therapists
 - Massage therapy
 - Physiotherapy
 - Naturopaths

Gender-Affirming Care

Document: Non-union Sun Life Booklet

What: Gender-affirming medical care is not covered under this plan.

Why: Gender-affirming treatments, therapies, medications, and surgical procedures [are sometimes inappropriately classified as cosmetic or elective, rather than medically necessary](#). They are also sometimes qualified as an “unreasonable” expense. Providing gender-affirming medical care is important to many people's mental, social, and physical well-being.

Start Now:

- Add [gender-affirming care](#) to this plan. Make trans and non-binary inclusivity [a crucial consideration on par with other criteria when creating benefits packages](#).
 - Beyond gender affirming medical care, cover the costs of high-quality wigs for transgender people in addition to people undergoing chemotherapy.

Part-Time Team Member Benefits

Document: Non-Union Personnel Policy

What: Part-time team members are not offered **health care benefits**

Why: Part-time employment can be precarious, as hours are often not guaranteed, may change from week to week, and often are amongst the lowest paid positions within organizations. People experiencing marginalization, specifically Black and Indigenous Peoples, racialized people, women, caregivers, people with disabilities, and transgender people often hold part-time roles. By limiting benefits, supports, and/or additional safeguards for part-time team members, organizations **further contribute to marginalizing those already experiencing marginalization**. Additionally, offering various benefits and supports to part-time team members is a signal that their time and skills are **valued**.

Start Now:

- Create a working group to discuss the implementation of health benefits and supports for part-time team members.
 - Include part-time team members in this process.

Part-Time Team Members Short-Term Disability

Document: Non-Union Personnel Policy

What: Part-time team members are not eligible for **short-term disability**.

Why: Because part-time employment does not guarantee hours, shifts may change from week to week, and are often amongst the lowest paid positions within an organization, it is **precarious** in nature. Part-time roles are often held by people experiencing marginalization, specifically Black people, Indigenous Peoples, racialized people, women, people beyond the gender binary, caregivers, people with disabilities, and transgender people. By limiting short-term disability for part-time team members, organizations **further contributes to marginalizing those with new and emerging disability needs**. Additionally, offering various benefits and supports to part-time team members is a signal that their time and skills are **valued**.

Start Now:

- Create a working group to discuss the implementation of disability benefits and supports for part-time team members.
 - Include part-time team members in this process.

Policies: Time off

Paid Holidays

Documents: CUPE Collective Agreement, Article 16; ONA Collective Agreement, Article 12

What: Paid Holidays

Why: Canada largely centers **Christian holidays** for paid days off, which means non-Christians have less privilege and less opportunity to celebrate their own religious holidays and traditions. Additionally, certain holidays may involve feelings of intense **grief or alienation** and/or implicate **violent histories**. For example, [Indigenous team members may not want to acknowledge or celebrate Thanksgiving](#), which erases the atrocities of colonization. Or, someone who recently lost loved ones they used to celebrate a holiday with or cannot visit them (**e.g. financially prohibitive, immigration restrictions**) [might prefer to work and take off a different day](#).

A single floating holiday is a good start but it does not fully remedy this inequity.

Start Now:

- Review our [Inclusive Approach to Holidays, Observances, and Celebrations](#) resource.

Bereavement Support

Documents: CUPE Collective Agreement, Article 11- Bereavement Leave

What: The bereavement leave as outlined is [not as inclusive of the many ways people can experience grief](#) as it could be. It also offers a **limited understanding of family**, as team members can only take this leave “in the case of death of a **spouse, mother, father or child.**”

Why: Bereavement or grief often comes in several stages. So, people might need to take time off **intermittently** as they need it. [Any bereavement policy will at minimum leave room for flexibility and custom.](#) Time should be flexible to acknowledge **varying levels of mental and emotional impact** during each person's grieving process. Some people will need to use bereavement leave to coordinate and facilitate funeral services.

Start Now:

- Include the [redevelopment of the Bereavement Leave](#) in the next collective agreement.

Floating Holidays

Document: Non-Union Personnel Policy

What: Team members are offered **one floating holiday**.

Why: Since many of Canada's holidays are centered around **Christian days of importance**, non-Christians have less opportunity to celebrate their own religious holidays and traditions. As examples, Jewish communities might want to take off [Yom Kippur](#), Hindu people may want to be off for [Diwali](#), Muslim people might want [Eid](#) off, and LGBTQIA2+ people might want [Pride](#) week off (especially if they have been rejected by Christian families.)

A single floating holiday is a good start but it does not fully remedy this inequity.

Start Now:

- Review our [Inclusive Approach to Holidays, Observances, and Celebrations](#).

Part-Time Team Members and Float Days

Documents: CUPE Collective Agreement; Non-Union Personnel Policy, Article 12

What: Part-time team members are excluded from **floating holidays**.

Why: Since many of Canada's holidays are centered around **Christian days of importance**, it is a leading inclusionary practice to provide paid floating holidays for all team members, **irrespective of status**. For team members to bring their full authentic selves to work, even if it is only part-time, their ability to celebrate and recognize their own days of importance is essential. Offering this benefit to full-time team members and not part-time team members creates a **two tier system of inclusion** with part-time team members, who are often experiencing marginalization, at the bottom.

Start Now:

- Create a working group to discuss the implementation of inclusive holidays for part-time team members.
 - Include part-time team members in this process.

Part-Time Team Members Vacation

Document: CUPE Collective Agreement, Article 17.06

What: Paid Vacation Time for Part-Time team members is granted based on **seniority**, rather than the number of years team members have worked for Dufferin.

Why: The ESA provides a [definition for “standard vacation entitlement year](#), which is a recurring 12-month period that **begins on the employee’s first day of employment**. There may be people who have been with the organization part-time for more than five years **who haven’t accrued three years of seniority**. The distinction matters because **laws have been changed** as a result of the [Fair Workplaces, Better Jobs Act in Ontario](#) to provide people with [five years of employment with 6% of their pay as vacation pay, irrespective of whether people are full-time, part-time, seasonal, contract, or temporary](#).

Start Now:

- Using [ESA standards](#), amend the entitlement to vacation time of part-time team members.
- In the next round of bargaining, amend the language in the Collective.

Vacation Time

Document: Non-Union Personnel Policy

What: Article 12: Designated Holidays and Vacation - Section 4 (d) (i)

Why: The vacation time offered by the County of Dufferin is **not inclusive of new research and culture shifts** that support equitable vacation time. For example, in Sweden, [citizens are guaranteed five weeks, or 25 working days](#), of vacation by law. Increased vacation time, **coupled** with a culture that [rejects overwork/burnout](#), [boosts team member's well-being, productivity, and mental health](#) is essential.

In DEI work, organizations strive to be exceptional. Offering more vacation time can position the County of Dufferin as leaders in equitable benefits. Furthermore, there was both qualitative and quantitative evidence showing team members' **frustration with limited vacation and time off**.

Start Now:

- Create a working group to research and investigate the redevelopment of a more progressive vacation policy.

Pregnancy and Parental Leave

Document: Non-Union Personnel Policy

What: Pregnancy and parental leave - “Eligible employees will receive supplemental unemployment insurance benefits (SUB plan benefits) from the County, which, in conjunction with the regular unemployment insurance benefits, would make up 75% of their normal weekly wages for a period of up to **fifteen weeks**.”

Why: Although this might be the standard and difficult to modify due to budget constraints, we must push to be exceptional. Parents and caregivers, specifically **birthing people**, are effectively disadvantaged when they decide to have children. They are forced to **choose** between income or a family, whereas people who decide not to have children do not have to make this choice. Missing out on income or job promotions restricts these team members’ opportunities in the workplace.

Start Now:

- Review the [Parenting Playbook](#) for ideas on how to be even more supportive to caregivers in the workplace.

Supplemental Employment Benefits (SEB)

Documents: CUPE Collective Agreement, Article 19.06(h); ONA Collective Agreement, Article 11.05(d)

What: Supplemental Employment benefits (SEB) for parental leave is **15 weeks**.

Why: Although this benefit may be standard for some municipalities and organizations, it does not necessarily take into account any **physical complications** for the birthing parent, or disabilities, complications the child experiences, unexpected difficulties related to the birth, or gaining custody of the child. It also privileges parents who have the **financial resources** to take a longer leave.

Start Now:

- Review the [Expecting Playbook](#) for information and resources about leading practices to support expecting parents.

Education Leave

Document: ONA Collective Agreement, Article 11.10

What: Educational leave is offered without pay.

Why: Education is a privilege and is often prohibitive for people without financial resources. Offering unpaid leave **disadvantages team members experiencing financial marginalization from equitable education opportunities.** Educational support for team members can mean modified or flexible schedules. For example, moving team members to part-time work while in school.

Start Now:

- Establish a working committee to determine what types of educational support Dufferin can provide, with the goal of offering **paid leave for education.**



Collective Agreements

Documents: CUPE Collective Agreement, Article 19; ONA Collective Agreement, Article 11

What: There is no discretionary leave.

Why: [Equity](#) work is about giving people **the power to control their lives** and make decisions for themselves about what they need. Offering paid discretionary leave can help ensure that team members take the leave that works best for themselves and their families. For example, people could take leave related to [caregiving duties](#), [miscarriages](#), [menstruation](#), and [menopause](#).

Start Now:

- Offer discretionary leave.

Seniority Accrualment During Leaves

Document: CUPE Collective Agreement, Section 12.05

What: Outside of maternity, parental, adoption, and disability leave, people are unable to accumulate seniority “during a leave of absence granted by the Employer in writing, in excess of fourteen (14) consecutive calendar days.”

Why: While it is good that people who need to go on maternity, parental, adoption, and disability leave accrue seniority, there are other people who require leave that are put at a disadvantage, such as caregivers. **Not being able to gain seniority leads to inequitable outcomes**, as seniority is linked to earnings and seniority-based opportunities. Additionally, in an instance where a layoff is necessary, a lack of seniority **puts people in a place of vulnerability**.

Start Now:

- Add a review of the process for accruing seniority to your long term DEI goals list.

Policies: Harassment and Discrimination

Defining Harassment

Document: Respect in the Workplace Policy

What: “Harassment is not...” -

Why: Actions in this policy identified as **not** harassment can be used in a harassing or discriminatory manner by anyone in a position of power. People experiencing marginalization are often **not believed**, as their oppression is understood as “**normal**” or an everyday aspect of operations unworthy of scrutiny. For example, “appropriate discipline” may actually be experienced as a result of retaliation, and/or discrimination.

Start Now:

- Create suggestions for behaviour that call people in. For example:
 - Use inclusive language.
 - Avoid inappropriate jokes, stereotyping, or [microaggressions](#).
 - Always use people’s chosen name and correct pronouns.
 - Practice inclusive compliments that do not revolve around people’s bodies and appearances.
 - Do not apply peer pressure, especially around food, alcohol, and recreational drug use.

