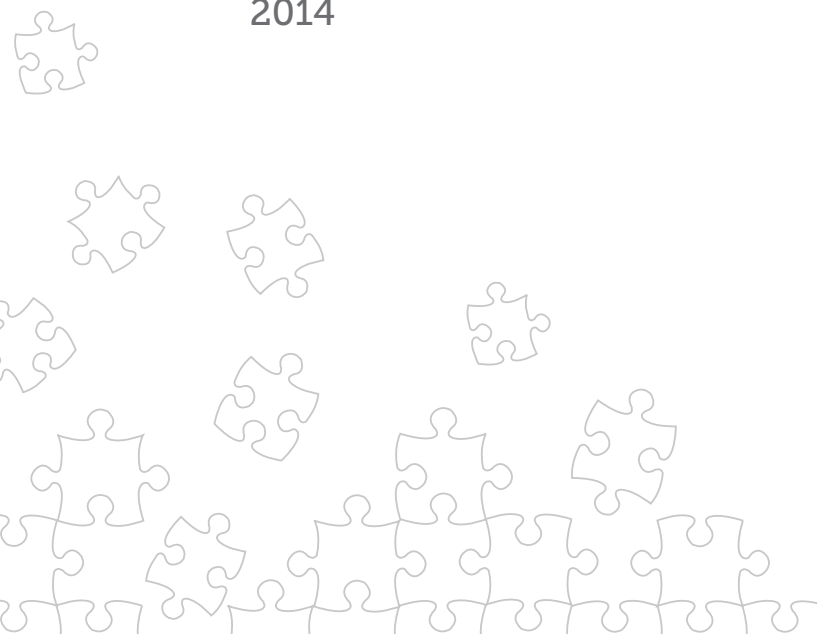


CORPORATION OF THE CITY OF LONDON

# Workplace Diversity and Inclusion Plan



2014





## Introduction

As an employer, the Corporation of the City of London has a strong commitment to workplace diversity and inclusion. A **“Supportive and diverse workplace”** is one of the governing principles of the **Corporation’s Strategic Plan**.

Having a wide variety of people in our workplace helps our organization to be more flexible, creative and responsive. It helps us provide better service to our diverse community.

An inclusive workplace provides a supportive environment where people are comfortable and confident to be their whole selves at work. It means that we recognize each other’s differences, respect and celebrate them and ideally try to use them to provide better service.

A **Workplace Diversity Statement and Plan** was launched in 2009. There has been a lot of progress since then to help build a supportive and diverse workplace, representative of our community. The statement was updated in 2013 with the help of the **London Diversity and Race Relations Advisory Committee**, which is an advisory group to City Council. The new statement reflects a focus on creating an inclusive workplace and has more concise and impactful wording.

This plan will act as our roadmap over the next several years to deliver on the vision set out in the **Workplace Diversity and Inclusion Statement**.





# Inclusive, Diverse and Exceptional!

## Workplace Diversity and Inclusion Statement

Diversity strengthens, diversity is you! We respect and value the human rights and uniqueness of every individual. The Corporation of the City of London will continue to foster an inclusive and supportive workplace respecting the diversity, dignity and perspectives of all.

**Guiding Principles:**

- Diversity encompasses many attributes such as: gender, race, ancestry, language, age, sexual orientation, religion, ethnicity, spirituality, socio-economic status, disability, thinking styles, opinions and life experiences.
- A truly diverse workplace environment recognizes, draws upon, and respects the unique characteristics, capabilities, and experiences of each employee.
- We believe that by embracing diverse perspectives our organization becomes more creative, flexible and productive thereby increasing our service capacity.
- A diverse and inclusive workforce benefits individuals, the Corporation and our community.





Diversity is YOU!



THAT'S DIVERSITY!

Like puzzle pieces, our employees come in **many different shapes, sizes, ages and colours**. Like a jigsaw puzzle, it's most meaningful and productive **when those individual pieces fit together**.



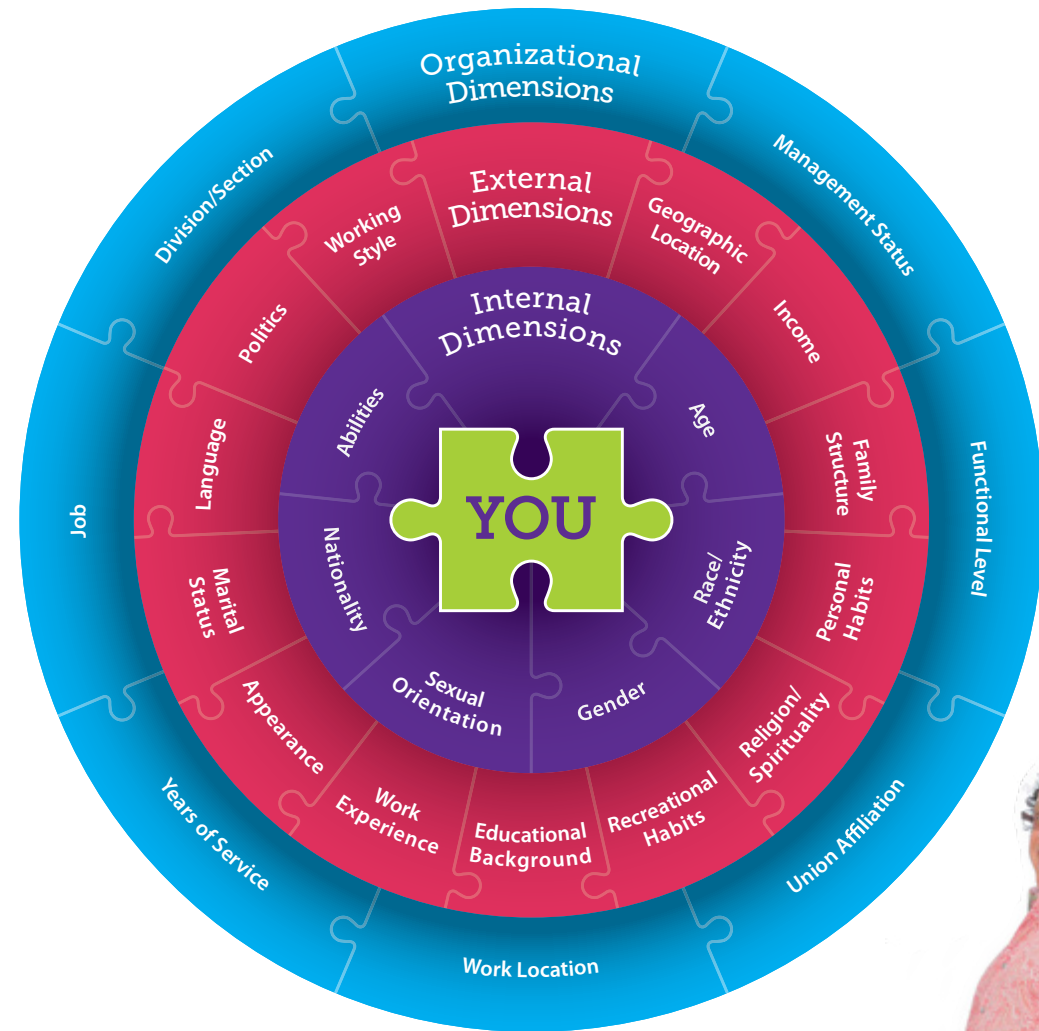
THAT'S INCLUSION!

As our Workplace Diversity and Inclusion Statement says, "diversity is you" – it's about all of us. We are all unique, with multiple pieces that make up who we are. Things like your **age, gender, nationality, sexual orientation, religious beliefs, language, education, work experience, family structure and job** give you a particular perspective.

THESE ARE YOUR DIMENSIONS OF DIVERSITY!

These pieces make up the special person that you are, although there may be some you bring out more than others in the workplace depending on the situation. These differences create a diverse workforce. Respecting and celebrating these helps create an inclusive workplace.

# Dimensions of Diversity



Adapted from: "Diverse Teams At Work", Gardenswartz and Rowe, Irwin Publishing, 1994.

### Internal Dimensions:

Mostly things that you were born with and that are visible.

### External Dimensions:

May be less visible and can change over time.

### Organizational Dimensions:

Where you fit in the organization.



## Golden Vs. Platinum

Perhaps you learned the "**Golden Rule**" growing up. Unfortunately it may not be the best approach in an inclusive workplace. It suggests that we treat people the way we want to be treated; which may not necessarily be the way they want to be treated.

For example, perhaps I'm a very extroverted, outgoing, loud person and love to have people crowd around my workspace being silly, laughing and telling stories. Should I behave that way with my co-worker Marge who is very introverted, serious, task-oriented and quiet, just because I would be okay with it? That wouldn't be very respectful.

The "**Platinum Rule**" recognizes that not everyone wants to be treated the same way. It says that we should treat people how they want to be treated, regardless of how we might personally want to be treated in similar situations.



# The Committee

The **Workplace Diversity and Inclusion Committee** has at least one representative from each of the Corporation's Service Areas with a diverse mix of people from various backgrounds. The Committee provides advice and support to carry out the **Corporation's Workplace Diversity and Inclusion Plan**. They do this by:

- Promoting workplace diversity and inclusion by modeling the behaviours associated with an inclusive organizational culture.
- Assisting in the planning and implementation of workplace diversity and inclusion campaigns and activities at the corporate and team level.
- Actively marketing workplace diversity and inclusion campaigns and activities to promote employee involvement.
- Collecting feedback from employees on workplace diversity and inclusion campaigns and activities and sharing this with the Committee to guide future planning.
- Monitoring and evaluating the Committee's work to ensure its ongoing effectiveness.



From the top, left to right:

- Paula Appleton *Facilities*
- Teresa Louckes *Ontario Works*
- Chris Ginty *Financial Services*
- Leif Maitland *Planning Policy & Programs*
- Jen Lajoie *City Manager's Office*
- Rebecca Ruddy *City Clerk's Office*
- Josh Ackworth *Transportation Planning & Design*
- Carolyn de Groot *Regional Water Supply*
- Bob Switzer *Long Term Care*
- Jeff Shaughnessy *Development Services*
- Aidan Prince *Human Resources*
- Allison Vickard *Fire Services*
- Evan Jones *Aquatics, Arenas & Attractions*

# Workplace Diversity and Inclusion Plan

## FOCUS AREA 1

Create a more diverse workforce, reflective of our community by:

Maintaining proactive and responsive recruitment outreach activities which will attract a diverse population of potential employees to the Corporation.

Ensuring recruitment and selection processes and systems are equitable and free from barriers.

### Proposed actions:

- Develop a multi-year recruitment outreach plan with emphasis toward groups identified in the workforce census\* results.
- Enhance the Career Opportunities pages on London.ca to support applicants through the recruitment process and highlight our inclusive work environment.
- Explore possible expansion of the current Internship Program\* to offer positions toward other focused groups.
- Review and revise our recruitment outreach promotion materials to ensure they reflect our new Workplace Diversity and Inclusion language and programs.
- Review the recruitment process through the lens of various dimensions of diversity to identify and resolve potential barriers\*.
- Provide ongoing resources to ensure recruitment staff stay skilled with diversity and inclusion practices.





## FOCUS AREA 2 Foster a more inclusive organizational culture by:

Developing employee understanding and skill to help create an inclusive workplace.

Creating workplace activities and systems to acknowledge and celebrate the diversity present in our workforce.

Ensuring policies, systems, processes and practices are equitable, free from barriers and allow all employees to contribute to their full potential.

Establishing structures to support the creation and operation of Employee Resource Groups.



### Proposed actions:

- Identify what diversity and inclusion means to us and its value for the Corporation.
- Identify skills sets which would help build an inclusive environment.
- Identify inclusion skills sets in job postings and interview tools.
- Revise existing or create new training and education programs and materials to build knowledge and skills.
- Identify inclusion skills sets in employee performance systems.
- Create a library of diversity and inclusion tools and resources for employees.

- Launch a “Positive Space” \* campaign, to create LGBT resource people throughout the Corporation.
- Establish structures to profile employees celebrating their dimensions of diversity.
- Expand the current multi-faith observance calendar to include cultural celebrations and other days of international recognition.
- Establish a “Celebration Space” in City Hall for decorations to mark cultural celebrations and other days of international recognition.
- Provide information to employees of celebrations occurring within the City of London; particularly those hosted or supported by the Corporation.
- Review existing employee policies and practices with a diversity lens to identify and resolve potential barriers.
- Review the existing “Time Off For Religious Observance” guidelines.
- Conduct regular reviews of the various Human Resources services through lens of various dimensions of diversity to identify and resolve potential barriers.
- Establishing structures to support the creation and operation of Employee Resource Groups\*.

For more information on the proposed actions and timing, contact **Aidan Prince** at [aprince@london.ca](mailto:aprince@london.ca) or ext. 2789



# Terminology

**Recruitment outreach:** Two-way communication activities (e.g. job fairs, presentations, info booths, participation in festivals) with various groups in the community to share information about potential employment with the Corporation of the City of London and our processes and to better understand their view on any potential barriers they may face.

**Workforce census:** A confidential survey which asks employees to identify demographic information about themselves such as age, gender, place of birth, religious affiliation, sexual orientation, immigration etc.

**Internship Program:** Launched in 2013, the City of London Internship Program provides 4-month paid internships focused toward persons with disabilities, new immigrants and recent post-secondary graduates.



**Recruitment barriers:** Something which makes it difficult for a person to participate in the recruitment process (e.g. complex language on job postings, qualifications unrelated to the job, web page not accessible for persons with low vision).

**Positive Space Campaign:** A training program which establishes Resource Persons throughout a workplace to help foster a welcoming environment for members of the Lesbian, Gay, Bisexual, Transgender and questioning community (LGBTQ).

**Employee Resource Groups:** A formal connecting structure for employees who share a common diversity dimension and their allies. Members act as supports to each other and a resource to the organization.

**Multi-faith observance calendar:** Posted on City Connect and employee bulletin boards, this calendar lists significant religious holidays and celebrations.

# Measurement

The outcomes and impact of the Workplace Diversity and Inclusion Plan will be measured by reviewing the following sources of information:

- Statistics on recruitment outreach activities.
- Recruitment and selection process reviews.
- Statistics on employee demographics related to dimensions of diversity.
- Feedback from questions related to an inclusive workplace in exit interviews and employee engagement surveys.
- Statistics on investigations related to corporate policies addressing interpersonal conduct.
- Feedback from evaluation forms at training sessions related to workplace diversity and inclusion.
- Statistics on permanent workplace accommodations related to an inclusive workplace.
- Activities and impact of Employee Resource Groups.
- Statistics on participation with activities which celebrate diversity.
- Workplace Diversity and Inclusion Committee feedback.



# You can help!

We all have a part to play in helping to create an inclusive workplace.

Consider these tips:

- Understand your dimensions of diversity and their potential impact on others.
- Share information about the pieces that make up who you are and ask others about theirs.

AN UNFAIR, NON-OBJECTIVE PREFERENCE OR DISLIKE FOR SOMETHING

- Consider your own **biases** and try to ensure they don't negatively influence how you treat others.
- Adjust your approach so that you can work better with the style of others – remember the **"Platinum Rule"** to treat people the way they want to be treated.
- Avoid participating in behaviour which is hurtful to others e.g. jokes, gossip.
- Use inclusive language to avoid making assumptions. For example, say *"happy holidays"* unless you know the person celebrates Christmas, use the term *"partner"* or *"spouse"* until you know the gender of a co-worker's significant other.
- Make an effort to include in activities or reach out to people whom you think are different than you.
- Ensure that people who are different than you are heard, respected and included; particularly if you are in a position of power formally or informally.







**WORKPLACE**  
Diversity & Inclusion



For more information on Workplace Diversity and Inclusion,  
visit our Team London web page or speak to any member  
of the Workplace Diversity and Inclusion Committee.



**London**  
CANADA

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# Corporation of the City of London 2017 Workforce Census



## Introduction

From February 1-15, 2017 our organization conducted its second Workforce Census, as one of the ways to measure the work of our 2014 Workplace Diversity and Inclusion Plan. The Workforce Census helps us know how the diversity of our workforce compares with the community we serve. Also, by better understanding who our employees are, we will be able to create programs and resources to build an even more inclusive, welcoming and supportive environment for everyone.

All full-time, part-time, temporary and casual employees were invited to complete the Workforce Census. 1729 employees participated, which represents 58 per cent of our employees. Additionally, our seasonal employees will be provided the opportunity to complete the Workforce Census, during their orientation training in March through June of 2017. Data collected from this group will be added to overall results, once that process has been completed.

## Data Overview

Below is a summary of the information collected. For some data sets, we compare our workforce with our community; primarily referencing the 2011 Canada Census data. As the 2017 Canada Census data becomes available, we will update the comparator tables. As well, for some questions we are able to compare information from our 2011 Workforce Census.

**Employment Status:** What is your employment status with the City of London?

Employment Status				
Employment Status	2011 Workforce Census		2017 Workforce Census	
	Response #	Response Rate %	Response #	Response Rate %
Permanent Full-Time	547	22	1224	58
Permanent Part-Time	--	--	98	59
Temporary / Casual	--	--	388	54
No Answer	--	--	19	--
<b>TOTAL</b>			<b>1,729</b>	<b>58</b>

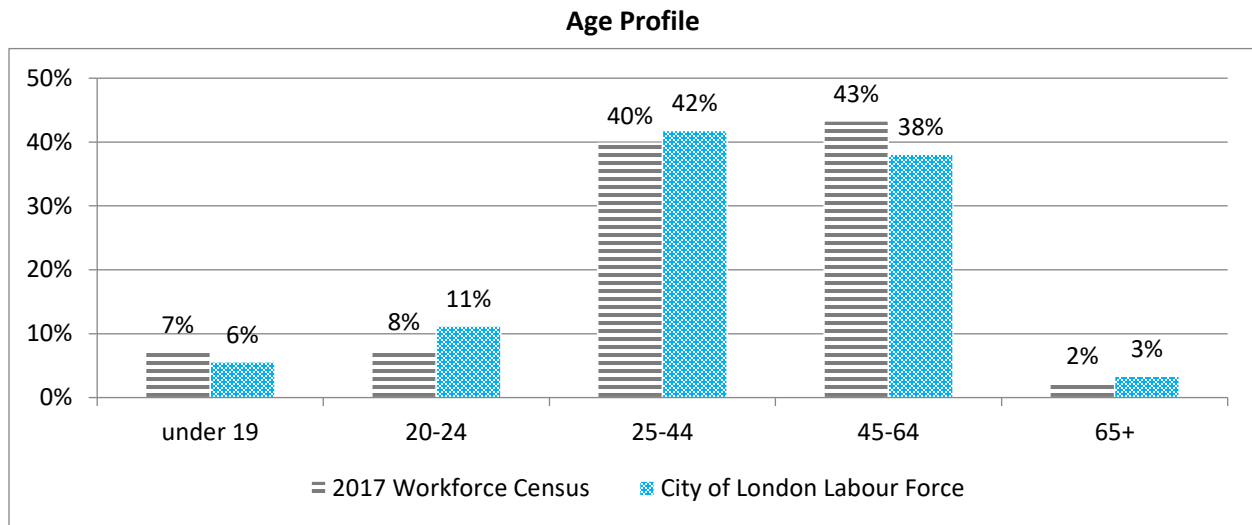
**Length of Service:** How long have you been employed with the City of London?

Length of Service	
Length of Service	%
Less than 1 year	11.9%
1 to 5 years	26.8%
6 to 10 years	16.2%
11 to 20 years	21.8%
21 to 30 years	17.6%
More than 30 years	4.0%
No answer	1.6%
<b>TOTAL</b>	<b>100%</b>

**Education:** What is the highest level of schooling you have completed?

Level of Education	
Level of Education	%
Elementary school	--
Some high school	4.3%
High school graduate or equivalent	7.6%
Some college or technical school	8.8%
College graduate / technical training program	33.0%
Some university	6.8%
University graduate	21.7%
Post graduate or professional designation	14.5%
Other	0.9%
No answer	2.0%
<b>TOTAL</b>	<b>100%</b>

## Age Group: Which of the following age categories do you fall into?



2011 NHS. Retrieved from: <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3539036&Data=Count&SearchText=London&SearchType=Begins&SearchPR=01&A1=All&B1=All&Custom=&TABID=1>

## Immigration Status: Were you born in Canada? If no, when did you arrive in Canada?

Immigrants by Year of Immigration			
Immigration Status / Year	2011 Workforce Census	2017 Workforce Census	City of London <sup>1</sup> (2011)
	%	%	%
Non-Immigrant	83%	82.7%	79%
Immigrant	17%	14.0%	21%
No answer	--	3.3%	--
Year of Immigration			
2011 to 2017	--	7.0%	* <sup>2</sup>
2006 to 2010	6%	8.7%	15%
2001 to 2005	6%	15.7%	13%
Before 2000	88%	68.6%	72%
<b>Total Immigrants</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

<sup>1</sup> 2011 NHS. Retrieved from: <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3539036&Data=Count&SearchText=London&SearchType=Begins&SearchPR=01&A1=All&B1=All&Custom=&TABID=1>

<sup>2</sup> Data currently unavailable.

**Disability:** Based on the provided definition, do you have a disability?

Persons With Disabilities			
	2011 Workforce Census	2017 Workforce Census	Ontario 15-64 years <sup>1</sup>
	%	%	%
Persons with disabilities	9%	9.5%	5.5%

1 Statistics Canada. Employment Equity Data Report. Retrieved from: <https://www.canada.ca/en/employment-social-development/services/labour-standards/reports/employment-equity-data-report/tables/table01.html>

If yes, please tell us which type of disability you have.

Type of Disability	
Physical disability or health condition (e.g. visual impairment, hearing impairment, require the use of a wheelchair or guide dog or other support animal)	39%
Mental health disability (e.g. depression, bipolar, anxiety)	45%
Learning disability (e.g. dyslexia, attention deficit disorder)	27%
Any other disability affecting your ability to work, such as epilepsy, amputation, etc.)	7%
<b>Total Identifying a Disability</b>	<b>165*</b>
* Percentages total to more than 100 due to identification of multiple disabilities	

**Race/Ethnicity:** Please identify the race/ethnicity with which you most strongly identify.

Race/Ethnicity		
Race/Ethnicity	2017 Workforce Census	City of London <sup>1</sup>
	%	%
Aboriginal / Indigenous (e.g. member of a First Nation, a Métis, or Inuit)	1.1%	1.9%
Arab (e.g. Iraqi, Lebanese, including those born in Canada and other countries)	1.1%	2.6%
Black / African (e.g. African origin including those born in Canada and other countries such as Jamaica, Trinidad, Somalia, Nigeria, Italy, etc.)	2.0%	2.4%
East Asian (e.g. Chinese, Japanese, Korean, including those born in Canada and other countries)	1.0%	2.9%
Latin and South American (e.g. Mexican, Cuban, including those born in Canada and other countries)	2.3%	2.7%
South Asian / East Indian (e.g. Indian, Bangladeshi, Pakistani, Nepalese, Tamil including those born in Canada and other countries such as Guyana, Trinidad, East Africa, etc.)	1.9%	2.2%
Southeast Asian (e.g. Burmese, Cambodian, Filipino, Laotian, Thai, Vietnamese, including those born in Canada and other countries)	1.6%	1.0%
West Asian (e.g. Afghan, Iranian, including those born in Canada and other countries)	<1%	0.8%
White (e.g. English, French, Russian, Polish, Italian, Irish, Portuguese, German, etc., including those born in Canada and other countries)	81.1%	83.9%
Persons of mixed origin (with parents in multiple groups listed above, including those born in Canada and other countries)	2.8%	0.3%
Other, please specify	<1%	--
I do not wish to answer	4.5%	--
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

1 Statistics Canada. Employment Equity Data Report. Retrieved from: <https://www.canada.ca/en/employment-social-development/services/labour-standards/reports/employment-equity-data-report/tables/table01.html>

Aboriginal/Indigenous and Visible Minority (Racialized)			
	2011 Workforce Census	2017 Workforce Census	City of London <sup>1</sup>
	%	%	%
Aboriginal/Indigenous	<1%	1.1%	1.9%
Visible Minority (Racialized)	12%	14%	16%

1 2011 NHS. Retrieved from: <http://www12.statcan.gc.ca/nhs-enm/2011/dp-prod/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3539036&Data=Count&SearchText=London&SearchType=Begins&SearchPR=01&A1=All&B1=All&Custom=&TABID=1>

**Religion/Faith:** Please select which you most strongly identify with.

Religion / Faith		
Religion / Faith	2017 Workforce Census	City of London <sup>1</sup>
	%	%
Aboriginal / Indigenous spirituality	0.6%	0.1%
Buddhist	0.7%	0.8%
Christian	50.4%	62.8%
Hindu	0.9%	0.8%
Jewish	0.6%	0.5%
Muslim	2.0%	4.4%
Sikh	0%	0.2%
No religious affiliation	34.2%	29.9%
Other	1.4%	0.6%
No answer	9.2%	
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

<sup>1</sup> Immigration Portal, 2011 National Household Survey Update, summarized in Religions in City of London, 2011. Retrieved from: <http://immigration.london.ca/About-Us/Immigrant-Statistics/Pages/religions-in-london.aspx>

**Gender:** Please indicate your gender.

Gender			
Gender	2011 Workforce Census	2017 Workforce Census	City of London <sup>1</sup>
	%	%	%
Female	47%	51.2%	51.4%
Male	53%	43.6%	48.6%
Transgender / Gender Non-Conforming	--	0.8%	--
No answer	--	4.4%	--
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

<sup>1</sup> 2011 NHS. Retrieved from: <http://www12.statcan.gc.ca/nhs-enm/2011/dp-prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3539036&Data=Count&SearchText=london&SearchType=Begins&SearchPR=01&A1=All&B1=All&Custom=&TABID=1>

## Sexual Orientation: Please indicate your sexual orientation.

Sexual Orientation	
Sexual Orientation	2017 Workforce Census
	%
Bisexual	2.8%
Gay	1.6%
Heterosexual	80.2%
Lesbian	1.3%
Pansexual	1.1%
Other	1.0%
No answer	12.0%
<b>TOTAL</b>	<b>100%</b>

A Forum Research poll conducted in 2012\* found that 5% of Canadians identify as lesbian, gay, bisexual or transgender. This is the best estimate of the LGBT+ population in Canada as Statistics Canada does not collect this data.

\* <http://news.nationalpost.com/news/canada/the-true-north-lgbt-new-poll-reveals-landscape-of-gay-canada>



# Corporation of the City of London Diversity and Inclusion Recruitment Outreach Plan February 2017



## Introduction

Development of a multi-year recruitment outreach plan with emphasis toward groups identified in our workforce census results is a planned initiative of the Corporation of the City of London's Workplace Diversity and Inclusion Plan. It supports Focus Area 1, to "create a more diverse workforce, reflective of our community".

As an employer, the Corporation of the City of London has a strong commitment to workplace diversity and inclusion. We acknowledge the research which shows that having a wide variety of people in a workplace, helps an organization be more flexible, creative and responsive. We know that having a workforce reflective of our community, will help us provide better service. We also understand that our labour market is shrinking. It is therefore important that our efforts to recruit top talent look to attract the widest pool of applicants as possible.

A Diversity and Inclusion Recruitment Outreach Plan aims to ensure we foster meaningful relationships with demographic communities currently underrepresented in our workforce. We want to understand and respond to any reasons for this underrepresentation. Engaging in two-way communication will help us collect starting information, explore any potential recruitment barriers this group may face and ensure we effectively market job opportunities. We will then feel more confident that our recruitment outreach activities are an effective investment of our resources.

This work isn't about providing preferential treatment to any groups or hiring people who don't meet the qualifications for a position. This is about getting the biggest pool of potential employees applying for jobs with the Corporation and ensuring they can easily demonstrate their skills through our recruitment processes. This means we will be able to select the best candidates from a wide range of top talent.

## Terminology

- **Demographic community** – A group of people who share a common demographic make-up (e.g. LGBT+, persons with disabilities).
- **Diversity** – The presence of a wide range of human qualities and attributes within an individual, group or organization. Diversity includes, and is not limited to, such factors as age, gender identity, sex, race, ethnicity, physical and intellectual ability, religion, sexual orientation, educational background and expertise.
- **Inclusion** – Creating conditions (policies, practices, procedures) that leverage differences to achieve business and mission objectives.
- **Inclusive Culture** - A culture where everyone feels welcome, and has the opportunity to be successful and contribute fully to the organization.
- **Recruitment barriers** – Something which makes it difficult for a person to participate in the recruitment process (e.g. complex language on job postings, qualifications unrelated to the job, web page not accessible for persons with low vision).

- **Recruitment outreach** – Activities which inform potential applicants of employment opportunities and market an organization as an employer of choice. May include two-way communication, enabling the organization to seek feedback and perception from potential applicants.
- **Recruitment Outreach Ambassador** – A City employee who steps forward to act as a resource to support recruitment efforts with the demographic community they belong to (e.g. providing information and community connections, attending events on behalf of the organization).
- **Talent pool** – Suitably skilled people who are available to be chosen to do a particular type of job.
- **Workforce census** – A confidential survey which asks employees to identify demographic information about themselves, such as age, gender, place of birth, religious affiliation, sexual orientation, immigration, race, etc.

**Area of Focus #1:** Foster relationships with demographic communities currently underrepresented in our workplace.

**Actions:**

- Identify demographic communities currently underrepresented in our workplace by analyzing data from our Workforce Census compared with that of the Canada Census
- Establish primary contact person(s) for each demographic community
- Enlist City employees within these demographic communities to act as Recruitment Outreach Ambassadors
- Using best practice research and Recruitment Outreach Ambassadors, build knowledge of each demographic community
- Identify external groups and agencies connected to these demographic communities which may act as resources to support the fostering of relationships
- Consult with representatives from the external groups to suggest approaches for fostering relationships with each demographic community
- Establish a bi-annual calendar of activities to engage in two-way communication with each demographic community

**Area of Focus #2:** Actively communicate employment opportunities at the City of London with identified demographic communities, in a manner aligned with their needs.

**Actions:**

- Develop an inventory of communication mediums regularly accessed by each demographic group (e.g. print publications, websites, bulletin boards)
- Develop an inventory of regularly occurring events typically attended by each demographic group (e.g. festivals, meetings)
- Develop an inventory of resource and support services typically accessed by each demographic group
- Establish a bi-annual calendar of activities to market employment opportunities at the City of London using the inventories developed for each demographic group
- Review inventories bi-annually with each demographic group to ensure their relevance and effectiveness
- Revise existing recruitment outreach materials with variations suited to each demographic community



**Area of Focus #3:** Respond to feedback from identified demographic communities, to ensure our recruitment practices are equitable and free from potential barriers they may face.