Beyond Sexual Harassment

Document: Respect in the Workplace Policy

What: Sexual harassment is the **only** type of harassment presented in the policy, and explained in detail.

Why: There are **many more forms** of harassment, and often, multiple forms of harassment **can be present at the same time**. A Black woman is going to experience sexual harassment **differently** than a Latina woman. By only acknowledging sexual harassment, **a hierarchy of importance** is created, where certain forms of harassment are perceived as less than or rendered invisible.

Start Now:

- Incorporate a **“yes, and...”** approach by including additional types of harassment, such as [racial-based](#), [sexuality-based](#), and/or [disability-related](#) harassment. Include a disclosure that recognizes that there are other forms of harassment beyond discriminatory harassment (e.g. verbal, physical, bullying, retaliatory, etc.) but that these groups are particularly at risk for harassment.
- Include teachable links to the policy so that team members can take their time learning about various forms of harassment.

Harassment Prevention

Document: Respect in the Workplace Policy

What: The County will “take every reasonable measure to **prevent** [harassment and reprisals] from happening or recurring.”

Why: Although it is the County of Dufferin’s intention to prevent harassment, discrimination, and reprisals, it is unclear if a policy outlining this plan exists. In the qualitative data, **team members share that although policies may have DEI-informed wording and goals, the realities do not align** - they do not believe that policies are being followed and enforced. Indeed, DEI results do not simply happen. We need **intentionally developed policies and guidelines** to ensure equitable outcomes and experiences—especially related to harassment and discrimination—are actually happening.

Start Now:

- Create a representative working group to brainstorm on what prevention might mean at the County of Dufferin with the aim of establishing explicit, proactive, and defined actions and programs.

Identifying Behaviours of Concern

Document: Respect in the Workplace Policy

What: Recognizing Behaviours of Concern: The first three behaviors listed are: fidgety/anxious, raised voice, and minimal eye contact.

Why: These behaviours are common to people [who are neurodivergent](#). There is a stigma that neurodivergent forms of expression are wrong, violent, abnormal, or harmful. Human behaviors cover a range of physical and emotional manifestations that can suggest necessary scrutiny but can also simply **represent neurodivergent ways of being**. Although these behaviors can sometimes indicate violence, this is not always the case. Additionally, a raised voice can also be a common behavior for people who are **deaf or have hearing loss**.

Start Now:

- Remove these behaviours.
- Review [lists of signs for violent behaviour](#), develop a new list that considers neurodiversity.
- Add a statement or disclaimer to this section of the policy educating team members that some behaviours may simply represent neurodivergent behaviour.

“Alleged”

Document: Respect in the Workplace Policy

What: Use of the word “alleged.”

Why: The word “alleged” has and continues to be **a method to deny the experiences or feelings** of people experiencing harassment and discrimination. In this way, the systems to deal with harassment and discrimination may operate from the assumption that the person who had this experience is **dishonest, hyperbolic, or overly sensitive**. Shifting the frame from “proving” experiences as fact or fiction to one of **curiosity** about the experience helps move toward healing, reconciliation, and accountability. Instances of [false accusations are much lower than mainstream media would have us think](#). While ensuring due process is essential, equity asks for our instinct to be to **believe and hold space**, rather than to distrust and invalidate.

Start Now:

- Remove and replace the word “alleged” with more equity-inspired language. For example, “Information about the **experience of harassment** or complaint of workplace harassment.”
 - “The experience of harassment” portrays a sense of belief, even if the harassment was unintentional, we want to acknowledge the impact to create space for healing.

Reporting Harassment

Document: Respect in the Workplace Policy

What: “Employees can at any time report incidents of workplace harassment or reprisal to their supervisor, the Director of People & Equity, Senior Management or other designate.”

Why: While these options seem robust, qualitative findings indicate that people have a **mistrust** of the reporting process. People indicate that they have previously tried to engage with the reporting structure, but experienced their concerns being **ignored**. Although the policy suggests team members can report to the Ministry of Labour, this potential option does not necessarily offer direct feedback that can lead to change within the County of Dufferin. Moreover, these options do not provide an opportunity for [anonymous feedback or reporting](#). Although anonymous reporting requires a different process, this can help **lessen fears** around safety and retaliation in the act of reporting harassment.

Start Now:

- Reflect on the reporting process.
- Review options for a more diverse reporting team or [anonymous reporting](#).

Investigating Harassment

Document: Respect in the Workplace Policy

What: “All complaints or incidents of workplace harassment or reprisal will be promptly investigated by the People & Equity Department.”

Why: Team members from the People & Equity Department **are not immune** from reproducing harmful biases. Specifically, concerning harassment claims, experiences of ableism, ageism, heterosexism, racism, sexism, and sizeism have a higher probability of being ignored or denied. Many people and communities experiencing marginalization are treated with **skepticism** and have their perspectives and stories **belittled**. This makes harassment investigations potential spaces to **reinforce harmful stereotypes** and allow them to unfairly influence people’s outcomes.

Start Now:

- Research organizational mechanisms to protect against harmful biases within investigation processes. This could mean: education and training, a diverse committee of investigators who can offer differing perspectives on each case, a record or paper trail of how each case was resolved or why they were dismissed, regular audits, and/or third-party mediation.

Impartiality

Document: Respect in the Workplace Policy

What: “All matters relating to workplace violence shall be dealt with in a sensitive, fair, and **impartial** manner.”

Why: [Objectivity and the idea of impartiality is a myth](#); we all have biases and beliefs that guide our judgements. It helps to reproduce the idea that we can somehow be neutral, whereas **our values, beliefs, and experiences all determine how we manage or react to a situation**. Objectivity is similar to the phrase [“I don’t see colour,”](#) which is harmful for racialized communities, as it attempts to remove people of their lived experiences and backgrounds.

Rather than removing the opportunity for acknowledging experiences of inequity, the County of Dufferin can embrace the reality that we live in a world with **conscious and unconscious biases guided by systems of oppression**.

Start Now:

- Remove the word “impartial” and replace it with words that promote [equity](#), like “equitable,” “compassionate,” “empathetic,” etc.

Recording Complaints

Document: Respect in the Workplace Policy

What: Record Keeping - all complaints

Why: There is a missed opportunity to **leverage data to support DEI efforts**. Identifying the roots of bias, inequities, and other challenges begins with evidence-based and data-informed approaches. Data gives shape to gaps, growth areas, and instances of excellence in concrete, measurable, and actionable forms. Understanding who is involved in the complaints process and identifying **patterns** in types and frequencies of cases reported will enable County of Dufferin to support any groups experiencing marginalization within these processes.

Start Now:

- Build data infrastructure to collect complaint-related information to identify patterns and growth opportunities in future.

Time Limits for Reporting

Document: Non-Union Personnel Policy

What: Article 3.5 Employee Complaint Procedures “No complaint shall be considered unless it has been presented **within five (5) working days following the event.**”

Why: There are many reasons why team members may not report immediately. Sometimes they are not entirely sure what is happening. Our social systems have a way of convincing people they are not experiencing abuse, either because they **think it is their fault**, this is **the way the world is**, or **they deserve it**. It can also **take time to recognize harassment**, especially when it is subtle. **Harassment is not always one event**, but can be something that slowly builds overtime through small interactions. It can take months, even years to realize what is happening. **Team members may also be afraid** to report, and it might take some time to gain the courage. **Time limitations** on reporting harassment often disadvantage people already experiencing intersecting forms of marginalization.

Start Now:

- Extend time restrictions, or remove it entirely.

Discipline

Documents: Respect in the Workplace Policy; Collective Agreements; Dufferin Oaks Employee Guide; Non-Union Personnel Policy.

What: Accountability at the County of Dufferin takes the form of “progressive” or dominant forms of discipline, which includes written warnings up to termination.

Why: Vague guidance around discipline likely does not guide managers and team members to positive outcomes. [Abolition movements](#) and some [Indigenous cultures](#) suggest that discipline and punishment models do not produce actual **healing and change**. Instead, [restorative justice models work with collaborative exercises](#) to understand the root causes of harm, who has been harmed, what processes will lead to healing, and how people can take accountability and change their behaviour in the future.

Accountability is a significant concern for team members, as the DEI assessment revealed that people feel that there need to be more **robust safeguards promoting accountability** at Dufferin.

Start Now:

- Review our [resource on restorative justice](#).

Disciplinary Records on File

Documents: CUPE Collective Agreement, Section 11.03; ONA Collective Agreement Section 10.02

What: “Any letter of reprimand, suspension, or other sanction will be removed from the record of an employee eighteen (18) months following the receipt of such letter, suspension, or other sanction, provided that the employee’s record has been discipline free for such eighteen (18) month period.”

Why: This section allows unrelated disciplinary actions to “**stack up**,” irrespective of the reason behind the discipline. In current state, the section doesn’t differentiate between “minor” disciplinary actions, such as a dress code violation that can be more subject to bias and **interpretation**, and more serious incidents like harassment and discrimination.

Notably, groups experiencing marginalization, and especially racialized people, are **more likely to face discipline** and surveillance than their peers.

Disciplinary Records on File: Continued

Documents: CUPE Collective Agreement, Section 11.03; ONA Collective Agreement Section 10.02

What: “Any letter of reprimand, suspension, or other sanction will be removed from the record of an employee eighteen (18) months following the receipt of such letter, suspension, or other sanction, provided that the employee’s record has been discipline free for such eighteen (18) month period.”

Why: Keeping a discipline record in a team member’s file for a lengthy period is disadvantageous for retention since these individuals can feel as though they are "**permanently marked**" and may want to start new elsewhere.

Start Now:

- Review our [resource on restorative justice](#).
- Reduce the amount of time disciplinary records are kept on a team member’s file, and stipulate that they will only remain on the team member’s file when disciplinary action has taken place that is similar in nature.

Use of Police

Document: Respect in the Workplace Policy

What: “In the case of an extreme or imminent threat of physical harm to themselves or any person, the employee should contact the **police**.”

Why: [Communities experiencing marginalization tend to be over-policed](#) and are exposed to a [ongoing and violent history with Canadian police](#). While there are instances where the police may need to be called due to legal obligations or due to the nature of a situation, **calling the police may not be the “safest” option for some team members**. When possible and when no one is in immediate, grave danger, **de-escalation tactics** are a suggested first line of defence.

Start Now:

- Review the [Toronto-based organization Don't Call the Police](#) for resources and ideas on alternatives supports.
- Review our resource on the history of [Police in Canada](#).

Talent Journey

Talent Journey: Hiring

Land Acknowledgement

Document: Job Postings

What: The introductory paragraph explaining the history of the County of Dufferin misses an opportunity to acknowledge **the Indigenous history of the land**.

Why: Land acknowledgements are an **important reconciliation practice** that Indigenous communities have called on non-Indigenous communities to do. Land acknowledgements are part of any organization truly enacting its mission and values. Conducting land acknowledgements across organizational documents and materials signals that the County of Dufferin is **receptive to Indigenous experiences, challenges, stories, and advocacy**.