**Actions:**

- Through informal interactions, receive concerns raised from demographic groups of potential recruitment barriers and respond with short-term solutions if possible
- Conduct a bi-annual survey with internal and external representatives of each demographic group to receive feedback on any potential recruitment barriers
- Develop bi-annual action plans to address any potential recruitment barrier issues raised

**Measurement**

- Bi-annual review with internal and external representatives from identified demographic groups of the outreach inventories and activities, to gain feedback on their relevance and effectiveness
- Bi-annual survey with internal and external representatives of each demographic group to receive feedback on any potential recruitment barriers
- Workforce Census



# Corporation of the City of London Diversity and Inclusion Calendar

The calendar is accessible from the Team London (intranet) home page. (red arrow) When there are days of significance, these are highlighted as a list under the launch icon. (blue arrow)

The screenshot shows the CityHub Team London homepage. At the top, there is a navigation bar with links: CityHub Home, Team London, Service Areas, Governance, Projects, Groups, Records Centre, Search Centre, and Help. A search bar is located on the right. The main content area features the CityHub logo and the text "Welcome to Team London". On the left, there is a sidebar menu with various links. The main content area contains three sections: "Canada Water Week Lunch and Learn", "2017 Workforce Census Now Closed", and "Your Neighbourhood Needs You". On the right, there is a "Diversity & Inclusion Calendar" section with a "view full calendar" link and a list of "Days of significance for today". A red arrow points from the "Diversity & Inclusion Calendar" link to the calendar section. A blue arrow points from the "view full calendar" link to the list of events.

**Launch Pad** Prince, Aidan

CityHub Home Team London Service Areas Governance Projects Groups Records Centre Search Centre Help

CityHub Team London

## Welcome to Team London

Our Corporation  
Council Calendar  
My Career  
My Job  
Employee Supports  
Forms & Templates  
Health & Safety  
Internal Services  
Pay & Benefits  
People Finder  
Corporate Policies & Procedures  
Union Info  
Water Cooler

### Canada Water Week Lunch and Learn

Join the Environmental Programs Division to celebrate Canada Water Week on March 22 with a Lunch and Learn. Enjoy a series of short videos about this year's theme, wastewater, followed by some water trivia and prizes. You'll take away knowledge about where water goes when it rains, when it goes down the drain, and what we can all do to protect the Thames river. A free pizza lunch will be provided. Space is limited, so register soon on the [Eventbrite site](#) to ensure your spot. Canada Water Week is celebrated annually in the third week of March, coinciding with World Water Day on March 22nd.

### 2017 Workforce Census Now Closed

We're waiting for final numbers, but it looks like about 1700 employees participated in the Workforce Census! Thank you! Watch for information about our final participation statistics, high level reports of the data and how we will be using the information collected to support our Workplace Diversity and Inclusion Plan activities.

### Your Neighbourhood Needs You

Share your feedback on the London Strengthening Neighbourhoods Strategy draft and encourage your family and friends to do as well. Complete a [quick online survey](#) or attend one of [five open houses](#) to share your thoughts on how London can support neighbourhood driven activities and decision making. Visit the [website](#) for details and help spread the word.

### Diversity & Inclusion Calendar

**WORKPLACE Diversity & Inclusion**  
[view full calendar](#)

Days of significance for today:

- Event : Eostre (Wicca) (1)
- Event : Independence Day (Tunisia) (1)
- Event : Int'l Day of the Francophonie (Internati
- Event : Now Ruz (New Year) (Iran) (1)
- Event : Poutuerangi (Aboriginal/Maori, New Ze
- Event : Shunbun no hi (Japan) (1)
- Event : Shunki-Sorei-Sai (Shinto) (1)
- Event : Spring Equinox (International) (1)

NeighbourGood LONDON

When you click on the link it shows you information about the day of significance. (red arrow) To view the calendar in full, you click the hyperlink. (blue arrow)

The screenshot shows the CityHub website interface. At the top, there is a navigation bar with 'Launch Pad' on the left and 'Prince, Aidan' with a settings icon on the right. Below this is a secondary navigation bar with links: 'CityHub Home', 'Team London', 'Service Areas', 'Governance', 'Projects', 'Groups', 'Records Centre', 'Search Centre', and 'Help'. A search bar with 'FOLLOW' and 'Search...' is also present.

The main content area features the CityHub logo and 'Welcome to Team London'. On the left is a sidebar with various service links. The central content area contains three main sections:

- Canada Water Week Lunch and Learn:** Includes a 'CANADA WATERWEEK' logo and text about a lunch and learn event on March 22. A blue arrow points from the text to the 'view full calendar' link in the 'Diversity & Inclusion Calendar' section.
- 2017 Workforce Census Now Closed:** Includes a 'WORKPLACE Diversity & Inclusion' logo and text about the census results. A red arrow points from the text to the 'Event : Eostre (Wicca) (1)' entry in the calendar.
- Your Neighbourhood Needs You:** Text encouraging feedback on the London Strengthening Neighbourhoods Strategy draft.

On the right side, the 'Diversity & Inclusion Calendar' section features a colorful puzzle logo and the text 'WORKPLACE Diversity & Inclusion'. Below it, a list of 'Days of significance for today:' includes:

- Event : Eostre (Wicca) (1) - A fertility festival celebrating the birth of Spring. The Easter is derived from the Maiden Goddess. Celebrations include lighting fires at sunrise, ringing bells, and decorating hard-boiled eggs, an ancient Pagan custom associated with the Goddess.
- Event : Independence Day (Tunisia) (1)
- Event : Int'l Day of the Francophonie (International Day of French Language) (1)
- Event : Now Ruz (New Year) (Iran) (1)

The 'NeighbourGood LONDON' logo is visible at the bottom right of the page.

Here you can navigate to any month and see all the days of significance listed, each with hyperlinks which will provide pop-up explanations. This is a great tool not only for your general information, but to help if you are planning a team event or community event, to take into consideration if something may be happening. For example, planning a team pot luck during Ramadan when people are fasting isn't particularly respectful.

Launch Pad Prince, Aidan

CityHub Home Team London Service Areas Governance Projects Groups Records Centre Search Centre Help

BROWSE ITEMS LIST CALENDAR FOLLOW Search...

Team London

## Diversity and Inclusion Calendar

2017

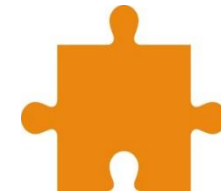
Jan	Feb	Mar
Apr	May	Jun
Jul	Aug	Sep
Oct	Nov	Dec

Today is Monday, March 20, 2017

March 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26 New Moon Annular Solar Eclipse Intercalary Days (thru Mar 1) (B	27 Losar (New Year Tibet) (Tibet, B Independence Day (Dominican R Pancake Day (England, UK) ▼ 1 more item	28 Kalevala Day (Finland) Shrove Tuesday (Christian) Carnaval Parade (Brazil)	1 Martenitza (Bulgaria) St. David's Day (Wales) Chalanda März (Switzerland) ▼ 2 more items	2 Great Prayer Festival (Tibet) (T Alá (19-Day Fast Begins thru M	3 12:00 am - 12:00 am World Day Of Prayer (Internati	4
5	6 12:00 am - 12:00 am Independence Day (Ghana)	7	8 12:00 am - 12:00 am Int'l Women's Day (UN)	9	10	11
12 Full Moon Girl Scout Day (Canada, USA) National Day (Mauritius) ▼ 3 more items	13 Holi (Hindu, Sikh) Hola Mohalla (Bikarami) (Sikh)	14	15 12:00 am - 12:00 am Memorial Day (Hungary)	16 12:00 am - 12:00 am Gahambar Hamaspathmaeden	17 12:00 am - 12:00 am St. Patrick's Day (Ireland, N. Ire	18 12:00 am - 12:00 am Flag Day (Aruba)
19 12:00 am - 12:00 am St. Joseph's Day (Christian)	20 Spring Equinox (International) Now Ruz (New Year) (Iran) Eostre (Wicca) ▼ 5 more items	21 Now Ruz (New Year) (Afghanis Harmony Day (Australia) Int'l Day for Elimination of Raci	22 Emancipation Day (Puerto Rico) World Water Day (UN)	23 12:00 am - 12:00 am World Meteorological Day	24	25 EARTH HOUR Annunciation (Christian) Evangelismou (Greece)
26 Mothering Sunday (England, Ir Independence Day (Bangladesh) Kuhio Day (Hawaii)	27 12:00 am - 12:00 am New Moon	28 Birth Of Prophet Zarathustra (F Ugadi (India, Mauritius, Nepal)	29	30	31 12:00 am - 12:00 am International Transgender Day	1 Kha B'Nissan (Assyria) Farvardin (Iran) April Fools' Day (Canada, U

Our Corporation  
Council Calendar  
My Career  
My Job  
Employee Supports  
Forms & Templates  
Health & Safety  
Internal Services  
Pay & Benefits  
People Finder  
Corporate Policies & Procedures  
Union Info  
Water Cooler



We all come in different shapes, sizes and colours.

Visit [Team London](#)/[Human Resources](#)/[Workplace Diversity and Inclusion](#)





Employee Resource Group 3:

LGBT+ employees  
and their supporters



Visit Team London/Human Resources/Workplace Diversity and Inclusion







We are all unique.

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## February days of significance:



Groundhog Day  
Chinese New Year  
Shrove Tuesday  
Ash Wednesday  
Basant Panchani  
Valentine's Day  
Intercalary Days



Visit the Diversity and Inclusion calendar  
on City Connect to learn more!

Visit Team London/Human Resources/Workplace Diversity and Inclusion



**WORKPLACE**  
Diversity & Inclusion



“I’m not different than you,  
I’m different like you.”

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**WORKPLACE**  
Diversity & Inclusion



Let's celebrate each other's differences.

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**WORKPLACE**  
Diversity & Inclusion



# LGBTQ INCLUSION POCKET GUIDE

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# LGBTQ Mini-Glossary

**SEX/ASSIGNED SEX:** The classification of a person as male, female or intersex based on biological characteristics, including chromosomes, hormones, external genitalia and reproductive organs. Most often, sex is assigned by a medical professional at birth and is based on a visual assessment of external genitalia.

**GENDER:** Gender is a system that operates in a cultural context to classify and socialize people, often based on their assigned sex. In many contexts this takes the form of a binary classification of either 'male' or 'female'; in other contexts, this includes a broader spectrum.

**ATTRACTION:** Often referred to as sexual or romantic orientation, this classifies a person's potential for attraction to other people, often based on sex and gender.

**GENDER IDENTITY:** A person's internal and individual experience of gender. This could include an internal sense of being a man, woman, both, neither or another gender entirely. A person's gender may or may not correspond with social expectations associated with the sex they were assigned at birth. Since gender identity is internal, it is not necessarily visible to others.

**GENDER EXPRESSION:** The way a person presents and communicates gender within a social context. Gender can be expressed through clothing, speech, body language, hairstyle, voice, and/or the emphasis or de-emphasis of bodily characteristics or behaviours, which are often associated with masculinity and femininity. The ways in which gender is expressed are culturally specific and may change over time. It may also be referred to as gender presentation or gender performance.

**INTERSEX (ADJ):** Refers to variations in chromosomal, hormonal or anatomical sex characteristics that are outside of medically and socially constructed classifications of male or female. The designation of 'intersex' can be experienced as stigmatizing given the history of medical practitioners imposing it as a diagnosis requiring correction. This often includes non-consensual surgical or pharmaceutical intervention on infants, children and young adults (some people may not be identified as 'intersex' until puberty or even later in life).

**BISEXUAL (ADJ):** A person who experiences attraction to both men and women. Some bisexual people use this term to express attraction to both their own sex and/or gender, as well as to people of a different sex and/or gender.

**GAY (ADJ):** A person who experiences attraction to people of the same sex and/or gender—gay may refer only to people who identify as men or masculine, but may also include people who identify as lesbian.

**LESBIAN (ADJ OR N):** A person who identifies as a woman or as feminine and who experiences attraction to people of the same sex and/or gender.

**PANSEXUAL (ADJ):** A person who experiences attraction to people of diverse sexes and/or genders. The term pansexual reflects a desire to recognize the potential for attraction to sexes and/or genders that exist across a spectrum and to challenge the sex/gender binary.

**CISGENDER (ADJ):** Refers to someone whose gender identity corresponds with the sex assigned to them at birth (e.g., a cisgender man is someone who identifies as a man and who was assigned male sex at birth).

**TRANSGENDER (ADJ):** A person who does not identify either fully or in part with the gender associated with the sex assigned to them at birth—often used as an umbrella term to represent a wide range of gender identities and expressions.

**QUEER (ADJ):** A term used by some in LGBTQ communities, particularly youth, as a symbol of pride and affirmation of diversity.

This term makes space for the expression of a variety of identities, outside of rigid categories associated with sex, gender or attraction. It can be used by a community to encompass a broad spectrum of identities related to sex, gender or attraction (as with the acronym LGBTQ), or by an individual to reflect the interrelatedness of these aspects of their identity. Queer was historically a derogatory term for difference, used in particular to insult homosexuality and LGBTQ people. Although sometimes still used as a slur, the term has been reclaimed by some members of LGBTQ communities.

**QUESTIONING (ADJ OR V):** An umbrella term that often reflects a process of reconciling three different pieces of information: 1) The feelings you have within yourself about the attraction(s) you experience and/or how you experience the social system of gender; 2) The language you have available to you to frame those feelings; and 3) The sense you have of how this will impact your interactions with other people in a social context.

**TWO SPIRIT (OR 2-SPRIT) (ADJ):** An English umbrella term that reflects the many words used in different Aboriginal languages to affirm the interrelatedness of multiple aspects of identity—including gender, sexuality, community, culture and spirituality. Prior to the imposition of the sex/gender binary by European colonizers, some Aboriginal cultures recognized Two Spirit people as respected members of their communities. Two Spirit people were often accorded special status based upon their unique abilities to understand and move between masculine and feminine perspectives, acting as visionaries, healers and medicine people. Some Aboriginal people identify as Two Spirit rather than, or in addition to, identifying as lesbian, gay, bisexual, trans or queer.

# LGBTQ INCLUSION POCKET GUIDE

## LGBTQ Mini-Glossary

"You can never be overdressed or over educated" - Oscar Wilde

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## The Genderbread Person

"I believe that telling our stories, first to ourselves and then to one another and the world, is a revolutionary act. It is an act that can be met with hostility, exclusion, and violence. It can also lead to love, understanding, transcendence, and community." - Janet Mock

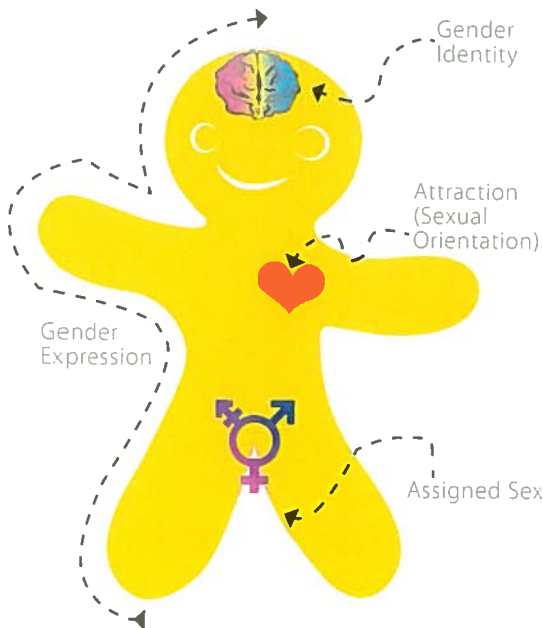
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## The Genderbread Person

*This friendly infographic breaks down gender identity, gender expression, assigned sex, and attraction (sexual orientation) into an easy to understand visual.*



Source: It's pronounced Metrosexual

### Gender Identity



Gender identity is how you, in your head, think about and experience gender, and how you interpret what that means in social context.