Start Now:

- Incorporate [land acknowledgements](#) into all new job postings and public materials.

Job Experience

Document: Job Postings

What: Job postings miss the opportunity for an **inclusivity statement** affirming transferable skill-sets, non-linear work biographies, resume gaps, re-entry to workforce, non-traditional education journeys, credentials that are from outside of North America, and more.

Why: Asking for experience is necessary, but organizations must be aware of **how they evaluate and assess the quality of experiences people have**. Learning experiences outside of academia or from the Global South are often either disregarded, or not valued by organizations.

Start Now:

- Affirm, non-linear work biographies and resume gaps, transferable skill-sets from different fields, different forms of education (two-year degrees, certifications, on the job experiences), and different forms of work (volunteering, community organizing, contract work, etc.).
- Remove all non-essential university degree requirements entirely unless they can be justified through compelling and evidence-based reasons or are required for legal reasons.

Recruitment Accommodations

Document: Job Postings

What: “Accommodations are available for all parts of the recruitment process. Applicants need to make their needs known in advance.”

Why: Although the County of Dufferin will offer accessibility accommodations upon request, people with disabilities are often **afraid sharing will affect their chances**. Creating a more accessible hiring process based on **disability-informed design** for prospective candidates lets them know that disability is considered and planned for. Since disability is relational, if processes are disability-inspired, people are less likely to have to “out” themselves and ask for accommodations.

Start Now:

- Include a voluntary space to communicate accessibility needs in application portal.
- Provide virtual interviews for all candidates and integrate live captioning.
- Remove unnecessary time limits for applications and tests.
- Provide interview questions in advance.

Interview Questions

Document: Volunteer Interview Guide Template

What: The questions “What would you do if you had two conflicting priorities and could only deliver one on time?” could lead to judging candidates on **dominant behaviors** that can **exclude** neurodivergent or disabled candidates.

Why: Neurotypical ways of managing situations, organizing tasks, and/or communicating are dominant in our society. They are valued more and often considered **the “right” way** to do things. [Neurodivergent ways of organizing time](#) or doing things are not necessarily worse; they are just different. If an interviewer has a limited or negative perspective on neurodivergent behaviour, they may **judge an interviewee more harshly** and label them “below” or “not meeting” required levels.

Start Now:

- Avoiding interview questions that reinforce rigid and subjective expectations around time.
- Foster a culture that rejects a [“sense of urgency.”](#)
 - For example: Being **open and transparent** around flexible deadlines.

Interview Process

Document: Non-Union Personnel Policy

What: Hiring Process - in the interview process and procedures, Human Resources is instructed to, “treat all candidates in a uniform manner.”

Why: The hiring process misses the opportunity to include **specific guidelines** on how to ensure the process is [equitable](#). DEI doesn't just happen; we need specifically tailored practices and processes to achieve equitable hiring. From recruitment to the interview and reference checks, people experiencing marginalization can be disadvantaged in myriad ways.

When candidates are treated in a **uniform manner**, it ensures equality. However, **equality does not always lead to equity**, as it doesn't take into account current realities of disadvantage.

Start Now:

- [Review Feminuity's resources on equitable hiring practices.](#)

“Culture Fit”

Document: Interview Guide Templates

What: “Candidate Evaluation Summary (Strengths, Development Areas, **Culture Fit**, Comments)”

Why: The “culture fit” model evaluates how a candidate will fit into the current organizational structure. This often produces **a homogenous environment** that risks reinforcing harmful biases and creates inequities for non-dominant groups and lived experiences. It’s important that staff are selected for what they can add to the organization as well as ensuring that new staff do not hold entirely similar experience, identities, and education to existing staff.

Start Now:

- Add [questions](#) to the candidate application process that promote a “culture add” framework.
 - For example: Deliberately ask about where a candidate notices improvement opportunities in your organization's mission, reputation, and strategies.
- [Refer to our resource on Culture Fit vs. Culture Add.](#)

Talent Journey: Working Hours

Permanent Tour Assignment

Document: CUPE Collective Agreement, Section 15.11 (c)

What: “An employee requesting in writing specific tours on a permanent basis will be given consideration if convenient to the employer to make such arrangement and shall continue only as long as it is **convenient** for the Employer.”

Why: Including language for permanent shift assignment at the convenience of the employer does not consider the **unique needs** of the staff that are employed who may require shifts that are permanently in place. Various accommodations **override** this section in the collective, as there are specific [laws](#), [acts](#), [statutes](#), and legislation in place to ensure that the employer provides this to the team member **to the point of undue hardship**.

Dufferin can better support their team members whose needs are **outside of the legal duty** to accommodate who require fixed schedules by being **more flexible** in the approach to shift assignments.

Start Now:

- Review the applicable laws that govern permanent schedules for team members.

Tour Changes

Document: CUPE Collective Agreement, Section 15.12 (a)

What: “These tours and/or days off may be changed by the Employer at any time with consent of the employee(s) provided. If consent is not granted, the Employer may change the schedule with forty-eight (48) hours notice however the Employer will endeavor to provide seventy-two (72) hours notice of any changes made to an employee’s schedule when possible.”

Why: When a tour is changed without 48 hours notice, team members are paid at 1.5 times their regular pay for their next scheduled shift. Upon first review, this seems supportive of team members’ schedules being relatively firm. However, the continued pieces ensure that the employer can change the schedule, irrespective of how it might impact the team member. **This is inequitable for people who are caregivers, people with disabilities and how they manage their disabilities, and being able to plan one’s life.**

Start Now:

- During the next round of bargaining, remove this stipulation.
- Create and offer a more equitable scheduling system for schedule changes with limited notice.

Work From Home Eligibility

Document: Non-Union Personnel Policy

What: The list of “factors” used by the Department Head or designate to evaluate a team member’s eligibility to participate in an off-site work arrangement leaves **significant room for bias and inequity.**

Why: Caregivers who are women or beyond the gender binary are often **stereotyped as being “less productive” when they work from home.** There are **no safeguards** within these factors to prevent a department lead from judging that the overall quality and productivity will not be maintained at “acceptable levels” by caregivers. This also applies to **people with disabilities.**

Start Now:

- Assume that people who request to work from home are doing so in good faith.
- Centre the policy around rules and guidelines for managers to create work from home policies with their teams on a case-by-case basis.
- Put support systems in place to ensure remote workers can be successful in their roles.

Talent Journey: Employee Evaluations

Performance Appraisal

Document: Non-Union Personnel Policy

What: Performance appraisals leave room for harmful bias.

Why: How we measure performance is often influenced by **subjective bias** and [performance evaluation policies and processes are notorious for inequitable outcomes](#). Without cultural competency and robust performance evaluation policies, dominant groups may **reinforce harmful or negative stereotypes** and devalue the skills of team members who are members of groups experiencing marginalization.

Start Now:

- [Review resources on performance management.](#)



Reflect and Plan

[f]



What is “Reflect and Plan?”

Some areas of opportunity require **more work**, planning, and resourcing. “Reflect and Plan” contains questions and considerations for your organization as you begin **mapping out** your DEI strategy.

These questions and considerations are **meant to be made over time**. Your organization will need to prioritize the areas of opportunity in this section, determine what changes are **feasible**, and where your team may need **more support** or learning/training.



A collage of business documents, charts, and hands working at a desk. The background is a dark, semi-transparent overlay of a workspace. In the top right, a laptop is partially visible. The center features a large line chart with multiple colored lines (red, blue, green) on a dark background. To its left is a pie chart with a purple slice labeled '4%'. Below the line chart is a bar chart with green and blue bars. In the foreground, several hands are visible: one holding a blue pen, another holding a calculator showing '230', and another holding a blue pen pointing at a pie chart. The overall scene suggests a collaborative business meeting or analysis session.

Policy, Process, & Program

Program Operations- Equitable Policies

Performance Evaluation

In collaboration with the People & Equity team, Human Resources (HR) professionals, department leaders, DEI groups/specialists, and people in similar positions:

- Establish more evidence-based metrics to measure success in a role. Evaluate team members primarily on these explicit criteria, not subjective judgements and relationships.
- Create guidelines for skills assessment through collaborative construction with all stakeholders.
 - Offer staff clear guidelines and achievable goals with directly translated rewards.
 - Establish [multi-rater feedback](#) to minimize bias from one person having too much control over someone's evaluation.

Flexible Work Schedules

- Review collective agreements to ensure equitable and flexible work schedules.
 - For example, in the CUPE collective agreement section 15.12 (a), create and offer a more equitable scheduling system for schedule changes with limited notice.

Program Operations- Equitable Policies

Restorative Justice

In collaboration with the People & Equity team, Human Resources (HR) professionals, department leaders, DEI groups/specialists, and people in similar positions:

- Review all policies, documents, and collective agreements that involve discipline.
- Modify or develop new policies that work to resolve conflict and non-physical harm through restorative justice models.
 - Ask what's happened? Everyone has different perspectives.
 - Invite people to share and express their thoughts and feelings.
 - Acknowledge the impact and harm. Ask who has been harmed?
 - Encourage accountability and responsibility.
 - Ask what do people want? Not everyone has the same needs.
 - Create a plan for people to move past the harm. Invite everyone to consider how we can collectively meet and support everyone's needs.

Program Operations- Equitable Policies

Bereavement Leave

- Reflect on your organization's policies related to bereavement and ensure they are just, robust, flexible, and inclusive of chosen family members not related through strict blood or legal affinities.
- Trust your team members and do not require them to go through a hurtful and draining process to verify their traumatic experience with a death certificate, obituary, or letter from a funeral home or hospital.
- Think also about how grief is managed on your teams.
 - Are team members encouraged to empathetically redistribute labour and adjust deadlines where possible for team members experiencing the death of a loved one(s)?
 - Are team members trained to identify signs of mental health struggles and know the appropriate organizational supports to recommend to folks?
 - Are colleagues encouraged to check in with one another rather than only welcome back a grieving team member with small talk and job-related tasks?

Program Operations- Equitable Policies

Bereavement Leave

- Acknowledge the complex journey to healing and that the grieving process will take longer depending on the closeness of the loved one. Do not apply a one-size-fits-all approach to bereavement and do not penalize team members struggling through periods of grief.

Program Operations- Equitable Policies

Harassment is not...

- Reflect on the reasoning for listing what is **not** considered harassment.
- Reflect on the instances in which these examples could actually be experienced as harassment by those experiencing marginalization.
- Adjust language used.

Harassment Prevention

- Create a section in the *Respect in the Workplace Policy*, or create a new policy that focuses on what specific actions the County of Dufferin will take to prevent reprisals and harassment and discrimination from occurring in the first place. For example, this can mean:
 - Creating a psychologically safer/braver workplace, like [working to avoid a fear-based culture](#).
 - Education and training on DEI and how leaders can foster psychological safety.
 - Promoting open and honest communication, like avoiding a [zero tolerance](#) or [cancel culture](#).