### Gender Expression



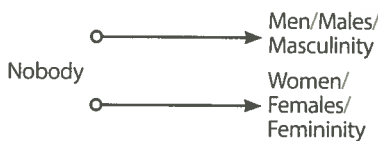
Gender expression is how you communicate your gender in society by expressing femininity, masculinity, both, and/or neither.

### Assigned Sex



The biological classification of a person as female, male or intersex. It is usually assigned at birth based on a visual assessment of external anatomy.

### Attraction (Sexual Orientation)



Attraction is who you are emotionally and physically attracted to, based on their sex and/or gender.



## Gender Pronouns 101

Respect includes using the gender pronouns with which a person identifies. How do you know which pronoun someone uses? Ask them respectfully! Avoid assumptions. Offer your own pronouns when meeting new people.

**SHE** she laughs her i called her eyes her that is she likes herself

**HE** he laughs him i called his eyes his that is he likes himself

*There are more than two pronouns. Learn them. Use them.*

**SINGULAR THEY** they laugh them i called their eyes their that is they like themselves

**ZE/ ZIE** ze/zie laughs hir/zir i called hir/zir eyes that is ze likes himself/hirself/zirself

**SPIVAK** ey laughs em i called eir eyes that is zie likes emself

**XE** xe laughs xem i called xyr eyes that is xe likes xemself



## Gender Pronouns 101

70% of trans youth with parents strongly supportive of their gender identity and expression reported positive mental health compared to 15% of those whose parents were not strongly supportive. - Egale Canada Human Rights Trust, 2011

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## How To Be an Ally

### LEARN

- (1) Listen to the experiences and perspectives of LGBTQ people; (2) respect these experiences and perspectives; (3) acknowledge their validity (even if you don't understand them).
- Seek out information and opportunities to expand your understanding (learn through media, attend events, meet LGBTQ community members, and learn about local services and supports).
- Remember your learning is your responsibility – avoid asking LGBTQ people to answer all of your LGBTQ questions (not all LGBTQ people are comfortable acting in an educator role).

### REFLECT

- Be open to feedback about how your behaviour is impacting other people.
- Reflect on and question the stereotypes and negative assumptions held by yourself and others.
- Avoid assuming how people identify. Listen for, or politely ask, how someone wants to be identified.
- When talking about LGBTQ topics, assume there are LGBTQ people or people with LGBTQ loved ones in the room and consider how they might be impacted by the tone, spirit, and direction of the conversation.
- Observe the way other folks around you act as allies, even in the smallest ways.
- Remember, everyone's experience of gender and sexuality is different and it's impossible (and unfair) to ask one person to speak on behalf of a whole group!

### How To Be an Ally

*"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences." - Audre Lorde*

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### PRACTICE

- Intervene when you witness offensive behaviour or language.
- Use inclusive language to ensure everyone feels welcome and respected.
- Challenge policies, practices, and procedures that create barriers for LGBTQ people.
- Apologize regardless of intent. Everyone makes mistakes in an ally role, what matters is how you respond when it gets brought to your attention.
- Be courageous! Don't be afraid to learn, ask for more information and provide support!



# LGBTQ INCLUSION POCKET GUIDE

## Awesome Ally Responses

1 in 10 non-LGBTQ students have been physically harassed or assaulted because of their perceived sexual orientation or gender identity. 58% of non-LGBTQ students also report being upset by homophobic comments.

- Egale Canada Human Rights Trust, 2011

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## Awesome Ally Responses

*Want to be an ally but not sure what to do when you witness hurtful or offensive comments, jokes or behaviour? Here are some ideas on how to respond.*

### Tips for Responding:

- Identify the problem. Is it in behaviour, language, or attitude?
- Focus on the impact. It's not about what someone "meant" to do, it's about the effects it had on other people.
- Avoid character judgements. It's about behaviour, not about whether or not someone is a "good" or "bad" person.
- Keep cool. Use a non-judgmental tone and facial expression.

### Direct Responses

- Clarify what you heard. "I think I hear you saying that all \_\_\_ are \_\_\_ is that what you mean?"
- Ask for more information. "What do you mean?"; "I'm not sure I understand, can you explain?"; "How did you develop that belief?"; "What's so funny?";
- Appeal to common values and/or the principles that guide your organization or environment. "At our school, we learn to treat others with respect. I think that statement is disrespectful."; "In this organization, we don't talk about people that way."
- Refer to your own journey. "That was my first reaction too, but then I realized..." or "I used to think the same thing, then I started to question why I thought/felt that way."

- Address the behaviour. "It is not okay to stereotype people"; "That comment is transphobic, here's why..."
- Explain the impact. "Your comment is hurtful to myself and others."

### Indirect Responses

- Use non-verbal signals. Give a questioning glance, change the subject, or leave.
- Repeat the statement without the discriminatory language. Someone says "My day has been so crazy." You respond "Did you mean to say your day has been hectic?"

Adapted from: *Circle That Shatters: Hurt, International Training and Development, LLC (2007); Egale, L'Alleanza Italia, I'Progetto Educativo; Supervisor Learning. For additional information see: [www.CircleThatShatters.org/italy.htm](http://www.CircleThatShatters.org/italy.htm)*



# LGBTQ INCLUSION POCKET GUIDE

## Tips for Making Your Event/Activity LGBTQ-Inclusive

"Inclusion is not bringing people into what already exists; it's making a new space, a better space for everyone." - George Dei

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## Tips for Making Your Event/Activity LGBTQ-Inclusive

### The Planning Process

- Who is included in the event or activity's planning leaders, audience and presenters? What about event/activity materials like posters, videos, books and music?
- Does the event or activity include discussion of topics with which participants identify? How can you ensure safe and respectful discussion?

### The Space

- Is it a physically accessible space? Is it easily and safely reached by public transport? If not, are you subsidizing or arranging for safe and easy transport?
- Are there all-gender access washrooms? If not, can you designate a single stall washroom as an all-gender washroom?

### Language and Tone

- Ensure event/activity leaders are comfortable with LGBTQ language and definitions.
- Use gender inclusive language e.g. "everyone" or "folks" instead of "ladies and gentlemen".
- Avoid making assumptions by not addressing individuals with gendered titles "sir" and "ma'am".
- Provide opportunities for people to specify preferred pronouns before and during the event (e.g. nametags that include pronouns).

### Communication and Promotion Materials

- Clearly communicate to ALL stakeholders that the event/activity is LGBTQ-inclusive.
- Include LGBTQ-themed flyers, posters, video and other media.
- If you need to collect information about gender for your event/activity make sure you do so in a way that allows people to properly identify their gender. Examples include:

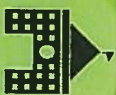
*Check off all that apply:*

Man  Woman

Transgender

Self-identify:

Or simply: Gender identity:



# LGBTQ INCLUSION POCKET GUIDE

## 10 Ways Educators Can Support Creating LGBTQ-Inclusive Schools

64% of LGBTQ students and 61% of students with LGBTQ parents reported feeling unsafe at school, in comparison to 15% of non-LGBTQ students.

- Egale Canada Human Rights Trust, 2011

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## 10 Ways Educators Can Support Creating LGBTQ-Inclusive Schools

### Whole-School Ideas...

1. Know your board's policy on LGBTQ-inclusion. For school board policy examples, check out: [www.MyGSA.ca/setting-gsa/school-board-policies](http://www.MyGSA.ca/setting-gsa/school-board-policies).
2. Make sure school climate surveys allow students to self-identify their gender identity and sexuality and ask explicitly about the experience of LGBTQ students.
3. Support your school's Gay-Straight Alliance (GSA) or Safer Space Club—be an advisor, attend a meeting or event, talk about the club with your students. If your school does not have a GSA, support students in getting one off the ground! For ideas on how to start a club, and what to do once you've got one, check out: [MyGSA.ca](http://MyGSA.ca).
4. Work proactively to ensure your school has at least one easily accessible all-gender washroom.
5. Use gender inclusive language, such as "everyone" or "folks" instead of "boys and girls" or "guys."

### Classroom Ideas...

6. Set-up your classroom as an inclusive space from Day 1: talk about what an inclusive space means, include your students in defining respect and inclusion in the space, and post reminders of class agreements.
7. Group and line-up students in a way that does not rely on gender, e.g. "those with birthdays from January to July over here, and August to December over there."
8. Be aware of bias and assumptions about family structure, gender, and sexuality in the curriculum (e.g. family tree activities, Mother's Day and Father's Day activities, health education) and create learning activities that celebrate all families, sexualities, and genders.
9. Regularly include books/novels/media articles/films with LGBTQ characters and themes. You can find a great list to get you started [www.MyGSA.ca/educators/books](http://www.MyGSA.ca/educators/books) (this is not an exhaustive list, if you know a great book, please let Egale know).
10. Introduce lesson plans that create space for discussion of gender and sexual diversity. There's a whole database for you to try at: [www.MyGSA.ca/educators/lesson-plans-resources](http://www.MyGSA.ca/educators/lesson-plans-resources).



# LGRTQ INCLUSION POCKET GUIDE

## Quick Responses for Talking with Parents and Community Members

Nearly half (43%) of trans students and one-third (32%) of lesbian, gay, and bisexual students reported that staff never intervened in discriminatory comments. Education is the key to change. - Egale Canada Human Rights Trust, 2011

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## Quick Responses for Talking to Parents and Community Members

### Parental Rights:

*"This goes against our rights to teach our children our own set of family values."*

- As teachers, we do not condone children being removed from our classes when we teach about Aboriginal people, people of colour, people with disabilities, or gay, lesbian, bisexual and trans people.
  - You can teach your child your own values at home. Public schools teach everyone about respecting diversity and valuing everyone.
  - Teachers and principals have a legal obligation to provide for the safety and inclusion of all students in our school.
- (Note: Don't enter into debates about meanings or merits of scriptural texts.)

### Sexuality:

*"It's recruitment or teaching about sex!"*

- No one suddenly chooses to become lesbian, gay, bisexual or trans because they heard about the topic in school.
- Anti-homophobia and anti-transphobia education at the elementary level does not include discussion about sex or sexual practices.
- Secondary students need accurate information about relationships and safe sex. Lack of information can have significant consequences for youth.

### Age appropriateness:

*"My child is too young for this topic!"*

- Children are already learning homophobic and transphobic slurs starting in primary years. My job is to make school safe and oppose all name calling.
- All families deserve to be represented in the curriculum. The mandatory provincial curriculum includes diverse family structures.
- It is our job as educators to teach accurate, up-to-date information to every child, including yours.



# LGBTQ INCLUSION POCKET GUIDE

## 10 Faith-Based Reasons to Support LGBTQ-Inclusive Education

Treat others as we ourselves would want to be treated. - The Golden Rule

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## 10 Faith-Based Reasons to Support LGBTQ-Inclusive Education

1. Human dignity is paramount.
2. LGBTQ-inclusive education is about safeguarding human dignity and the respect for all human beings, not about countering religious values as wrong.
3. Religions are based on compassion, acceptance, peace and love. Their traditions carry a duty to all those who are marginalized.
4. Major religions share the belief that we should treat others as we would want to be treated (The Golden Rule).
5. Homophobia, biphobia and transphobia foster, condone and willfully ignore violence and hate. Major religions condemn violence and hate.
6. LGBTQ-inclusive education is NOT sex education. It IS about addressing LGBTQ realities and issues in age-appropriate and meaningful ways.
7. Religion fosters community. All human beings deserve to be treated as valuable, contributing members of their communities.
8. Support groups, such as Gay-Straight Alliances (GSAs) that gather in schools serve as safe places of refuge that allow students to meet and discuss issues relevant to their lives and circumstances.
9. Homophobia, biphobia and transphobia hurt all of us. Anyone who is perceived to be LGBTQ can be subjected to harassment and victimization.
10. Silence about LGBTQ issues, coupled with homophobic, biphobic, and transphobic harassment, negatively impacts mental health and puts LGBTQ youth at higher risk for depression and suicidality. Faithful people stand in solidarity to protect the sacredness of life.



## LGBTQ Youth Suicide Prevention: Supportive Behaviours for Parents and Families

LGBTQ youth who experience high levels of family rejection are more than 8 times as likely to report a suicide attempt and nearly 6 times as likely to report high levels of depression as peers with accepting families.  
- Family Acceptance Project, 2009

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## LGBTQ Youth Suicide Prevention: Supportive Behaviours for Parents and Families

### Want to be supportive but not sure where to start?

*Family acceptance plays a critical role in health and mental well-being for LGBTQ youth.*

A lot of families want to be accepting but with all the stigma surrounding LGBTQ identities they may not be sure where to start. Below are some ways you can support your LGBTQ youth:

- Talk with your child or foster child about their LGBTQ identity.
  - Express affection when your child tells you or when you learn that your child is LGBTQ.
  - Support your child's LGBTQ identity even though you may feel uncomfortable.
  - Advocate for your child when they are mistreated because of their LGBTQ identity.
  - Require that other family members respect your LGBTQ child.
  - Bring your child to LGBTQ positive organizations or events.
  - Talk with clergy and help your faith community to include LGBTQ people.
  - Connect your child with an LGBTQ adult role model to show them options for the future.
  - Welcome your child's LGBTQ friends and partners to your home.
  - Support your child's gender expression and identity.
  - Believe your child can have a happy future as an LGBTQ adult.
- For more ideas and resources on how to start LGBTQ positive conversations at home visit [MyGSA.ca/parents](http://MyGSA.ca/parents).

# GENDER EQUITY LENS



## 7 STEPS TO ADVANCE AND EMBED GENDER EQUITY

MARCH 30, 2017





**Gender Equity Lens  
CORPORATION OF THE CITY OF LONDON**

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# 1. INTRODUCTION

## 1.1 Rationale for a Gender Equity Lens

The Corporation of the City of London believes that equity, diversity, and inclusion must be integrated into the day-to-day work of the Corporation. This is becoming more important as the needs and diversity of the Corporation's staff and the population of London changes.

A Gender Equity Lens provides a systematic framework for considering and addressing issues when developing or reviewing policies to ensure that they are fair and meet the diverse needs of women. It allows staff to ask questions and analyze the impact of policies on women from diverse communities, backgrounds, and identities, and to adjust policies to remove **barriers** and better serve their needs.

This Gender Equity Lens was developed to help staff understand and respond to the changing composition and unique needs of women from diverse communities, backgrounds, and identities who work for the Corporation and who live and work in the City of London. It is meant to help staff positively promote gender equity within the Corporation's workforce, improve **access**<sup>1</sup> to programs and services, and increase participation in public life for all women. This Lens will also help the Corporation meet its obligations under the Ontario *Human Rights Code* (OHRC) by ensuring that policies are non-discriminatory and do not have an **adverse impact** on women.



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<sup>1</sup> See the Appendix for definitions of the bolded terms.

## **1.2 An Intersectional Approach to Gender**

Gender impacts all aspects of a woman's life. As such, women experience and navigate the city differently than men. Given the impact of patriarchy, women also have concerns about child and elder care, precarious employment, poverty, homelessness, public transit, and safety, which are different from men's concerns.

Gender not only touches all aspects of a woman's life, but it intersects with other identities to compound the impact of gender. For women from diverse communities, backgrounds, and identities, such as Indigenous women, visible minority (or racialized) women, immigrant women, women with disabilities, older women, young women, women with young children, and trans women, the issues are compounded because these women are more likely to face poverty, violence, homelessness, inadequate housing, under-employment, precarious work, lack of affordable childcare services, violence, and restrictions on their movements due to safety concerns.

Given that women from different communities face intersecting disadvantages, this Gender Equity Lens takes an intersectional approach. It will help those who develop and review policies to consider how these policies impact women from diverse communities, backgrounds, and identities.

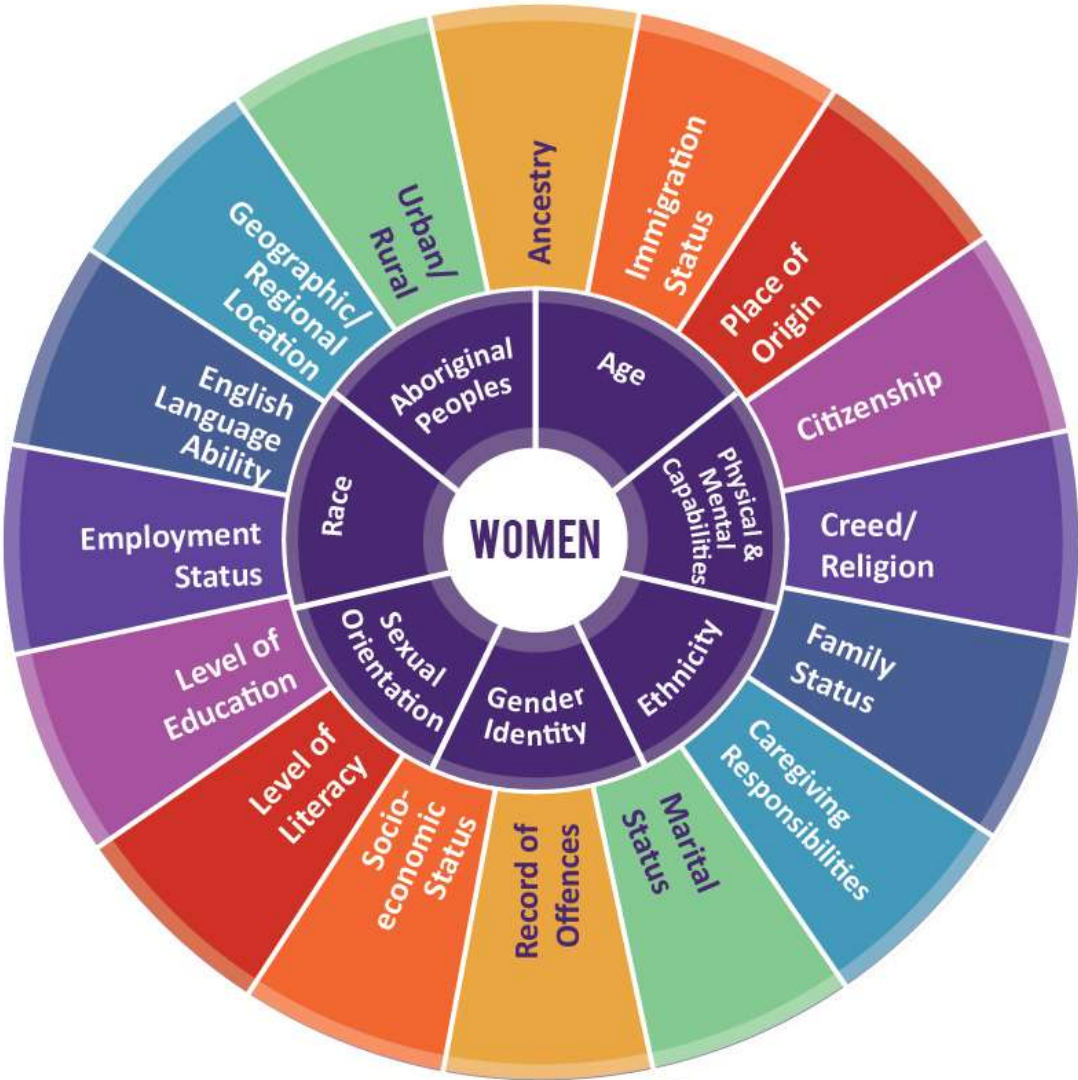
The Diversity Wheel on the following page can be used to consider the needs and experiences of women from diverse communities, backgrounds, and identities.

The inner circle represents personal characteristics such as sexual orientation, gender identity, age, race, ethnicity, and disability. While some of these characteristics are fixed, some change over one's life.

The outer circle consists of social factors that influence one's life experiences, including education, social class, religion, marital and family status, language, and immigration status.

Some of these characteristics are protected by the Ontario *Human Rights Code*. Organizations cannot discriminate against someone on the basis of gender, race, country of origin, sexual orientation, disability, and age, among other characteristics, when the person is seeking employment, housing, or the provision of services.

### Diversity Wheel



### 1.3 Understanding Equity

To apply this Gender Equity Lens, we need to fully understand what is meant by equity, as it is often confused with the term equality.



This picture depicts **equality**. Equality is about sameness. It promotes fairness and justice by treating everyone the same.

In this picture, all girls are given a box to help them see over the fence. The tallest girl, who doesn't need a box, still gets one, as do the other two girls, who *do* need the box. But while the box meets the needs of the girl in the middle, it doesn't meet the needs of the shortest girl.

As this picture shows, treating everyone the same may not result in equal outcomes. This can only work if everyone starts from the same place and needs the same things. In some cases, treating everyone the same may also be discriminatory. For example, requiring that everyone use stairs to enter the building may discriminate against people who use mobility devices such as wheelchairs and walkers.

In addition, the standard by which we assess individuals may create an advantage for some and a disadvantage for others. For example, in the past, municipal fire services required the applicants be 5'10" to become firefighters. While this standard treated everyone the same, it favoured men over women, because men are taller on average than women.

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This picture depicts **equity**. Equity is not about treating everyone the same. Instead, it is about making sure people get what they need to achieve the same results.

Equity is about understanding that sometimes differences in characteristics or circumstances can create barriers to participation or can create unequal outcomes. So, equity may mean that resources are distributed according to need. In this example, the box is taken from the tallest girl, who doesn't need it to see over the fence, and given to the shortest girl, who does need it. The result is that everyone can now see over the fence.

This is typically called **accommodation** and is required by the Ontario *Human Rights Code*, unless it would cause undue hardship. While organizations are required to provide accommodation based on any human rights protected ground, accommodation is typically requested based on:

- Disability, for example, providing sign language interpretation, altering how or when job duties are performed, providing materials in alternative formats (e.g., Braille, large print);
- Sex (related to pregnancy), such as allowing for more frequent washroom breaks or reducing the requirement that the woman stand for lengthy periods of time;
- Religion, such as allowing for days off for religious observances, modifying dress codes, and providing prayer space; and
- Family care responsibilities, such as requiring time off to take a parent or child to medical appointments.

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While individual accommodation is important and may be the best option in many cases, sometimes it makes more sense to change the barrier rather than accommodating individuals, particularly when the policy affects whole groups of people.

The wooden fence created a systemic barrier, affecting the ability of two of the three girls to see what was on the other side of the fence. **Systemic (or institutional) barriers** are embedded within the policies, practices, and culture of organizations. These policies and practices often appear neutral and may reflect how the organization has historically done things. But with an increasingly diverse population, they may create or perpetuate gender inequality.

In this image, changing the fence to a chain-linked fence means that individual accommodations are no longer needed to achieve the same outcome. All three girls can now see what is on the other side of the fence, without needing to stand on boxes.

Some examples of removing systemic barriers include:

- Offering girls-only swimming lessons so that Muslim girls and other girls can take swimming lessons;
- Moving the height requirements for becoming a firefighter;
- Ensuring that municipal locations have gender-neutral washrooms;
- Ensuring that parking is not located in isolated locations and is well lit;
- Ensuring dress codes are flexible and gender neutral;
- Considering lighting and safety concerns when designing parks and walkways; and
- Changing policies that refer to a child's "mother" and "father."

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At times women as a group, or particular groups of women, may face structural, historical, and social disadvantages that prevent them from operating on a level playing field with their male counterparts or other groups of women.

This picture shows that these girls are not starting from the same position. As in real life, even though all women face barriers, some are more advantaged than others. While individual accommodation may be provided, the shortest girl is unable to see over the fence.

Policy makers should consider these **structural barriers** to ensure that the policy does not promote further gender inequality. For example, women are more likely to work in precarious jobs, earn less than men, have child and elder care responsibilities, and have concerns about their physical safety. For women from diverse communities, backgrounds, and identities, the structural barriers are compounded.

The following are examples of structural barriers:

- In many cases, women are more likely than their male counterparts to have responsibility for elder and child care responsibilities; and
- In the labour market, women are paid less than men on average. Additional identities mean that certain women face additional discrimination in the labour market. The result is that they earn less than their male and other female counterparts. These include Indigenous women, racialized women, immigrant women, and women with disabilities.



## 1.4 What Is Gender Equity?

Gender equity is the process of allocating resources, programs, and decision-making fairly to both males and females without any **discrimination** on the basis of sex.<sup>2</sup> It also includes addressing any imbalances or gender inequality in society to ensure that both males and females enjoy the full benefits of the policy being developed.

## 1.5 What Is a Gender Equity Lens?

Policies can impact men and women in different ways and can lead to unequal outcomes for women. They can also lead to poor outcomes for women and inadvertently reinforce harmful gender **stereotypes**. Applying a gender lens to policies will help to create gender equity by ensuring that:

- Any differences in the way policies are likely to unfairly impact women are anticipated; and
- Decisions relating to the policy are made that consider and are responsive to the particular needs of women and gender inequality in society.

A Gender Equity Lens enables staff to be systematic and consistent in their efforts to consider the impact of the policy on women by offering a series of questions that will help staff conduct a gender equity analysis. This Lens will help staff to focus on issues of gender equity and identify barriers that might otherwise be missed. It will also help staff to identify and consider possible ways to address the issues, remove the barrier, or modify the policy to better promote inclusion.

## 1.6 How Diverse Are Women in London?

Diversity refers to the quality of being unique or different on an individual or group level and includes peoples' different identities, backgrounds, experiences, beliefs, and values. As the Diversity Wheel shows, these can include personal characteristics such as physical abilities, age, ethnicity, race, and sexual orientation, as well as social characteristics such as marital status, religion, education, and socio-economic status.

The focus of a gender equity analysis will vary depending on the type of policy to be reviewed or developed. However, there are certain groups of women that should be considered when conducting this analysis, because they are more likely to experience exclusion and marginalization in society and as well as barriers to accessing programs and services.

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<sup>2</sup> Canadian Association for the Advancement of Women and Sport and Physical Activity. Retrieved from: <http://www.caaws.ca/gender-equity-101/what-is-gender-equity/>

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The following are descriptions of some of the groups of women to be considered when developing or reviewing Corporate policies. While each description is about a specific group, it is important to remember that there is a great deal of diversity within each group because of the intersection of identities. These are not all the groups of women to consider when developing policies. The Diversity Wheel can be used to identify other groups of women to consider as well as subgroups based on the intersections of identities and characteristics. Women can identify with more than one group. It is this intersection of who they are that affects how they experience the city and the impact of the policy on them.

### **Aboriginal Women (First Nations, Métis, Inuit)**

Aboriginal women are part of a fast-growing population throughout Canada. The Aboriginal population represented 1.3% (5,655) of the London Census Metropolitan Area (CMA) population in 2001. Since that time this population grew by 21% to represent 1.9% (6,845) of the population as of 2011. By contrast, the London population grew by only 9% during this time period.

Aboriginal women also face extreme marginalization and structural barriers in society, including negative stereotypes, unequal access to education and healthcare, and discrimination in the labour market. They also experience high rates of poverty and violence.

### **Racialized (or Visible Minority) Women**

While visible minority is the term commonly used, the term racialized is preferred.

The racialized population is a diverse group based on ethnicity, language, religion, etc. While the growth of the racialized population is fueled largely by immigration, it is important to note that a growing proportion of the racialized population is Canadian-born. In 2011, about 31% of racialized Canadians were born in the country.<sup>3</sup>

Immigration will continue to increase the size of Canada's racialized population, which is currently growing at a faster rate than the rest of the population, both across the country and in London. As such, racialized women will become increasingly more important to the city's labour market and will bring a great deal of the needed skills and talent to the economy.

In 2011, about 16% of Londoners were racialized, with one-third of this group being Latin American or Arab.<sup>4</sup>

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<sup>3</sup> Statistics Canada. Immigration and Ethnocultural Diversity in Canada. Retrieved from: <https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-010-x/99-010-x2011001-eng.cfm>

<sup>4</sup> London Census Fact Sheet: Sheet 4. Retrieved from: <https://www.london.ca/About-London/community-statistics/population-characteristics/Documents/4-%20ethnoculturalJune21.pdf>

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Statistics Canada projects that the racialized population will continue to grow at a faster rate than the general population and will result in the racialized population representing a larger proportion of the Canadian population over the coming 15 years. Statistics Canada projects that the London CMA population will reach 554,000 in the year 2031, with the racialized population growing to 121,000, or 22% of the population.<sup>5</sup>

### **Immigrant Women**

With declining birthrates, Canada relies heavily on immigration for population and labour market growth. Between 2007 and 2011, immigration targets ranged from 240,000 to 265,000. The immigration target was increased to 250,000 in 2011 and increased again to 300,000 in 2016.

In the 1960s, Canada changed its immigration policy restricting immigration from non-European countries. This change meant that the proportion of immigrants from outside of Europe increased steadily, with immigrants increasingly representing people from diverse racial, ethnic, linguistic, and religious backgrounds.

The 2011 National Household Survey shows that London is home to 76,585 immigrants, representing 21% of the total population; almost 15% (11,410) of London's immigrants are newcomers who arrived between 2006 and 2011. The top 10 source countries of newcomers to London are Colombia, China, the United States, South Korea, Iraq, India, the United Kingdom, Egypt, Saudi Arabia, and Afghanistan.<sup>6</sup>

Immigration has also increased the religious diversity among city residents. In Ontario, the share of the population reporting affiliation with Christian religions has been falling in recent decades (from 75% in 2001 to 67% in 2011)<sup>7</sup>, with the number of Canadians who belong to other religions — including Islam, Hinduism, Sikhism, Buddhism, Judaism, and Eastern Orthodox Christianity — growing. Collectively, these religious groups account for more than 1 in 10 Canadians (11%) as of 2011, up from 4% in 1981.<sup>8</sup>

The number of people who have reported no religious affiliation has also increased. Before 1971, fewer than 1% of Canadians reported no religion. At the time of the 2001 Census, this had increased to 16% and to 24% in 2011. It should be noted that those who reported no

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<sup>5</sup> Statistics Canada. Projections of the Diversity of the Canadian Population (2006 to 2031). Retrieved from: <http://www.statcan.gc.ca/pub/91-551-x/91-551-x2010001-eng.pdf>

<sup>6</sup> London Census Fact Sheet: Sheet 4. Retrieved from: <https://www.london.ca/About-London/community-statistics/population-characteristics/Documents/4-%20ethnoculturalJune21.pdf>

<sup>7</sup> Statistics Canada. Retrieved from: <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/dt-td/Rp-eng.cfm?LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GID=0&GK=0&GRP=0&PID=105399&PRID=0&PTYPE=105277&S=0&SHOWALL=0&SUB=0&Temporal=2013&THEME=95&VID=0&VNAMEE=&VNAMEF=>

<sup>8</sup> <http://www.pewforum.org/2013/06/27/canadas-changing-religious-landscape/>

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religious affiliation aren't necessarily absent of spiritual beliefs. Instead, they may not identify with a particular religious group. In fact, 80% of Canadians say that they believe in God.<sup>9</sup>

### **LGBT+ Women**

While there are no statistics to confirm the number of LGBT+ (lesbian, gay, bisexual, transgender, queer, questioning, two-spirited) women in London, community organizations estimate that 10% of women are LGBT+. This group represents a large and growing population of parents, grandparents, employees, and students. People's sexuality evolves over time or people may self-identify differently over the course of their lives.