Program Operations- Equitable Policies

Investigating Harassment

Research organizational mechanisms to protect against harmful biases within investigation processes. This could mean:

- Education and training.
- A diverse committee of investigators who can offer differing perspectives on each case.
- Keeping more detailed records to uncover patterns in types of bias occurring and their relative frequency. Additionally, to understand what the outcomes of investigations were or why further investigation was not conducted.
- Consider using outside, third-party mediation.

Use of Police

Although Canada does not currently offer extensive systemic support outside of the policing system, where legally possible, consider suggesting team members connect with alternative supports. This could mean compiling a list of crisis centres available to team members depending on their location.

Possible Educational Opportunities

Based on the specific findings uncovered in this assessment, here is a non-exhaustive list of [Feminuity](#) learning experiences that could be of interest as you continue your journey ([Learn More About Educate Offerings!](#)):

- 5-Part Diversity, Equity, and Inclusion (DEI) in Recruitment Series covering:
 - Pipelines, outreach, and partnerships
 - Inclusive job postings and application processes
 - Inclusive interviewing
 - Equitable application assessment and hiring
 - Fostering belonging after the hire
- Beyond Women-First or Gender-Centric Approaches: The Case For Intersectionality
- Leading With Inclusion: Fostering Innovation & Equitable Futures
- Centring Accessibility: Building Workplaces That Work for Everyone
- The Courage of Inclusion: Promoting Psychological Safety on Teams
- Engaging a Diverse and Global Customer-Base: Inclusive Language and Practices
- Getting Uncomfortable to Get Inclusive: Addressing the Issues that Matter on Your Team

Program Operations: Materials Review

Review existing County of Dufferin policies, documents, and collective agreements with the following considered:

- Materials that need to be generated in common [alternative formats](#) (e.g. audio, digital, full-text searchable, etc.)
- PDF documents that require updating for accessibility using Adobe's accessibility tool.
- Ensure all policies, documents, and collective agreements use gender-inclusive language
 - Use the singular they
 - Use a gender-inclusive noun such as "the employee", "the applicant", etc.
 - Rephrase in a passive voice to avoid gender, such as writing "job responsibilities include..."
 - Distinction between sex and gender.
 - Ensure new documents, including job postings, replace the terms "professional" and "professionalism" with clear descriptions as to what is expected. This can include:
 - Specific and unbiased guidance around expected conduct and physical presentation that sets an inclusive standard while celebrating difference.

Program Operations: Data Metrics

Reporting Harassment and Discrimination

- Collect data on what reporting options team members are using. Use this data to inform any necessary changes to the reporting process.
- Collect and analyze feedback on the reporting process itself on an annual basis.

Record Keeping - Complaints

- Develop a process for data collection and analysis within the complaint process that includes identity-based demographic information.
- Measure and benchmark this data over each year and use the results to make the necessary changes.

Rate of Pay by Demographics

- Create processes for data collection in relation to demographics.
- Offer transparency by publishing data, analysis, and conclusions.
- Make any necessary adjustments based on the data and create mechanisms to ensure accountability.

Welcoming Culture

Celebrate Diversity

Create a workplace culture that embraces, welcomes, and celebrates diversity of not only dress, but culture and custom.

- Formally recognize holidays, observances, and celebrations across cultures and lived experiences.
- Offer workshops, resources, newsletters, etc., on multicultural and global inclusion practices.
- Create holiday, vacation, and leave policies that support team members who do not follow the Christian calendar or Canadian statutory holidays.
 - Example: Offer more than one floating holiday.

Inclusive Dress Codes

- Create a working group to develop a new dress code.
- Consider stating (in addition to the safety concerns) that all hairstyles are welcome, which can include but is not limited to dreadlocks, braids, dyed hair colours, curls, cornrows, Bantu knots, Afros, and headwraps.
- Offer education, training, and events that openly welcome and celebrate many forms of cultural dress.

A group of diverse professionals in a meeting. In the foreground, a woman with curly hair and glasses is typing on a laptop. Behind her, a man in a tan jacket is looking towards the camera. To the right, a woman in a pink blazer is standing and looking down at the group. Another man is visible on the far right, also looking at the laptop. The setting is a modern office with a wooden table, coffee cups, and a bulletin board in the background.

Talent Journey

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Hiring and Recruitment

- Create a working group for improving and iterating existing talent journey policies and practices across recruitment, interviewing, evaluation, hiring, promotion, and retention practices.
- Implement actionable tasks during recruitment that can lead to more representational diversity across the organization.
 - Challenge the myth of meritocracy in recruitment, and value non-traditional skills.
 - Be transparent in hiring, such as scaling inclusive, role-specific, semi-structured interview templates and thoughtful evaluation criteria in addition to their relative weighting.
 - Ensure hiring managers are trained in conscious and unconscious bias.
 - Develop disability-informed interview processes. For example:
 - Offer interview questions prior to an interview.
 - Offer flexible scheduling for interviews.
 - Allow candidates to bring in notes.
 - Support a “[culture add](#)” framework to hiring in place of a “culture fit.”

Hiring and Recruitment

- Create a plan for redevelopment of the recruitment and hiring processes and policies and how they will be implemented.
- Collect and analyze annual data on the recruitment hiring processes, policies, and practices and demographic-specific outcomes and representation across talent journey.

Resources

Teachable: The Singular They

The use of [singular they](#) has [an incredibly long history](#) and is affirmed by [Associated Press \(AP\)](#), [American Psychological Association \(APA\)](#), [Modern Language Association \(MLA\)](#), [Merriam-Webster](#), [The Chicago Manual of Style](#), and [more](#).

People use the singular they in everyday communications when they refer to someone whose gender is unknown (e.g. “Who left **their** folder at the meeting?”). At the same time, people may use “they” as their pronoun because it affirms who they truly are. While the pronouns she/her or he/him assign a gender to someone, they/them pronouns are appealing to [many people who live beyond the gender binary](#).

Organizations can use the singular they in lieu of he/she to be inclusive of all genders in the workplace, as well as a way of [challenging sexism](#). Teammates can also [practice any pronouns that might be unfamiliar](#) to them and [their conjugations](#).

[Strategies for Pronoun Inclusion](#) | [Why Should I Use the Singular They](#) | [Best Practices for Non-Binary Inclusion](#)

Teachable: Sex Versus Gender

Sex is a scientific term referring to patterned configurations of external genitalia, internal reproductive organs, hormone levels, chromosomes, and secondary sex characteristics in different humans. Someone's [sex characteristics are not immutable](#) and [vary immensely person to person](#). [There are more than two sexes](#). Nondiscrimination policies that include “sex” should include “sex characteristics.” This inclusive terminology refers to people with intersex traits and those who have variations in their sex characteristics but may not use an intersex label.

Someone's [sex assigned at birth](#) is the sex marker originally listed on their birth certificate usually based on a cursory medical examination of the body. People are usually classified as either male or female—however, research shows [intersex characteristics are as common as red hair](#). This sex designation [often determines the gender a child will be raised as](#). [Transgender people](#) have a gender identity that is different than their sex assigned at birth.

Gender refers to the socially constructed roles, behaviours, activities, and attributes that a given society deems masculine, feminine, or androgynous. The [concept of gender](#) is often confused with sex, but these are two distinct, yet related facets of a person. Ideas around gender vary throughout [history](#), [cultures](#), and [contexts](#). People [identify and express their gender in a range of ways](#) throughout their lives. [Neither sex nor gender is binary](#).

[Best Practices for Non-Binary Inclusion in the Workplace](#) | [Supporting Intersex Inclusion in the Workplace](#)

Teachable: Microaggressions

Microaggressions are defined as everyday indignities, conveyed intentionally or unintentionally by words, acts or environments, that communicate hostile and derogatory messages to people from groups experiencing marginalization.

Microaggressive acts may be fleeting, ambiguous and easily overlooked, but they have detrimental effects on those they target. Several varieties have been described.

- “Microinsults” are subtle snubs or displays of insensitivity.
- “Microassaults” are verbal or nonverbal expressions of derogation or avoidance.
- “Microinvalidations” negate the experience of marginalized groups.

Microaggressions may be ‘micro’ in that they can go unnoticed, but it is important to remember that their impact is not ‘micro.’

[Microaggressions \(Smarter in Seconds\)](#) | [Examples of Racial Microaggressions](#) | [Micropedia of Microaggressions \(Race\)](#)

Teachable: Restorative Justice

Restorative Justice (RJ) is an approach to justice that is [rooted in Indigenous knowledges](#). It rejects approaches to justice that **center on shame, punishment, and retribution**. It provides those involved in conflict or harm with the opportunity to discuss how they've been impacted and encourages the person who caused harm to **take responsibility** for the harm, and engage with those who've been harmed to work toward collective healing, growth, and restored relationships. Most people desire closure, conversation, and reconciliation after conflict. RJ understands harmful actions not just as violations of policy, but as **violations of relationships and community**. RJ enables organizations to meet people **where they are** in their learning journey, seeks to prevent further harm, and encourages personal growth.

Restorative Justice in the workplace can mean:

- [Creating a trauma-informed workplace.](#)
- Creating safer spaces for people to come together for open-hearted dialogue.
- Creating systems that allow people to engage in a restorative process, including:
 - Establishing policies and procedures that govern how conflict and harm will be addressed.
 - Providing team members with access to facilitators trained in Restorative Justice practices.
 - Removing zero-tolerance policies, except where required by law.

[Restorative Justice in the Workplace](#) | [Restorative HR Makes Workplaces More Inclusive](#) | [The Anti-Racist HR Guidebook](#)

Teachable: Police in Canada

Canada's first Prime Minister, Sir John A. Macdonald, [who was a known white supremacist](#), created the Royal Canadian Mounted Police (RCMP) with the explicit intention of expansion of Canadian borders, territories, and jurisdictions. Their mandate was to violently [control and displace Indigenous communities and peoples](#).

The origin story of Canada's most "famous" police is not something that can be relegated to the past. The current policing system's culture is influenced by this legacy. We continue to witness outcomes in which people experiencing marginalization, particularly Indigenous and Black Canadians, experience violence directly from police.

- Black and Indigenous Canadians are more likely to be [shot and killed by police](#).
- Black and Indigenous Canadians are more likely to be [arrested and charged by police](#).
- Black and Indigenous Canadians are over-represented in both [provincial and federal prisons](#).

This has led many Black and Indigenous communities to experience [psychological and intergenerational trauma](#) in relation to their interactions with police. They can have [increased anxiety and fear in public spaces](#), including workplaces. These goes beyond law enforcement and shows up as excessive discipline and surveillance in [schools](#) and [workplaces](#).