### **Older Women**

London's population is aging. The number of adults who are age 65 and older grew by 11% between 2006 and 2011. In 2014, the Corporation projected that by 2016 there will be more seniors age 65 and older than there are children under age 15.<sup>10</sup> With women living longer than men, there are more older women than men, particularly among the oldest adults.

The Baby Boom generation (born between 1946 and 1962), which is one-third of the Canadian population, is now aged 55 to 71. As this generation continues to age and subsequent generations become smaller, the Baby Boomers will continue to have a significant impact on many aspects of society, including the labour market.

The Baby Boom generation is expected to live longer and remain in better health than the generation before them. As such, many Baby Boomers are expected to continue to work past retirement age not only for the income, but also for the mental stimulation and challenge.

### **Women With Disabilities**

According to Statistics Canada, a growing number of Londoners are living with disability. In 2006, 21% of London's population had a disability, increasing from 19% in 2001.<sup>11</sup> The analysis of the data suggests that one factor in the increase of persons with disabilities is the aging of the population. Because the prevalence of most types of disabilities increases with age, an aging population will result in a higher overall disability rate. As such, we can expect to see disability rates increase as the Baby Boom generation ages.

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<sup>9</sup> Baha, S.A. The Spirituality of Atheist an "No Religion" Individuals in the Millennial Generation: Developing New Research Approaches for a New Form of Spirituality. The Arabutus Review. Fall 2015. Vol. 6. No. 1.

<sup>10</sup> See: City of London, Population Characteristics, Age and Gender. <https://www.london.ca/About-London/community-statistics/population-characteristics/Pages/Age-and-Sex.aspx>

<sup>11</sup> See: City of London, Population Characteristics, Disabilities <https://www.london.ca/About-London/community-statistics/population-characteristics/Pages/Disabilities.aspx>

In addition, people with disabilities are:<sup>12</sup>

- More likely to live alone, with almost 25% living alone, compared to 13% of all London residents;
- More likely to have a lower income, with 16% living with low income compared to 12% of all Londoners; and
- More likely to be unemployed, with 35% of persons with disabilities being employed, compared to 62% of all Londoners.

### **Women Living in Poverty**

Some women have been born into poverty, while others experience poverty later in life. Their life circumstances, combined with systemic barriers, impact their experiences with poverty, including their access to secure, well-paying jobs.

About 10% of all women in Canada live in poverty. Some groups of women have higher rates of poverty, including:<sup>13</sup>

- First Nations women living off reserve — 37%
- Racialized women — 28%
- Women with disabilities — 33%
- Immigrant women — 20%
- Single mothers — 21%
- Single senior women — 16%



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<sup>12</sup> See: City of London, Population Characteristics, Disabilities. Retrieved from <https://www.london.ca/About-London/community-statistics/population-characteristics/Pages/Disabilities.aspx>

<sup>13</sup> Canadian Women's Foundation, The Facts About Women and Poverty. Retrieved from: <http://canadianwomen.org/facts-about-women-and-poverty>

## 1.7 Using the Gender Equity Lens

The Gender Equity Lens is intended to be integrated into the policy development process currently used across the Corporation. In this way, the gender equity analysis won't be a one-off or separate exercise, but part of the development and review of every policy. The results of the analysis should be considered when finalizing and implementing a policy. They also need to be weighed against other priorities as well as available resources. Using the Gender Equity Lens is a way of showing that the impact of a policy on women from diverse communities, backgrounds, and identities has been considered and negative impacts have been removed or **mitigated**.

The quality of the analysis resulting from using this Lens should not be measured by its length. Instead, quality should be assessed by the actions taken as a result of the analysis and the outcomes achieved when the policy is implemented.

We also need to keep in mind that creating equitable and inclusive policies, programs, and services will not happen overnight. It is a journey that requires continuous effort. As we, the organization, and our colleagues learn about gender equity and use this Lens, we will be better able to build on existing practices to remove barriers and more effectively foster gender equity. Consequently, a seemingly insurmountable challenge that we encounter this year may be easily addressed next year.



## 1.8 Who Should Use the Lens?

The Gender Equity Lens can be used by all those:

- Involved in policy development;
- Managers;
- Other staff as appropriate; and
- Community partners and consultants involved in policy development with or on behalf of the Corporation.

The Lens can be used across the Corporation, whether the policy impacts the internal workforce (e.g., human resources, information technology) or residents (e.g., parks and recreation, transportation). The Lens should be considered when developing new policies and can also be used when reviewing existing policies and determining how policies are to be implemented.

In some departments, there may be one person or team responsible for developing the policy, while another person or area may be responsible for its implementation. Both teams should take responsibility for using the Gender Equity Lens and ensuring the results are shared and used.

## **1.9 What Are the Benefits of Using the Lens?**

The Gender Equity Lens will help the Corporation to:

- Better consider and address the needs of all residents and employees;
- Ensure that policies and how they are implemented do what they are intended to do – for all residents and employees;
- Assist with effectively and efficiently delivering programs and services; and
- Create a more welcoming, inclusive, and livable community.

## **1.10 How Should the Lens be Used?**

The Gender Equity Lens was developed to be a flexible tool. While it follows a general model for policy development, it can be modified to reflect the process used across the Corporation. Since policy development is rarely a simple, linear process, overlap between the different stages is built into the Lens.

The Gender Equity Lens is meant to provide a framework and starting point for developing and reviewing Corporate policies to ensure that all women are able to access and benefit equitably from the resulting programs and services. You may find the analysis raises additional questions that need to be explored. You and your colleagues may also find that certain questions are not relevant to the specific policy being developed. Feel free to tailor the Lens to meet your needs and answer the additional questions that may be raised.

## **1.11 When Should the Lens Be Used?**

The Gender Equity Lens should be considered when developing new policies and can be used throughout the policy development process. It can also be used in the review of existing policies.

The best time to begin to use the Lens is at the beginning of the policy development or review process. This will help ensure that gender equity is considered throughout the process and before final decisions are made. If the Lens is integrated into the process, it shouldn't result in a duplication of effort, but instead will enrich the analysis and lead to more open and robust discussions about the potential impact of the policy on residents and employees.

## 1.12 Which Policies Does This Lens Apply To?

The Gender Equity Lens should be considered when developing new policies, including policies that focus on the Corporation's roles as service provider to residents as well as its role as an employer.

At the beginning of the process, you should consider the extent to which a gender equity analysis needs to be conducted, whether it is appropriate, and at which stages it is needed. In addition, the time and effort involved in the analysis should be in proportion to the scope and impact of the initiative. For example, a policy related to illegal dumping may not benefit from the use of the Gender Equity Lens, while one related to daycare subsidies may require a more in-depth and involved analysis.

There are various things to consider when determining whether to use the Gender Equity Lens and the scope of the analysis that would be appropriate. These include:

- *The scope of the policy:* Does it affect many service users and employees or the wider community?
- *Impact:* Does the policy have the potential to affect a small number of people in a significant way? Do different groups have different needs or experiences in the area the policy relates to?
- *Service changes:* Will the policy result in significant changes to how services are delivered, including reductions in services?
- *Already identified issues:* Does the policy relate to an initiative or department where there are known gender inequalities or existing barriers for women?

## 1.13 What If There Are No Data Available to Do This Analysis?

Data will help you to understand women from diverse communities, backgrounds, and identities and the impact a policy may have on them. Both quantitative and qualitative data are helpful for this analysis.

While quantitative data may not be available in all circumstances, lack of quantitative data should not be used as a reason for not conducting a gender equity analysis. There may be other data and information available to you that could provide insights, such as information from other municipalities or organizations. You could also collect qualitative data by consulting with the public, community organizations, diverse communities and populations, and frontline staff. In addition, the Gender Equity Lens can help identify other sources of data and information that may be available and relevant.





## 2. SEVEN STEPS TO ADVANCE AND EMBED GENDER EQUITY

This section details the policy development process and the key gender equity question to be considered at that particular stage.

### STEP 1: FORMULATING THE POLICY

The goal at this stage is to identify the objectives of the policy and the equity issues that must be addressed in the policy development process.

#### Expected Outcomes

Specific equity concerns related to this policy (e.g., accessibility, affordability, cultural appropriateness) are identified. Next steps and any additional analysis are identified.

#### Gender Equity Questions

- Could this policy impact women differently because of their particular needs, circumstances, and concerns?
- Which groups of women will be affected by the policy? Could the policy have a greater negative impact on some groups versus others?
- Is there any evidence that the policy could create barriers for people from some communities or groups and violate the Ontario *Human Rights Code* or the *Accessibility for Ontarians with Disabilities Act*?
- Are there unintended consequences of the policy that can be anticipated at this stage? Are there barriers that might prevent the policy from being effective for women from particular communities, backgrounds, and identities?
- Because of the impact of this policy on women from particular communities, backgrounds, and identities, are there community organizations or other parts of the Corporation that need to be involved in the development or review of this policy?
- Will another department or unit be responsible for implementing this initiative? Should they be brought into the process at this point?

## STEP 2: ANALYSIS

At this stage, research and data are collected and analyzed.

This step is important because it supports evidence-based policy development. The collection and analysis of data will help you to determine whether the policy and its implementation will have the intended outcomes — for women from diverse communities, backgrounds, and identities.

### Expected Outcomes

You have a good understanding of the proposed initiative and how it may affect various communities and populations.

### Gender Equity Questions

- Does the research and data identify direct or indirect issues to consider for diverse groups of women?
- What research and data are available for the City of London, from other jurisdictions, or in the specific field (e.g., transportation, parks and recreation, forestry, planning) to help you further understand how the policy might affect women from diverse communities, backgrounds, and identities?
- With the changing population, are there emerging trends or demographic changes that need to be considered? Are there emerging needs among various communities and populations? How can the initiative be responsive, accessible, and relevant to emerging communities and the emerging needs of existing communities?
- How can this policy promote gender equality by recognizing the structural, historical, and social disadvantages that prevent women and men from operating on a level playing field?
- Are there unique needs or circumstances of certain communities that need to be considered and/or accommodated?
- How can the policy support equitable outcomes and accessibility at the outset?



### **Additional Considerations**

- Are there gaps in your knowledge about the issue or specific communities? Are there additional data that you need to collect to conduct your analysis, e.g., client satisfaction surveys, usage data, etc.? Are there research reports or other information available to you — either about the specific populations or within your field — that could help you further understand the implications of the available data?
- Is there other parts of the Corporation that may have information on the specific population or issues that may support your analysis or provide further insights? Are they doing work on which you can build or piggyback?
- Is there information or are there insights that you could share with other parts of the Corporation to support their understanding of issues or various populations?
- Have you considered collecting information about under-served groups in the community? What information can be collected from frontline staff about under-served groups? What information can be provided by community agencies about these populations and their limited use of these programs or services?
- Are there community agencies that may be able to assist you in collecting or analyzing data or further understanding diverse communities and the impact of the issues on these communities?



## **STEP 3: CONSULTATION**

Where possible and appropriate, consult with stakeholders and residents to identify the potential impact of the policy and identify ways to support gender equity and mitigate any negative impacts.

Ensure that consultations are inclusive of diverse communities who often face barriers to participation. This means that specific, targeted outreach and accommodation may be needed to encourage and support their participation.

### **Expected Outcomes**

Where possible and appropriate, key populations and stakeholders are consulted.

The Corporation has a better understanding of the proposed policy and its impact on women from diverse communities, backgrounds, and identities.

The Corporation understands how the proposed policy could be modified to mitigate any negative impacts and to support better outcomes for all communities.

### **Gender Equity Questions**

- Who should be consulted to provide insights into the impact of the policy on women from diverse backgrounds? What is the best way to consult?

#### **Pre-consultation**

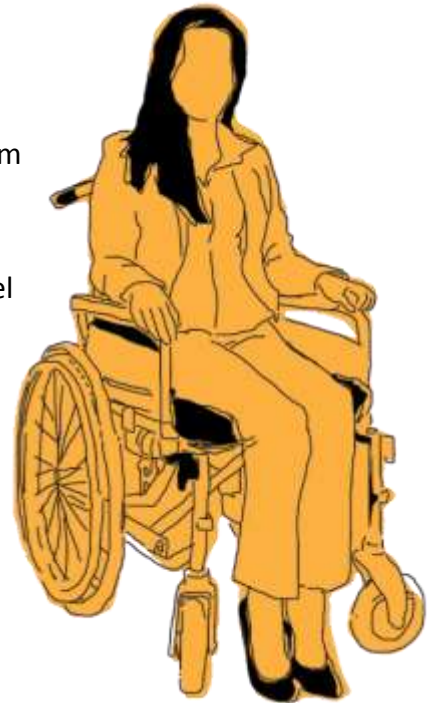
- How can you ensure those most affected by the policy are heard from? How can you ensure their perspectives are included and not overshadowed by the concerns of the larger population or other groups?
- Are there staff, service areas, and advisory committees that should also be consulted?
- Have other parts of the Corporation consulted on similar issues or with similar communities? What can you learn from those consultations?
- At this stage, it is important to consider the consultation process to ensure that:
  - (1) Members of diverse communities know about the consultations and feel invited to participate.
    - Are there populations likely to be missed by only using conventional methods of consultation? (Involving community agencies and community leaders from under-served groups in your consultation will help you to understand the needs and issues of those who are most marginalized.)

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**CORPORATION OF THE CITY OF LONDON**

- What outreach is needed to reach specific communities or groups of people? Is information distributed through relevant community partners?
  - Is information about the consultations available in other languages?
  - Are there staff, service areas, or community agencies which have experience with these specific communities and therefore can help you with the consultations?
  - If a community you are reaching out to is still not engaging, what can you do to increase their engagement?
- (2) The consultation is held in a location that is physically accessible to those who use mobility devices and easily accessible by those who use public transit.
- (3) The structure and format of the consultation accommodates the needs and supports the participation of diverse populations.
- Have you asked about and provided accommodation, such as ASL interpreters, interpreters for those who speak other languages, etc.?
  - How can you structure the consultation to ensure that everyone can fully participate, e.g., small group discussions rather than a large group forum?
  - Are there other approaches that will help to ensure that everyone is able to fully participate?

**Post-consultation**

- Do you need additional support to interpret the findings from the consultations or understand how the policy can address the issues raised?
- How will you report back to those consulted so that they feel that they were heard and that their perspectives have been considered?
- Is further consultation needed at different stages of the policy development process?



## **STEP 4: DEVELOPING THE POLICY**

At this stage, all the information, data, and consultation findings are brought together to identify and analyze the issues. Options to address the impact of the policy are considered, and the related consequences evaluated. The policy is further developed and implementation options are chosen.

In the case of a new policy, decision-making is likely to focus on whether to adopt the policy. If you are reviewing an existing policy, the decisions will be around whether and what type of changes are needed.

These decisions will be based on three important factors:

- The purpose of the policy;
- The identified impact the policy will have on specific communities; and
- The options for mitigating any adverse impacts and options for promoting gender equity, balanced by other priorities and available resources.

The goal is to ensure that gender equity is given proper consideration alongside other legal and civic responsibilities. Final decisions that are made will involve careful balancing and will ultimately represent the best accommodation of different interests. Ensure that the decisions made can be explained, particularly where the data can be interpreted in different ways.

### **Expected Outcomes**

The data as well as feedback from the consultation are considered. How the policy can be modified or other options available to address the issues are considered.

The information, tools, and resources that staff will need to support the equitable implementation of this policy are identified.

### **Gender Equity Questions**

- What barriers or impacts (both positive and negative) have been identified? Are there competing issues or rights that must be balanced?
- Where possible and appropriate, can the policy be modified to address the issues raised? Are there other options that might mitigate negative impacts on various communities and populations?
- Does the final policy consider the insights from the groups consulted, where appropriate?