[A Condensed History of Canada's Colonial Cops](#) | [Police Brutality in Canada](#) | [Systemic Racism in Policing in Canada](#)

Teachable: Inclusive Dress Codes

Written into many dress codes are discriminatory and bias-laden professional expectations that inhibit team members from bringing their whole selves to work. Ideally these directives should empower team members to manage their own appearance in accordance with their role. Dress codes should never stigmatize or discipline a team member for who they are. Dress codes should not demand people be inauthentic and homogenous.

Review your dress code in light of the following leading practices:

- Ban clothing with [hate speech, hate symbols, obscenity, and exclusionary language](#).
- Provide guidance on [equitable enforcement](#). (ex: not surveilling women, racialized people, people of faith, etc.)
- Make recommendations based on clothing, not gender. Be inclusive of [gender nonconforming expression](#).
- Do not impose [more scrutiny and requirements](#) on feminine-presenting team members (ex: [grooming](#))
- Do not restrict [piercings](#) and [tattoos](#) which often have immense cultural and personal significance for people.
- Celebrate different [hairstyles](#), hair colours, hair accessories, and hair textures (ex: dreadlocks, curls, afros, etc).
- Be inclusive of [different cultural forms](#) of professional or formal dress (ex: multicolour prints, saris, deerskin, etc.).
- Do not label [affordable clothing](#) or [adaptive clothing](#) that promotes accessibility unprofessional.
- Protect different forms of spiritual dress (ex: hijab, veiling, sidelocks, turbans, uncut hair, etc).

[Gender Neutral Dress Codes](#) | [5 Crucial Components of Inclusive Dress Code](#) | [Transform Professionalism](#)

Teachable: Promoting “Culture Add” Vs. “Culture Fit”

“**Culture fit**” can be described as evaluating someone based on how well they conform and adapt to the values and behaviours of an organization. Culture fit often introduces bias into processes, particularly hiring, in which teams are more likely to favour people that are the same as them and penalize non-dominant and non-conforming groups.

“**Culture add**” seeks out candidates that align with a company’s core values but recognizes that new perspectives, backgrounds, and work styles help an organization grow into what it wants to be. Culture add asks us to not always look for hires that have the exact same work experiences, degrees, personalities, and demographic backgrounds as everyone else on the team, but rather candidates that are adaptable, curious, and bring fresh insights to a team.

You can promote a culture add orientation in your interview process by educating interviewers around biases they likely uphold relating to educational backgrounds, work biographies, identities, cultures, dialects, and more. Encourage interviewers to affirm transferable skill-sets, non-academic learning paths, and non-traditional or non-linear past work experiences (ex: resume gaps for primary caregivers). Interviewers can assess for culture add by asking questions about where a candidate notices improvement opportunities for your organization or asking for an instance where a candidate learned from another person’s perspective.

[Stop Hiring for Culture Fit](#) | [How to Hire for Culture Add Versus Culture Fit](#) | [How to Assess for Culture Add](#)

Teachable: Equality Vs Equity

Equality means sameness. Equality asks us to treat everyone the same regardless of their specific circumstances or social location.

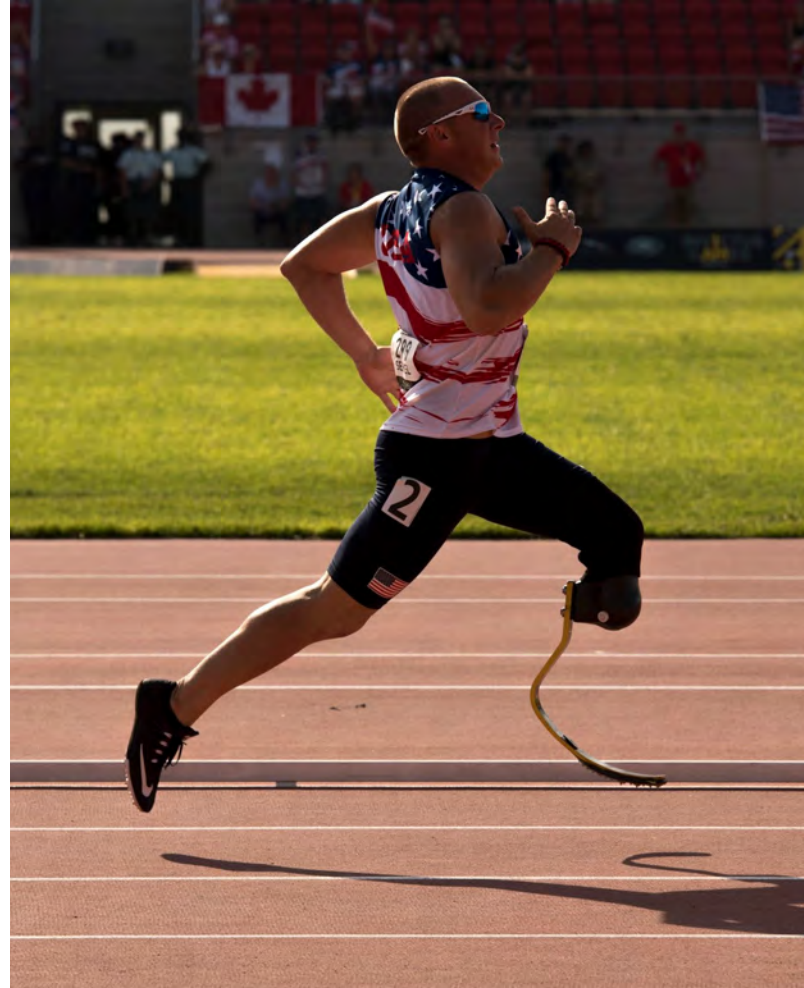
Equity is fairness and justice. It recognizes that everyone is different and has unique needs that must be met so they are able to meaningfully participate and achieve their full potential.

As **Kimberlé Crenshaw**, leading scholar and activist that [coined the theory of intersectionality](#), writes:

“Treating different things the same can create as much inequality as treating the same things differently”

Without acknowledging our differences and tailoring our supports, people will be left behind or excluded.

[Equity Versus Equality](#) | [What is Equity?](#)



Teachable: Alternative Formats

[Alternative Formats](#) for different documents, forms, tests, and organizational internal and external assets is essential. Not everyone can engage with different media, communications, and information in the same way depending on their unique abilities and the [assistive technologies](#) they rely on such as [screen readers](#) or being a [keyboard-only user](#).

When adding accessibility contact information or an accessibility contact form, organizations should be sure to specifically mention that they can address needs related to providing alternative formats.

[Common Alternative Formats](#) people might need are:

- Accessible Font & Spacing (e.g. Large Text, [Dyslexic-Friendly Style](#), Sans Serif Fonts)
- Braille or Printed Tactile Documents for People who are Blind or Low Vision.
- Digital or Electronic Format (e.g. [Portable Document Format](#) (PDF) with [Optical Character Recognition](#) (OCR), [HyperText Markup Language](#) (HTML), [Digital Accessible Information System](#) (DAISY), [Microsoft Word](#) or Another Word Processor, Transcripts)
- Audio (e.g. MP3 Audio Description for Multimedia, Closed Captions)
- Screen Reader Compatibility (e.g. Alternative Text for Meaningful Images and Charts, Properly Formatted Tables)
- [Bionic Reading](#)

Teachable: Burnout

Burnout is when a team member that has experienced excessive and prolonged emotional, physical, and mental stress, enters a state of near-constant exhaustion. Burnout in the workplace has real and lasting impacts whether someone is working virtually, in-person, or both. For example, in Germany burnout is considered an epidemic and the country [entitles full-time team members to six weeks of employer-paid leave](#).

Some of the more **common factors** driving burnout for employees experiencing marginalization include being disproportionately assigned administrative tasks, lack of [flexibility in their work schedule](#), benefits that lack adequate mental health support, limited understanding or benefits around caregiving, [unclear work expectations](#), unrealistic project timelines, excessive demands on time such as regular overtime, sudden schedule changes without notice, monotonous or chaotic work tasks/assignments, and limited decision-making power.

It's important to recognize that team members **may not experience burnout in the same ways**. For example, research shows that women and transfeminine people are disproportionately responsible for emotional and care labour in the workplace and "[office housework](#)." Moreover, the [daily emotional tax](#) common to nearly all communities experiencing marginalization in the workplace also contributes to and accelerates burnout for non-dominant groups.

[Women in the Workplace 2021](#) | [Employee Burnout Is Creating A DEI Emergency](#) | [The Emotional Tax](#)

Teachable: Where to Offer Land Acknowledgements

We encourage the incorporation of land acknowledgements in the following areas:

- To open meaningful gatherings, events, and celebrations.
- Voluntary part of introductions.
- Plaque (preferably commissioned by an Indigenous artist or professional), providing a land acknowledgement tailored to the location it's placed.
- In one's email signature alongside hyperlinked [resource\(s\) explaining the practice](#) and the [Indigenous Ally Toolkit](#).
- Newsletter
- In biographies - Whose traditional land were you born and raised on? Where do you live now? What are some of your favourite things about the land that you are grateful for?
- Publications, reports, and other public documents.
- Tagging Indigenous lands on social media posts - for example, on Instagram tagging "Tkaronto" the original name of "Toronto" to honour the city's Indigenous history and to help decolonize the name.

Resources: Inclusion

Sexuality & Gender-Inclusive Data

- [Sex, Sexual Orientation, Gender Identity, and Gender Expression](#)
- [What Does "Two-Spirit" Mean?](#)
- [Do Ask, Do Tell](#)

Inclusive Language

- [Inclusive Language Guide](#)
- [Systems Centered Language \(SCL\)](#)
- [Inclusive Language 101](#)
- [Accessible Language](#)
- [Language & Inclusion Across Industries](#)

Gender & Pronouns

- [What's Your Pronoun?](#)
- [What is the Singular They?](#)
- [A Guide to LGBTQIA2+ Inclusion](#)
- [Why Pronoun Sharing Should be Encouraged, But Optional](#)
- [How Gender Neutral Language is Developing Around the World](#)
- [The Sex/Gender Binary](#)

Myth of Laziness

- [Dispelling the myth of laziness](#)
- [Debunking the Myth of Laziness](#)
- [Laziness Does Not Exist](#)
- [10 Reasons to Stop Calling People Lazy](#)
- [You Aren't Lazy](#)

Equality vs. Equity

- [Equity vs. Equality and Other Racial Justice Definitions](#)
- [The Problem with "Treating Everyone the Same"](#)

Restorative Justice

- [Restorative HR Practice: A Toolkit](#)
- [How Restorative HR Makes Workplaces More Inclusive & Equitable](#)
- [Restorative Practices in the Workplace](#)
- [Becoming a Bridge Person in Precarious](#)
- [The Origins of Restorative Justice](#)

Resources: Hiring and Recruitment

Myth of Meritocracy

- [Myth of Meritocracy](#)
- [The Bias of Professionalism](#)
- [Transform Professionalism](#)
- [Is Meritocracy a Myth](#)

Inclusive Interviews

- [Interviewing Candidates with Cognitive Disabilities](#)
- [Holding Inclusive Interviews](#)
- [Facilitating Accessible Interviews for Individuals with Disabilities](#)
- [Adapting your interview process to be more accessible](#)

Neurodiversity

- [Neurodiversity: Terms and Definitions](#)
- [Neurodiversity at Work](#)
- [Neurodiversity in the Workplace](#)
- [Neurodivergent Problem Solving](#)
- [Neurodiversity as a Competitive Advantage](#)
- [How to Support Neurodiversity in the Workplace](#)

Culture Add

- [Stop Hiring for Culture Fit](#)
- [How to Hire for Culture Add Versus Culture Fit](#)
- [Rooney Rule](#)
- [How to Assess for Culture Add](#)
- [Culture Add Interview Questions](#)

Performance Management

- [More Harm Than Good: The Truth About Performance Reviews](#)
- [The Effects of Feedback Interventions on Performance](#)
- [Why Performance Reviews Aren't Working](#)
- [8 Reasons Why the Performance Review is Universally Hated](#)

Resources: Data Measurement

Equity Deserving Groups

- [40+ Dimensions of Diversity & the Many Intersections](#)
- [Types of Diversity in the Workplace That You Need to Know](#)
- [3 Types of Diversity that Shape Your Identity](#)

Quant & Qual Data

- [Don't Quant My Qual](#)
- [Conducting Inclusive Research](#)
- [Three Ways to Collect Qualitative Data](#)

Define Metrics With Clarity

- [Meaningful Metrics for DEI](#)
- [DEI Metrics](#)
- [DEI Metrics Inventory](#)
- [Measuring DEI Progress](#)

Inclusive Data Collection

- [Respectful Collection of Demographic Data](#)

Disaggregating Data

- [The Case for Intersectionality](#)
- [Intersectional Quantitative Research](#)
- [Model Data with Intersectionality](#)

Voluntary Self-Identification

- [Collecting Global Self-Identification Data](#)
- [Collecting LGBTQ+ Data for Diversity: Self-ID at IBM](#)
- [Best Practices for Self-Identification](#)
- [Encouraging Self-Identification of Disability](#)
- [Leveraging Self-ID](#)
- [Fostering Self-ID](#)

Research Team

Research Team



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Appendix

Documents/Materials Reviewed

- **Policies**
 - Respect in the Workplace Policy
 - Non-Union Personnel Policy
 - On Call Policy
 - Long Service and Retirement Awards Policy
 - Dufferin Oaks Employee Guide
 - Definitions
- **Hiring and Recruitment**
 - Maintenance Tradesperson Interview Guide Template
 - Visitor Services Coordinator Interview Guide Template
 - Financial Analyst - Community Services Job Posting
 - Visitor Services Coordinator Job Posting
 - Maintenance Tradesperson Job Posting
 - Reference Request
- **Benefits**
 - Non-union Sun Life Booklet
 - Employee and Family Assistance Program Brochure
- **Collective Agreements**
 - CUPE Local 3192 Collective Agreement
 - Ontario Nurses Association Collective Agreement



Family Inclusion

The following options represent a range of family terms to select from that should be included in the definition of immediate family.

- Aunts, piblings, uncles
- Anyone related by blood
- Children
 - Adoptive
 - Biological
 - Children of a domestic partner
 - Children-in-law
 - Foster children
 - Legal wards
 - Step-children

- Chosen family
- Couples/partners of different gender, non-binary genders, and the same gender.
- Cousins
- Grandparents, grandchildren
- Nephews, [nibling](#)

Inclusive Characteristics

We recommend organizations consider the following characteristics for their anti-discrimination statements:

- Accent or Dialect
- Age (Including Early Adult Interns, Young Professionals, Workers Approaching Retirement Age, and People of Advanced Age)
- Ancestry
- Caregiving Responsibilities (Including Ageing Family, Loved Ones with Disabilities, Children, Sick Friends, and Pets)
- Caste (Including Dalit, Osu, Buraku, and Other Castes Experiencing Marginalization)
- Chronic Illness
- Citizenship Status
- Civil Rights Activities
- Civil Union or Domestic Partnership Status
- Colour
- Consensual Sexual/Romantic History
- Creed
- Diet or Dietary Needs (Including Medical, Spiritual, Values-Related, Recovery-Oriented, or Personally Elected Dietary Needs)
- Disability (Physical, Mental, or Neurocognitive)
- Education
- Experiences of Housing Insecurity
- Ethnicity
- Faith or Lack Thereof (Including Religious Dress and Grooming)
- Family or Parental Status (Including Non-Biological Relations and Chosen Family)
- Family or Personal Medical History
- Family or Relationship Structure (Including Polyamory & Plural Families)

Inclusive Characteristics

We recommend organizations consider the following characteristics for their anti-discrimination statements:

- Gender Identity or Expression (Including Transgender, Non-Binary, Genderfluid, Third Gender, and Nonconforming Experiences)
- Gender Stereotypes
- Genetic Information
- Human Immunodeficiency Virus (HIV) Status
- Immigration and Migration Experiences
- Indigenous Background
- Jewish Background
- Legal Involvement in Sex Work
- Marital Status (including Single, Divorced, and Separated People)
- Membership in the Roma or Traveller Communities
- Military Service or Veteran Status
- Nationality
- Neurodiversity (Including ADHD, Autism, Dyspraxia, Dyslexia, and Other Forms of Neurodivergence)
- Newcomer Status
- Pardoned or Suspended Convictions
- Perceived Gender
- Personal Beliefs
- Personality (Including Introversion)
- Physical Appearance or Attractiveness
- Place of Origin
- Place of Residence
- Political Affiliation or Opinion
- Pregnancy (Including Breastfeeding, Chestfeeding, Childbirth, and Related Medical Conditions)
- Primary Language or Linguistic Background (Including Language Learners)

Inclusive Characteristics

We recommend organizations consider the following characteristics for their anti-discrimination statements:

- Race
- Record of Offenses
- Refugee Status
- Relationship Status (Including Non-Monogamy)
- Sex (Including Intersexuality)
- Sexuality
- Size or Weight (Including Little People and Members of the Fat Community)
- Social or Cultural Background
- Socioeconomic Status
- Status as a Survivor of Domestic Violence, Sexual Assault, Abuse, or Stalking
- Status or History of Receiving Public Assistance or Welfare
- Type of Contract
- Union Membership
- Working Hours
- Any other class, individual, and/or any other characteristics protected by law in any of your organization's activities or operations.



EQUITY AUDIT

Frequently Asked Questions for County Council



GENERAL

Q Why was this audit conducted?

Dufferin County is committed to fostering an equitable culture where all staff – regardless of their race, age, (dis)ability, gender, sexuality, faith, background, or circumstances – feel safe, valued, heard, supported, and included. An equity audit was identified as a key step in our existing Corporate Strategic Plan, and this audit was conducted with direction from Council.

The urgency of the need for this work was amplified in the face of concerns from members of staff about inequities at the County. This Audit has given us the data necessary to acknowledge the experiences of marginalized staff and begin working towards meaningful solutions that will make Dufferin County a better place to work and a more equipped organization to serve our diverse communities.

Q What did the audit involve?

We sought out the support and expertise of equity consultancy Feminuity who could help us best understand the issues at hand and the measures we would need to take to address them. They led staff surveys and key informant interviews to learn the experiences of personnel within the organization. Feminuity also conducted a review of our written policies, including those that address hiring and recruitment, benefits, collective agreements, and workplace behaviour. For the full list of policies reviewed, please see page 116 in the Supplemental and Targeted Review Report.

Q Why does DEI need to be a part of the County's mandate?

We have the privilege of a richly diverse staff and community here at Dufferin County. But we know that despite our diversity, we live in a society that is steeped in systemic inequities. We recognize that, despite our best intentions, Dufferin County is not immune to these challenges. The County is determined to be intentional and strategic about ensuring that our organization is a safe, welcoming, and supportive place for staff, especially those from marginalized communities who are most harmed by systemic inequities. This includes Black, Indigenous, and racialized folks, members of the LGBTQ+ community, racialized women, people who are caregivers, and people with disabilities and accessibility needs. As a more DEI-focused organization, we will also be able to provide more effective and equitable services to our broader community. All of this requires that DEI be a central part of the way we operate.

IMPACT



How will this initiative improve the culture at Dufferin County?

Implementing DEI policies, practices, and strategies will be a benefit not just to those experiencing inequities but to the organization as a whole. As we become more equity-informed, we hope to see fewer incidents of discrimination, exclusion, and oppressive behaviour and will be better equipped to address them when they arise. An equitable culture leads to happier staff, greater employee engagement, higher levels of retention, increased career opportunities, and improved organizational performance across the board. All of that allows us to benefit fully from the talent, experiences, and investment of all team members and better serve our community.



What changes will occur because of this audit?

The Equity Audit will inform a long-term plan and strategy that will guide Dufferin County toward creating a more equitable culture. This means addressing the systemic and structural issues in our culture, policies, and practices that impede equity or give rise to inequities that harm marginalized groups. The County is prepared to make adjustments to our policies to ensure that they are fair and accommodating to staff of all identities. We will also be examining our employment and promotion practices to ensure we can attract and retain talent of all backgrounds, and that all staff are equitably assessed for promotions, raises, and other growth opportunities.



Will the County be implementing affirmative action and diversity quotas in our hiring practices? If so, how will we know we're hiring the best person for the job?

As part of our commitment to an equitable culture, we are invested in building a diverse staff that is representative of the communities we serve. In some cases, we may be intentional about seeking out and hiring talent from marginalized communities whose perspectives and experiences will enrich our work here at the County.

That said, it should be noted that employment equity policies are not based on hiring by identity without regard for talent, skill, and culture add. The belief that affirmative action and diversity quotas result in a diluted talent pool is based on the myth of meritocracy, which ignores the way that professionals from marginalized communities are often restricted from accessing employment opportunities because of systemic inequities.

Research shows that Black and racialized Canadians are among the most overqualified groups in the Canadian job market. They are statistically in lower-paying jobs than their white peers despite being equally or better educated and experienced. Employment equity aims to correct this disparity by ensuring marginalized groups are given equitable access to the roles they are qualified for.

ADDRESSING COMMON CONCERNS



Will this Equity Audit and the resulting Equity Strategy going to affect taxpayers negatively?

These DEI initiatives are part of the existing corporate strategic plan and do not place any additional burden on Dufferin County's taxpayers. In fact, the results of this Audit and the Equity Strategy it will help produce will ensure that Dufferin County's residents truly benefit from the work we do. An effective equity strategy empowers us to properly support all staff, including those who are marginalized. This will allow us to attract diverse talent who are representative of the communities we serve. It will also support better retention and advancement, reducing the costs associated with staff turnover, such as the time and money invested in hiring, onboarding, and training new talent. Ultimately, equity work does not just benefit marginalized employees; it benefits the entire organization, our community, and our bottom line.



Not all employees responded to the survey or were invited to the key informant interviews. Would that mean the data isn't representative?