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- What supports (e.g., training, resources) will be needed by Corporation staff to support the equitable implementation of this policy?

### **Additional Considerations**

- Are there potential opportunities to promote gender equity and ensure equitable outcomes for women from diverse communities, backgrounds, and identities?
- Is there other research that needs to be conducted at this point to help you understand communities and populations that may face barriers and inequities related to this policy?
- Does the knowledge of staff about diverse communities and populations need to be strengthened? How can this be integrated into the communications or training that staff will receive about the policy?
- Is the proposed policy likely to affect relations between certain communities or groups? For example, if accommodation is seen as favouring a particular group or denying opportunities to another, how can this be addressed?
- Having considered the potential or actual impacts of the policy on the diverse communities, you should be in a position to make an informed decision on what should be done. There are four possible options:
  - (1) No major change. The gender equity analysis suggests that there is no existing or potential adverse impact and that all opportunities to promote gender equity have been taken.
  - (2) Adjust the policy to remove barriers or better promote gender equity.
  - (3) At times other considerations may outweigh or override gender equity considerations, such as public safety or operational considerations.
  - (4) Discontinue the policy. If the analysis shows actual or potential human rights violations, the policy should be discontinued or changed.

## **STEP 5: APPROVAL OF THE POLICY**

At this stage the policy is submitted for approval. Information about the gender equity analysis should be provided to decision-makers, because it is not only important to conduct a gender equity analysis, but it is also important for decision-makers to be aware that this analysis has been conducted and to be fully aware of the findings and how they were addressed.

### **Expected Outcomes**

Decision-makers are aware of the implications of the proposed policy, the options considered, and the proposed modifications.

Decision-makers are made aware of how the policy will be monitored and evaluated to identify issues that become evident after implementation.

### **Gender Equity Questions**

- How will decision-makers be informed of the gender equity analysis and its outcomes, e.g., could a “gender equity statement” be included in the report?
- What specific barriers and strategies for addressing or mitigating these barriers will be discussed with or presented to decision-makers?
- How will the policy be monitored and evaluated to identify issues that become evident after implementation? Are there cost implications associated with monitoring and evaluation?





## **STEP 6: IMPLEMENTING THE POLICY**

At this stage, the policy is operationalized, communicated, and implemented.

### **Expected Outcomes**

Staff responsible for implementation understand the various needs and issues of women from diverse communities, backgrounds, and identities.

Mechanisms are in place to monitor the implementation of the policy and identify any unexpected issues that arise.

Information about this policy is shared with members of various communities and populations.

### **Gender Equity Questions**

- How will gender equity be supported, both in how the policy is implemented and in ensuring equitable outcomes for women?

#### **Monitoring the implementation of the policy**

- How and what type of data will be collected to monitor implementation and the impact of the policy on women from diverse communities, backgrounds, and identities?
- Are there good gender equity practices from other cities, departments, or community organizations that can inform your implementation of this policy?
- Will continued engagement or partnering with the various communities support the monitoring and evaluation of this policy?

#### **Staff responsible for implementing the policy**

- What information needs to be communicated to staff? Are there tools and resources that need to be developed to support them to effectively implement the policy? Do they need to learn more about gender equity? Do they need to develop their understanding of certain communities?
- How will staff be provided with the supports (e.g., training, resources) needed to support the equitable implementation of the policy?
- Do internal communication materials help staff to understand the various needs and issues of women from diverse communities, backgrounds, and identities?

#### **Communicating with the public about the policy**

- Do communication strategies target and address the needs of women from diverse communities, backgrounds, and identities?

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**CORPORATION OF THE CITY OF LONDON**

- Do communication materials reflect women from diverse communities, backgrounds, and identities?
- Do your communication materials, such as brochures and ads, get out to the community organizations and networks that serve women from diverse communities, backgrounds, and identities you need to reach? How can you target communications to under-served communities?
- What specific strategies could be used to reach these communities, e.g., community partners, advertising in community and alternative newspapers?
- Are the posters and displays in the office or program areas reflective of the full diversity of women in the city of London?



## **STEP 7: MONITORING AND EVALUATION**

At this stage, the policy is monitored and its implementation and impact are evaluated, where possible and appropriate.

Closely monitoring implementation could make sure that the policy has the positive effect intended and that any barriers or inequalities that arise after implementation are identified and addressed.

### **Expected Outcomes**

The Corporation has a good understanding of the actual and unanticipated impact of the policy on various communities and populations.

### **Gender Equity Questions**

- How will the impact of the policy on diverse groups of women be assessed?
- Is feedback or data on the impact of the policy on women collected from stakeholders, residents, program and service users, as well as staff? Is it collected in a way that allows everyone to provide input? Is the feedback and data analyzed and used to improve the policy?
- Are there factors that affect the impact of the policy on women from diverse communities, backgrounds, and identities? Are there factors that limit the positive impact of the policy on women from diverse communities and populations?
- How can the policy be changed to mitigate any negative impacts or barriers?
- Can the Corporation collaborate with stakeholders to monitor and evaluate the policy?
- Are there any unanticipated supports (e.g., training, resources) needed by staff to address the needs of diverse communities and populations?
- Will a formal review of the policy be conducted? At which point?
- Are there appropriate triggers that could indicate the policy is not having the intended outcomes and suggest that it needs to be modified?



## APPENDIX A: Terms and Concepts

## Terms and Concepts

### Access

People from diverse groups have equal opportunity to the use of goods, services, programs, facilities, and public spaces. (Source: City of Toronto)

### Accommodation

Equity recognizes that treating everyone the same has the potential to disadvantage some. As a result, to ensure equity, some individuals or groups may require accommodation. (See Equity)

Accommodation includes providing additional services (e.g., providing ASL interpreters), modifying the policy (e.g., offering women only programs), or modifying program rules (e.g., modifying dress codes) to allow for the equitable participation of all groups.

Accommodation involves making changes to existing practices or development of new processes to remove obstacles that prevent people from diverse groups from:

- Competing fairly in all economic activities;
- Gaining access to available goods, services, and facilities; and
- Participating in decision-making that affects them.

The Ontario *Human Rights Code* requires organizations to do this unless they can prove excessive hardships on business costs or processes.

### Adverse Impact

Adverse impact occurs when a decision, practice, or policy has a negative effect on a particular group. In addition, adverse impact could occur if the policy has a negative impact on the entire population, but a greater negative impact on a particular group. For example, charging or increasing user fees for a program or service could negatively affect all residents, but could have an adverse impact on low-income women who are not able to afford the fees.

### Barrier

Barriers can be hidden, invisible, or visible obstacles. Barriers can be physical, attitudinal, social, financial, geographic, or systemic obstacles that prevent or limit the participation of certain groups in programs, services, or processes. Examples of barriers include language barriers, locations that are not accessible, and staff who are not culturally competent.

## **Equality**

Begin equal, especially in status, rights, and opportunities.

## **Equity**

Equity occurs when people from diverse communities and populations are able to access programs and services and also receive equal benefits from these programs and services. Equity does not mean treating everyone the same, and may in fact mean accommodating the different needs of some groups. (See Accommodation)

## **Discrimination**

Treatment that results in disadvantages in the provision of housing, health care, employment, and access to goods, services, and facilities on the basis of personal characteristics such as race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex, sexual orientation, gender identity, gender expression, age, marital status, same-sex partnership status, family status, or disability. There are four types of discrimination:

- **Intentional Discrimination** — deliberate, unfair practices and policies stemming from prejudice or ill-will;
- **Overt Discrimination** — granting or denying opportunities only to specific groups or individuals;
- **Systemic Discrimination** — formal and informal policies and practices that result in the unfair treatment of specific groups; and
- **Constructive Discrimination** — rules and standards that apply to all employees but have a negative impact on a specific group.

## **Intersectionality**

Intersectionality refers to when forms of discrimination (such as sexism, racism, homophobia, and classism) combine, overlap, and intersect. This then compounds the impact of discrimination and marginalization on the individual. As such, the intersectional experience is greater than the sum of the types of discrimination experienced. For example, a Black trans women would have a very different experience than someone with only one of those identities.

## **Mitigate**

Mitigation is when measures are put in place to lessen the negative effects of a policy or program on certain groups. For example, allowing individuals to pay fines online or in person may cause difficulties for those with mobility issues. This negative impact could be mitigated by allowing people to pay fines online or through the mail.

## **Stereotypes**

Making assumptions about an entire group of people. We generalize all people in a group to be the same, without considering individual differences. We often base our stereotypes on misconceptions or incomplete information. (Source: City of Ottawa)

## **Structural barriers**

Barriers across institutions and society. It describes the cumulative and compounding effects of an array of factors that systematically privilege men and disadvantage women. (Adapted from The Annie E. Casey Foundation)

## **Systemic (or institutional) Barriers**

Barriers that are usually hidden in the rules, procedures, policies, and operations of organizations that limit the access to goods, services, programs, and facilities and economic, social, cultural, and political participation of people from diverse groups.



Workplace

Mental Health

Strategy

Corporation  
of the City of London





*“The help I got from my supervisors and co-workers is something that I will never forget. It saved my life”*

**LANCE ADILI**  
FLEET SERVICES



Only  
**23%**  
would talk about their mental illness with their employer.

MENTAL HEALTH COMMISSION OF CANADA (MHCC)

## Introduction

The Corporation of the City of London is committed to supporting our employees to live healthy and work healthy. An important element of this commitment is supporting positive mental health. Providing a psychologically safe and supportive work environment and responsive assistance to employees experiencing mental health concerns, ensures the best environment for all.

A psychologically safe and supportive work environment is one where there is no stigma associated with mental health. Our Workplace Mental Health Strategy will work to increase employees' awareness, understanding and empathy of mental health through proactive promotion and education. In addition, we will work to ensure a range of preventative and responsive supports are available for employees who are experiencing mental health concerns; focused toward early detection and intervention. Our Strategy will be delivered with a continuous improvement approach, having regular reviews and check-ins with employees to ensure it is effectively meeting their needs.

Working together, the Corporation, individuals experiencing mental health concerns and their co-workers can help create an environment where we can all live healthy and work healthy. We all have a responsibility to stop the silence about mental health.

## What is Mental Health?

The World Health Organization defines mental health as a state of well-being in which every individual realizes their potential, can cope with the regular stresses of life, can work productively and is able to make contribution to their community.

*“The manager role has changed, employees are more willing to talk and we want to listen and help”*



**SCOTT STAFFORD**  
PARKS AND RECREATION

# Vision

The Corporation of the City of London will support the mental health and well-being of our employees by:

- fostering a supportive workplace culture for those directly and indirectly affected by mental health concerns
- assisting those with mental health concerns in regaining their optimal health
- promoting awareness of programs and resources in our workplace and community

*“Take care of yourself so you can take care of others”*



**JENNIFER MACARTHUR**  
INFORMATION TECHNOLOGY SERVICES



## Many of us are affected by Mental Health

At some point everyone may experience mental health concerns. Examples such as personal, family or work stress are a reality for most people and mental distress or illness or other factors sometimes enter one’s life because of situations beyond our control. Maintaining good mental health can be challenging, but by eliminating the stigma and misconceptions around mental health, it is hoped that you will feel comfortable to talk openly, ask for assistance and access supports as early as possible.

Those who do not experience mental health concerns, will have a **friend, colleague** or **family member** who is dealing with one.

*“We must show our support and help guide our employees to the right resources”*

**JACK MANGANARO**  
ROADS AND TRANSPORTATION



*“Helping someone does not take special skills, it is as simple as asking: are you okay?”*



**JOANNE MCLEAN**  
SOCIAL SERVICES



*“It’s hard to understand what someone is experiencing until you experience it yourself”*

**JOHN DANASKOS**  
CITY CLERKS



# Focus Area 1

Foster a supportive workplace culture where there is no stigma associated with mental health by:

- Building awareness, knowledge and empathy of mental health concerns
- Strengthening our commitment to maintaining an inclusive, healthy, supportive and respectful workplace
- Improving our understanding of our respective roles in the prevention, early detection and intervention of mental health concerns

## Proposed Actions

- Provide training for managers, giving them knowledge and tools to support employees with mental health concerns
- Provide training for employees to assist them with early identification and seeking support
- Deliver awareness campaigns aimed at eliminating stigma, fostering empathy and knowledge of available resources
- Review relevant policies and procedures to ensure they are supportive of an inclusive, healthy, supportive and respectful workplace
- Feature mental health information in employee newsletters so employees are regularly updated on resources available
- Develop web tools for employees to access information, supports and resources
- Promote existing and create new iLearn courses focused on supporting positive mental health

**49%**  
(almost one half) of those who feel they have suffered from depression or anxiety have never gone to see a doctor about this problem.

CANADIAN MENTAL HEALTH ASSOCIATION (CMHA)

*“It took years to recognize something was wrong, but I found the help I needed”*

**BRAD ENRIGHT**  
LONDON FIRE DEPARTMENT



Mental illness affects everyone sooner or later

**1 in 5 people**

will experience a mental illness directly.

CANADIAN MENTAL HEALTH ASSOCIATION (CMHA)



*“I want employees to feel they can come talk to me”*

**JOE WINSLER**  
SOCIAL SERVICES

## Focus Area 2

Provide proactive and responsive supports to help employees to maintain and improve their mental health by:

- Reducing the presence and impact of psychological risks, and enhancing employees' capacity to manage these
- Ensuring managers understand their shared role in employees' well-being and are equipped to provide support
- Assisting employees to identify and seek support early for mental health concerns
- Consider the diversity of our employees in the planning and delivery of supports

## Proposed Actions

- Provide specific training for Emergency Response Services employees focused on the mental health risks specific to their work
- Provide training for managers, giving them knowledge and tools to support employees with mental health concerns
- Provide training for employees to assist them with early identification and seeking support
- Deliver awareness campaigns aimed at eliminating stigma, fostering empathy and knowledge of available resources
- Provide workshops focused on mental health
- Expand and strengthen community mental health partnerships and supports
- Include mental health training in the New Employee Orientation Program
- Ensure alignment between the Workplace Diversity and Inclusion Plan and Workplace Mental Health Strategy
- Promote, offer and support activities associated with living a healthy lifestyle
- Review a workplace mental health peer to peer assistance program

*“Sometimes you can’t see the pain that someone is in”*

**CATHY PETERS**  
DEARNESS HOME



*“Remove the stigma and I promise more people will feel comfortable to reach out for the help that is out there”*

**EVAN JONES**  
PARKS AND RECREATION



## Focus Area 3

Ensure the Strategy meets the needs of employees by:

- Adopting a continuous improvement approach
- Considering the diversity of our employees in the planning and delivery of supports
- Adjusting the Strategy as required to respond to organizational changes
- Regularly measuring effectiveness and impact
- Providing regular communication to employees and senior leaders on the strategy and its effectiveness

## Proposed Actions

- Incorporate mental health related risks into the City of London Health and Safety Continual Improvement Program
- Complete a Workplace Mental Health Risk Assessment
- Conduct a review of supports and services available to employees
- Review policies and procedures to ensure they are supportive of an inclusive, healthy, supportive and respectful workplace
- Establish an employee wellness advisory group
- Conduct an annual review of the Strategy activities and their effectiveness, providing an update to senior leaders and all employees

**2 out of 3 people**

suffer in silence fearing judgment and rejection.

CANADIAN MEDICAL ASSOCIATION

*“Each of our employees can be affected by mental health whether it be themselves, a family or friend. By eliminating the stigma, we can “Stop the Silence””*



**ART ZUIDEMA**  
CITY MANAGER

# What to do if you or a co-worker become distressed?

- Ask for help – we all need help at some time – talk to your manager or union representative

---

- Call our Employee Assistance Program (EAP) at 1-800-387-4765 – It’s confidential and free

---

- Talk to your healthcare professional and find out about community resources

---

- Remember each of us is carrying burdens others may never understand

---

- Offer support not criticism - be a positive support

---

- Respect differences and diversity

---

- Don’t participate in gossip and stop others who are

---

- Respect the privacy of the person who is distressed

## Mental Illness

affects people of all ages, educational and income levels and cultures.