While the goal of any equity audit is to speak to as many people within the organization as possible, we understand that there are many reasons people may not have participated. From disinterest, burnout, or lack of time to fear of reprisals or discomfort speaking publicly about inequitable experiences, we respected staff's right to opt out of this process.

Our response rate was 46% on the staff survey and 40% on the key informant interviews. Considering this Equity Audit was Dufferin County's first organization-wide DEI assessment, these numbers represent substantial participation. So, we accept that what the data has revealed is an indicator of the necessity and importance of equity work at Dufferin County.

What we learned from the survey is that there are certain identity groups who have reported disproportionately poor outcomes and experiences. This gives us a meaningful starting place to begin Dufferin County's equity work and create a strategy that will ensure that all staff, especially those from marginalized groups, are having equitable experiences within our organization.



If Dufferin Oaks is most impacted, why do we need to do this work across the whole organization?

While the results of the Equity Audit indicate that people at Dufferin Oaks are deeply impacted by inequities at Dufferin County, we recognize this data as a reflection of the larger equity issues we are committed to addressing. Our intention is to prioritize equity and eliminate disparities across every department in the organization so that marginalized staff have more equitable experiences, no matter where they work in the County.



What if I don't believe the results or feel equity work is necessary at Dufferin County?

We understand that there may be some who are having difficulty accepting the results of the survey because their personal experiences with Dufferin County differ. While this may not be easy to reconcile, it is important to enter this work from a place of belief and with a willingness to listen and learn from the experiences of others.

Remember that people who are in positions of privilege are often unable to see inequity because it is not impacting them. However, marginalized people are best equipped to recognize and name the oppression they face. It is also necessary to consider that while you may not have witnessed racism, ableism, sexism, and other kinds of oppression happening on an interpersonal level at Dufferin County, there are systemic inequities at play that impact marginalized staff.



Is equity work reverse discrimination/racism?

In short, no. Racism and other forms of oppression (e.g., sexism, ableism, homophobia, transphobia, ageism, etc.) are more than interpersonal hatred or prejudice. As Feminuity explains in the [Findings Report](#), "...words that end in 'ism' can't be reversed. An 'ism' is when prejudice is combined with the power to scale, amplify, and codify that prejudice on a societal level." While people from privileged groups can experience prejudice, that prejudice is not backed up by systemic and oppressive power.

Further, equity work is not about shifting oppression from one group to another. The focus of equity is to address the poor outcomes and experiences marginalized people face as a result of systemic and structural inequities. The goal is not to punish or harm people from privileged groups, but to correct the policies, practices, and cultures that enable and perpetuate the oppression of marginalized people.

NEXT STEPS



When will the Equity Strategy be available and when will it take effect?

The results of the Equity Audit will be made publicly available to County staff, Council, and the broader community on March 3rd. This audit will inform the Equity Strategy that is currently in development. We have retained Feminuity to support us in developing this strategy. In the near future, we will be inviting staff to engage in the strategy development as well. There is currently no firm date for the release of the strategy, but it will be shared once available, along with timelines for when it will come into effect.



What will the County be doing to address the concerns of Black staff? LGBTQ staff? Staff who are caregivers? Racialized women staff?

The results of the Audit showed that staff who are Black, racialized women, LGBTQ+, caregivers, and people living with accessibility needs are among those with the most inequitable experiences at the County. We recognize this is an urgent concern, and we are committed to addressing these issues. In addition to working with Feminuity to revise and update our policies and practices so that they address the root causes of the inequitable experiences of staff who are Black, racialized women, LGBTQ+, caregiving, and people living with accessibility needs, we are invested in working closely with these groups as we develop our Equity Strategy. We acknowledge that those who are experiencing inequity are best equipped to identify it and guide solutions, and we will ensure that the most impacted staff will have a seat at the decision-making table throughout this process.



How does the County plan to address the lack of Black and racialized female representation in Senior Leadership?

The Equity Audit report indicates that there is a glaring lack of Black people and racialized women in all levels of leadership at Dufferin County. Though we do not yet have the answer to how to lead this change, the Senior Management Team and the County will be working with Feminuity to develop a strategic response to these concerns. We do know that we are committed to long-term work for lasting impact and will prioritize equity-driven actions that lead to meaningful change for representation in Senior Leadership.

Teachables

Developed November 2022

Separating “T” from LGBTQ+

We separate “T” (which means “Transgender”) from the acronym “LGBTQ+” when collecting data and reporting on it because **being transgender relates to one’s gender, not their sexuality**. Specifically, “transgender” is an umbrella term that can be used to describe people whose gender differs from their sex assigned at birth (the sex originally listed on their birth certificate).

These distinctions are important because someone’s gender, being transgender, and their sexuality are all distinct aspects of their identities and experiences in the world. **This is also a response to the complex history of erasure of trans people within the broader LGBTQ+ movement**. We want to ensure the experiences of trans people are centred, and we’re able to [do this best when we have granular data](#).

Disaggregation is considered a [leading practice](#), mainly because trans people continue to [have worse workplace outcomes](#) and experience pay inequity. [Disaggregating](#) this data [equips us with better data](#) to address the barriers and concerns that trans people encounter.



Psychological Safety

[Psychological safety](#) is the shared belief that a team can take interpersonal risks without facing adverse actions or negative consequences. There are many kinds of interpersonal risks that someone may take in a professional setting such as stating opinions, sharing ideas, expressing concerns, asking questions, reporting bias or harassment, admitting mistakes, and/or just being oneself.

It's important to [clarify what psychological safety is not](#) because there are many misconceptions:

- Psychological safety is not about forcing consensus and agreeing to everything that everyone says.
- Psychological safety is not insulating yourself or your team from anything uncomfortable.
- Psychological safety does not mean that we do not hold our team members accountable for their actions, behaviours, or language.

When workplaces foster psychological safety, they leave room for dissension, engagement with discomfort, and restorative practices that enable people to grow from mistakes. It has been found to be one of the most influential predictors of team success and DEI is intimately related to psychological safety in the workplace. [Psychological safety is the net result of DEI work.](#)

With this considered, the following slides include priority areas that help to increase psychological safety within County of Dufferin.

Psychological Safety and Cancel Culture

Psychological safety within a team means that people can be themselves without fear of adverse impact on their status or career within the company. It is the shared belief that the team is safe to take interpersonal risks such as disagreements or by challenging others. Characterized by mutual respect and interpersonal trust, people in teams with psychological safety can be authentic and build genuine connections.

Cancel culture is when we totalize a person in one of their actions, inactions, or statements whether past or present, and we withdraw support or call for them to be deplatformed and removed from their position of power as a result. Cancel culture is all about demanding perfection from each other without room for mistakes, improvement, learning, growth, and most importantly, accountability. In a cancel culture we:

- Presume guilt
- Dilute the complexity of the situation
- Define the accused through this one action
- Do not leave room for growth and healing

The answer to cancel culture is not to minimize feelings and experiences, but to acknowledge them for healing. **The answer to cancel culture is not to end accountability, but to reimagine it simply beyond punishment.**

Microaggressions

Microaggressions are defined as everyday indignities, conveyed intentionally or unintentionally by words, acts or environments, that communicate hostile and derogatory messages to people from marginalized groups.

Microaggressive acts may be fleeting, ambiguous and easily overlooked, but they have detrimental effects on those they target. Several varieties have been described.

- “Microinsults” are subtle snubs or displays of insensitivity.
- “Microassaults” are verbal or nonverbal expressions of derogation or avoidance.
- “Microinvalidations” negate the experience of marginalized groups.

Microaggressions may be ‘micro’ in that they can go unnoticed, but it is important to remember that their impact is not ‘micro.’

[Microaggressions \(Smarter in Seconds\)](#) | [Examples of Racial Microaggressions](#) | [Micropedia of Microaggressions](#)

Myths



“Colour Blindness” Myth

For many of us with good intentions, there is often a strong tendency to promote the idea that we don't see race because we're all just humans and we should treat everyone with dignity and respect. While this may sound ideal, it's **empirically false**. For those of us who have the full use of our eyes, [our brains see gender, race, and most other visible categories, whether we consciously pay attention to them or not](#). Pretending not to see it denies a significant part of many people's identities.

To be clear, what makes us different is not a bad thing! Our unique attributes add nuance, flavor, and texture. It's only when we use our differences to determine who is more or less valuable that they become distorted and oppressive. We know that we are each so much more than flesh and blood. Our bodies are made up of identities that shape who we are. Trying to remove people of their identities to be “just humans” is **unfair and inaccurate**. Saying “you don't see race” **invalidates experiences** with racism, and the way race impacts people's lives. “Not seeing race” is also **a fundamental misunderstanding of relative privilege**.

Attempting to treat everyone the same actually [perpetuates racial oppression and results in discrimination and unequal opportunity](#). Treating everyone the same, even when they encounter vastly different challenges, **only serves to keep them in a state of being marginalized**.

[Tell Me Again How You Don't See Color" | Color-Blind Attitudes and Behaviors Perpetuate Structural Racism](#)

Model Minority Myth

Model minority is a seemingly positive yet divisive and oppressive stereotype that deems a certain group the best or “model” amongst all minority groups. Model minority perceives Asian people as quiet, hardworking, and studious or “industrious and rule-abiding”. This positive characterization is supported by studies showing that Asian people are the most educated and most affluent of any other racial groups in North America. The model minority myth masks the multiple problems and biases that Asian people face in the workforce.

The model minority myth often uplifts a small portion of well-educated and wealthy East & South Asian people and obscuring/erasing the struggles and challenges of Southeast Asian refugees, newcomers, Asian people from lower castes, or Pacific Islanders where there exists immense disparities in income, educational attainment, and workplace representation.

The model minority myth often compares the experiences of Black and Asian people in North America. It ignores the impact that selective recruitment of highly educated, wealthy, Asian immigrants has had on Asian success in North America. At the same time, it argues anti-Black racism, including the contemporary impact of Black enslavement, can be overcome by hard work and perceived strong family values. Racism experienced by Asian and Black North American people is different. Conflating the two is problematic and does not serve a positive purpose.

[What is the Model Minority Myth? | Model Minority is a Harmful Notion](#)

[How the Model Minority Myth of Asian People Hurts Us All | The Model Minority Myth & the Double-Edged Sword](#)

Myth of Meritocracy

The myth of meritocracy implies that success is based on merit and is something that is earned. Beginning with the education system, it is a broad perception that if you put in enough effort and hard work, you'll get ahead in school, work, and ultimately, life. **It is the fundamental idea that power and privilege is solely allocated on merit, rather than influenced by someone's social location and prevailing systems of bias, oppression, and marginalization.**

However, factors beyond "working hard" play a strong role in advancing at work and in life. As broad examples, race/ethnicity, socioeconomic status, disability, and gender can have large impacts on the schools that people can attend and the stereotypes that future colleagues will filter their perceptions through when assessing their contributions, skills, work style, expression, intelligence, potential, and more. Research shows that something as seemingly tangential as [a non-white-sounding name](#) can have significant and negative impacts on an organization's recruitment decisions.

Meritocracy in a working environment applies to a group whose advancement within an organization is perceived as being based on ability and talent rather than intersecting privileges, entrenched biases, and network advantages.

[The Bias of Professionalism Standards](#) | [Is Meritocracy a Myth? \(Vox\)](#)

Myth of Reverse Discrimination

Whether it's antisemitism, cissexism, or racism, words that end in 'ism' can't be reversed. An "ism" is when prejudice is combined with the power to scale, amplify, and codify that prejudice on a societal level. Using an "ism" to describe an experience immediately implicates systems and broader patterns of marginalization and inequity in our social world.

Racism, as an example, operates on **both** an individual (prejudice) and institutional (power) level and impacts people who are racialized. Racism doesn't flow in the opposite direction, in this case, against white people, because whiteness holds a disproportionate amount of power in most instances. White people can experience things like prejudice, discrimination, bigotry, and ignorance from racialized people, but they cannot experience racism, or "reverse racism." So, as a general rule, 'isms' only flow in one direction and can't be reversed.

SIMPLY PUT: 'Isms' rely on an unequal playing field where one group holds power over the other; they can only flow in one direction.

[Myth Busters: Diversity Training Causes Reverse Discrimination in the Workplace](#) | [Myth of Reverse Racism](#)

[The Myth of Reverse Racism](#) | [Reverse Racism Isn't Real](#)


[Dear White People, Please Stop Pretending Reverse Racism Is Real](#)

Canada's Myth of Tolerance

Canada is often considered more than just tolerant to those other than English-speaking white people. However, there is a **long history of racism and oppressive practices that begin from the colonization of the land.**

The eradication of Indigenous culture has been the focus of racist acts such as the Indian Act, but **Canadian history is laden with intolerance and racism beyond the Indian Act.**





Racial Justice, Whiteness, & Colonialism

[f]

Racial Justice 101

Race is a social construct with no biological basis. Whiteness is a social construct that benefits from widespread social, cultural, and economic agreement for its centeredness inside assumed hierarchical norms.

Racial categories have been socially constructed through racist policy and culture, which is why they are sometimes defined differently, change throughout time, or vary by geographical location. **Race is socially constructed, but that does not mean that it is not real, and that it does not have extremely adverse effects on people's lives.** Racism is carried out through systems that are also upheld through interpersonal interactions. These systems include state sanctioned violence, workplace discrimination, housing policy, education, access to resources, financial opportunity, and many more.

Conversations about race or racism need to acknowledge that whiteness is the basis for race and racism, and that whiteness was created as a way to justify exploitation of Black people in service of the slave trade and continues to inform racism for other forms of exploitation today. Further, whiteness is a binary and a means of coding “good” vs “bad”, or “better” vs “worse”.

[The Social Construction of Whiteness: Racism by Intent, Racism by Consequence](#)

Why use the Term “Racialized”

[Black, Indigenous, & People of Colour](#) (BIPOC) is a term that was largely popularized on [social media](#) in the heights of global protests against racial injustice spurred by the Black Lives Matter Movement (BLM). However, the term is imperfect, [not necessarily suited to the Canadian context](#), and has a number of valid criticisms.

BIPOC implies that advocates should always centre Black and Indigenous experiences. However, campaigns like [Stop Asian Hate](#) show that other forms of racism like [anti-Asian racism](#) can end up [being ignored](#) and [heightened](#) with [deadly consequences](#). BIPOC also minimizes the differences between racial groups by reducing Latinx/Latine, Asian, Arab, and other racialized people to a monolith.

Using the term “racialized” highlights the processes and systems at work that create hierarchies and disparities around race. The strongest recommendation is to use **specific language** whenever possible (e.g. Black, Haudenosaunee, South Asian, Middle Eastern/North African (MENA), Multiracial, etc.). This is because racism manifests in different ways for different racial groups and racial intersections.

[BIPOC Isn't Doing What You Think It's Doing](#) | [System Centered Language](#) | [Racialization](#) | [Why BIPOC Fails](#)

Black, not black

Capitalizing the 'B' in Black is a powerful method of working in solidarity and brings dignity and respect to this social grouping.

Many Black people are asking us to capitalize Black as a way to reclaim power over an identity that has been systematically discriminated against. It is about encompassing a shared culture and history of a group of people who are currently actively being discriminated against based on their specific racialized identity.

The argument against capitalizing "white," aside from its association with hate groups, is that "Black" describes a community with a common set of historical experiences, while "white" is a skin tone.

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[Why we Capitalize 'Black' \(and not 'white'\) | Here's Why It's a Big Deal to Capitalize the Word 'Black'](#)
[Capitalize the B in Black](#)

Anti-Black Racism

Anti-Black racism is **deeply entrenched in Canadian institutions, policies and practices**, to the extent that it is either functionally normalized or rendered invisible to the larger white society. Anti-Black racism is the prejudice, attitudes, beliefs, stereotyping, and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement, colonization, and its legacy. Anti-Black racism is **manifested in current social, economic, and political marginalization**.

Anti-Black racism is:

Historically-Rooted: Rooted in African descendants' history and experience of enslavement and colonization here in Canada, anti-Black racism is a global phenomenon. Anti-Black racism exists within most, if not all, countries around the world and is result of the global colonization and imperialism that continues today.

Stereotype-Driven: Reflects and reinforces beliefs, attitudes, prejudice, stereotyping and/or discrimination that are directed at people of African descent.

Institutional/Systemic: Policies, practices, and outcomes from Canada's relationship with institutions and governments around the world are embedded in Canadian institutions.

Anti-Indigenous Racism

Similarly, anti-Indigenous racism is prevalent and deeply embedded in Canadian institutions, policies and practices, and is rendered invisible to white society. Prejudice, attitudes, beliefs, stereotyping, and discrimination directed at people of Indigenous descent is based in their unique history and experience of colonization, and its legacy. It, too, is historically-rooted, stereotype-driven, and institutional/systematic

The following are some ways anti-Indigenous racism may show up in a workplace:

- Stereotypes/prejudice about ability to do a job/role;
- “Jokes”/inappropriate language about Indigenous lives, cultures, and histories;
- Verbal/physical harassment;
- Pay inequity;
- Disregard and lack of consideration for tradition and cultural practices in workplace practices and policies;
- Isolation;
- Tokenism in hiring and/or representation;
- Lack of historical context and understanding; and or
- Lack of culturally specific benefits and/or benefits for mental health/trauma.

[Indigenous Experiences With Racism And Its Impacts](#)

White Dominant Workplace Culture

“White Dominant Workplace Culture” refers to the norms and standards that organizations often embrace that make it difficult, if not impossible, to affirm other ways of life, communication, and work. Historically, labour markets and workplace expectations were created without the needs of racialized communities in mind or their input, and our economies continue to create unfair barriers, inequities, and disparities for people of different races.

In White Dominant Workplace Cultures, teams behave antagonistically, skeptically, reluctantly, or dismissively toward transformations that would otherwise catalyze greater equity and inclusion for different identities, communities, backgrounds, and lived experiences. Without an openness to change and the flexibility to affirm differences, these organizations lock themselves into antiquated and exclusionary models of professionalism and meritocracy.

This phenomenon could also be called “Status Quo Workplace Culture” because these values and expectations are designed to perpetuate a status quo that privileges white people and dominant groups without any call to action to audit or upend salient forms of bias and discrimination. Common features of this culture include: perfectionism, false sense of urgency, defensiveness, paternalism, either/or thinking, quantity over quality, worship of the written word, power hoarding, and fear of open conflict.

[White Dominant Culture & Something Different](#) | [White Supremacy Culture in Your Organization](#)

Promoting “Culture Add” Vs. “Culture Fit”

“**Culture fit**” can be described as evaluating someone based on how well they conform and adapt to the values and behaviours of an organization. Culture fit often introduces bias into processes, particularly hiring, in which teams are more likely to favour people that are the same as them and penalize non-dominant and non-conforming groups.

“**Culture add**” seeks out candidates that align with a company’s core values but recognizes that new perspectives, backgrounds, and work styles help an organization grow into what it wants to be. Culture add asks us to not always look for hires that have the exact same work experiences, degrees, personalities, and demographic backgrounds as everyone else on the team, but rather candidates that are adaptable, curious, and bring fresh insights to a team.

You can promote a culture add orientation in your interview process by educating interviewers around biases they likely uphold relating to educational backgrounds, work biographies, identities, cultures, dialects, and more. Encourage interviewers to affirm transferable skill-sets, non-academic learning paths, and non-traditional or non-linear past work experiences (ex: resume gaps for primary caregivers). Interviewers can assess for culture add by asking questions about where a candidate notices improvement opportunities for your organization or asking for an instance where a candidate learned from another person’s perspective.

[Stop Hiring for Culture Fit](#) | [How to Hire for Culture Add Versus Culture Fit](#) | [How to Assess for Culture Add](#)

'Culture Fit' - What To Do Instead?

Hiring for “culture fit” is flawed, but there are other terms to mindful of as well.

Good fit and **value fit** are synonyms for culture fit, and should not be used in its place.

Terms such as “They share knowledge,” “They can teach you a lot,” “They can show you something,” “You can learn an insight by working with them,” or “That person is a good resource” all place a responsibility on an individual to educate on extremely nuanced matters. The focus should be on the team to grow and do better, while providing a place at the table for people with unique lived experiences who can help facilitate growth.

Using **culture add**, **good add**, or **value add** puts the emphasis back on where it should be. These terms should be used when identifying what a team is missing.

Cultural adaptability can be used within an organization when culture is changing too quickly, and makes sure that hires can adapt to the new culture.

Culture Fit

Multitudes of Languages at Work

Sometimes, [English-only speakers feel uncomfortable when peers communicate](#) with one another in a language other than English. Feelings of being excluded and gossiped about often lead to English-only speakers feeling hurt, bitter, and resentful. Prioritizing these feelings over those who are multilingual and enforcing a strict language policy may be a missed opportunity to address the underlying issue.

English-only speakers can be reminded of the following:

- [Being multilingual is a great advantage](#) to their workplace.
- Communicating in a language other than the primary language one uses outside of work can be difficult. For example, interpreting, translating, and communicating in English may get in the way of efficient communication.
- It is unlawful to enforce that English can only be used at work.
- While people may need to communicate in English for the sake of the work that they're doing, it's different when people are communicating with co-workers.

Is it ever [appropriate to enforce English-only rules/policies](#)? Yes, but only in specific situations:

- Communication during an emergency or crisis, when lives are at risk and there is danger.
- At company/client meetings, where English is the common language spoken by all participants, unless determined otherwise.
- If communications between employees speaking a language other than English has real, tangible impact on the team - as an example, important updates not being communicated, technical challenges not being addressed, etc.

Research Team

Research Team



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