CANADIAN MENTAL HEALTH ASSOCIATION (CMHA)

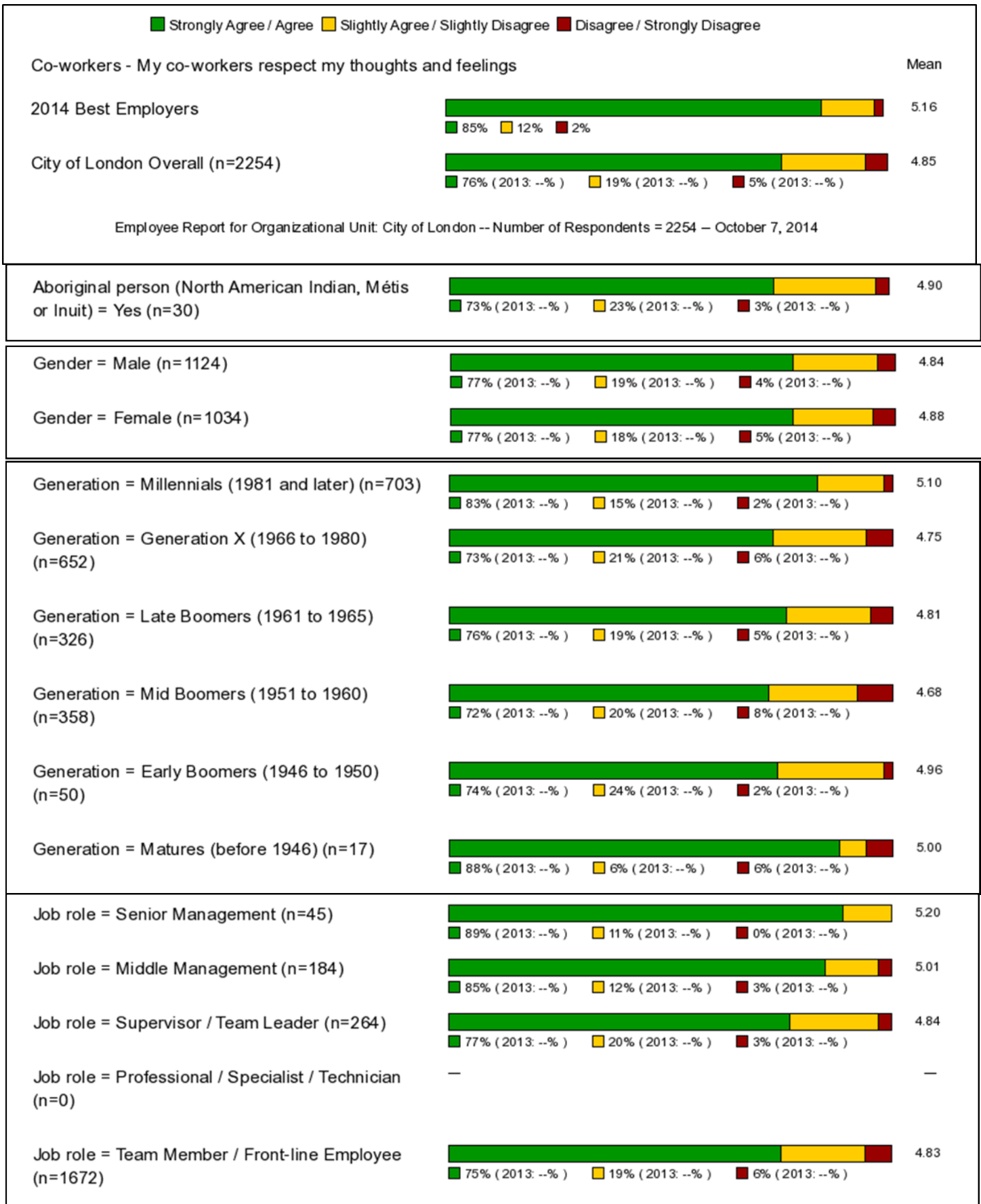


For more information, visit Team London  
or contact Human Resources at ext. 0930



# City of London Employee Engagement Survey June 2014

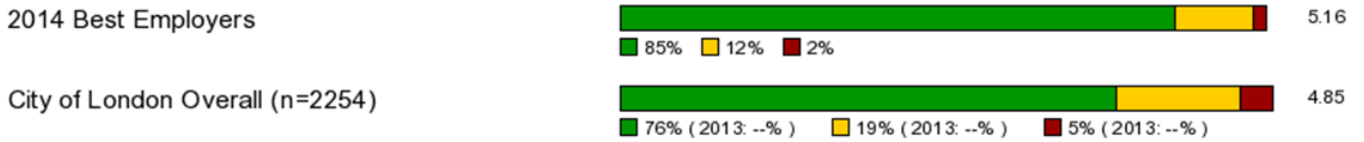
## Questions related to workplace diversity and inclusion



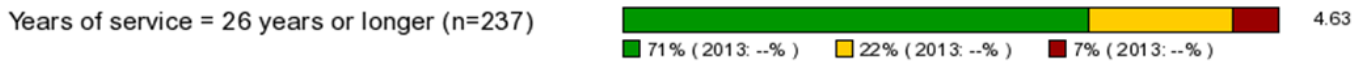
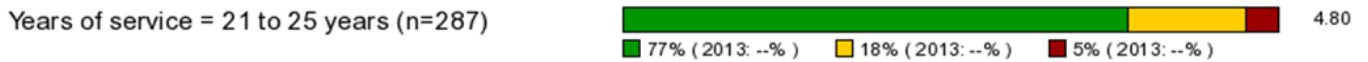
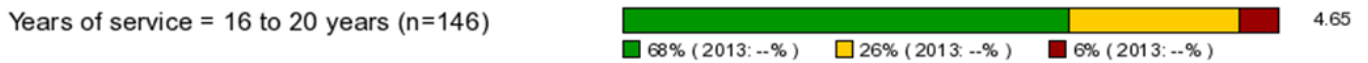
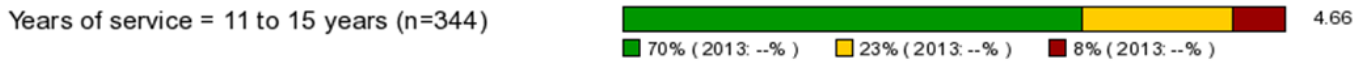
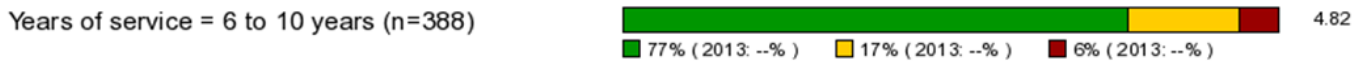
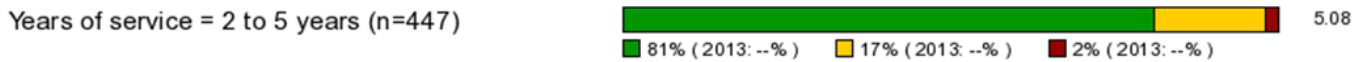
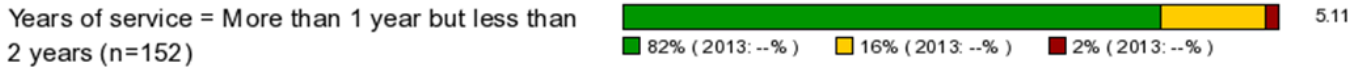
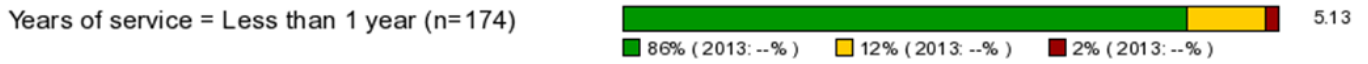
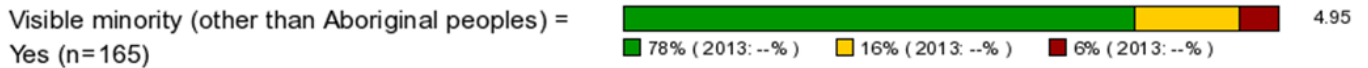
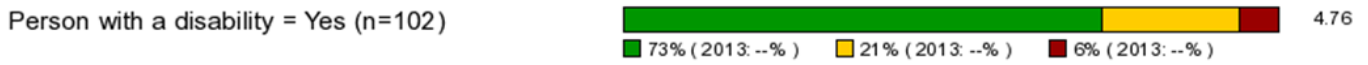


■ Strongly Agree / Agree 
 ■ Slightly Agree / Slightly Disagree 
 ■ Disagree / Strongly Disagree

Co-workers - My co-workers respect my thoughts and feelings Mean

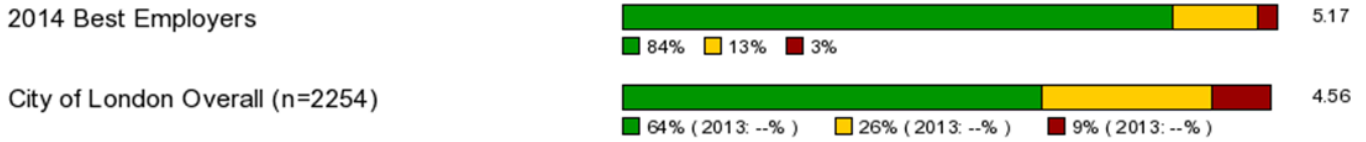


Employee Report for Organizational Unit: City of London -- Number of Respondents = 2254 -- October 7, 2014

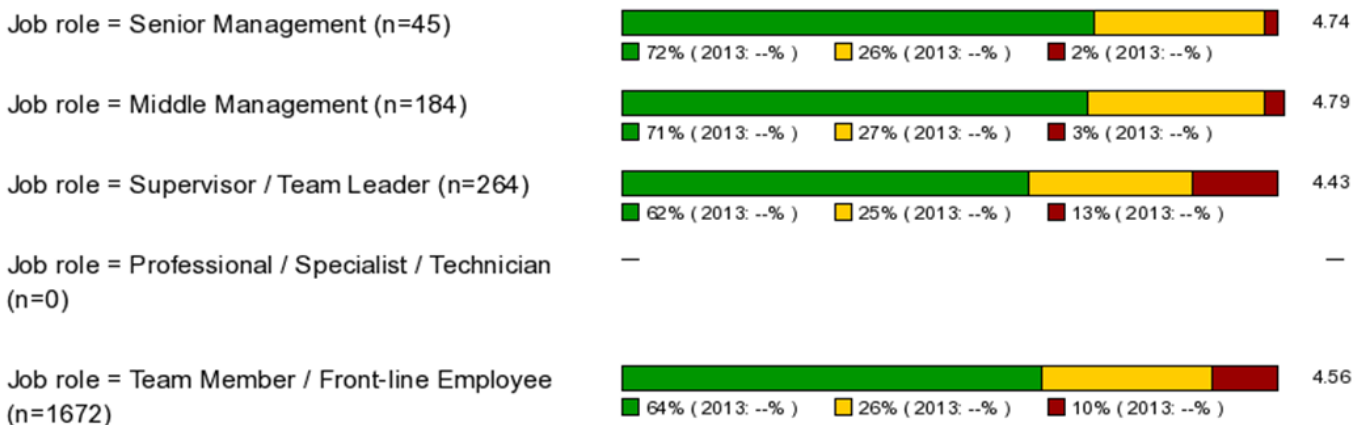
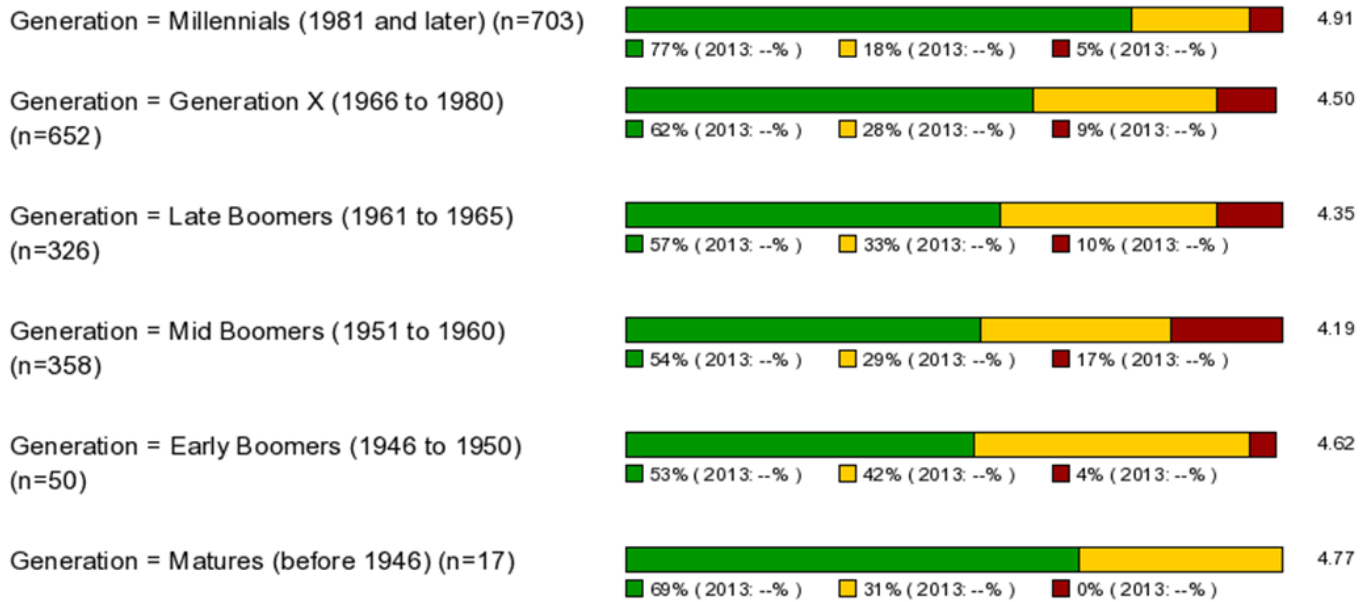
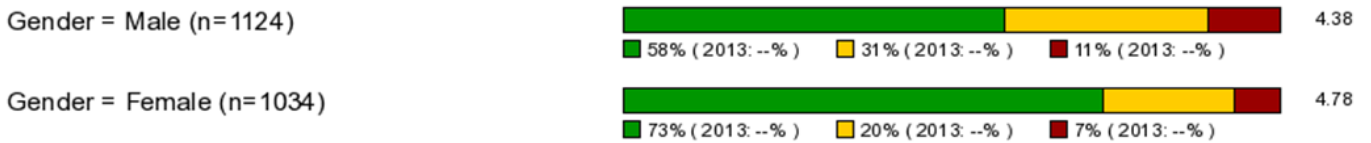
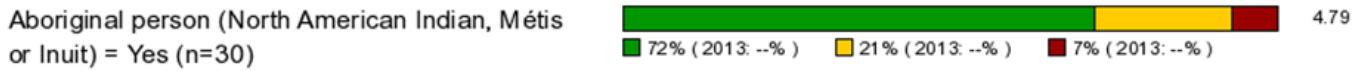


■ Strongly Agree / Agree 
 ■ Slightly Agree / Slightly Disagree 
 ■ Disagree / Strongly Disagree

I feel this organization values diversity (Corporate Social Responsibility) Mean

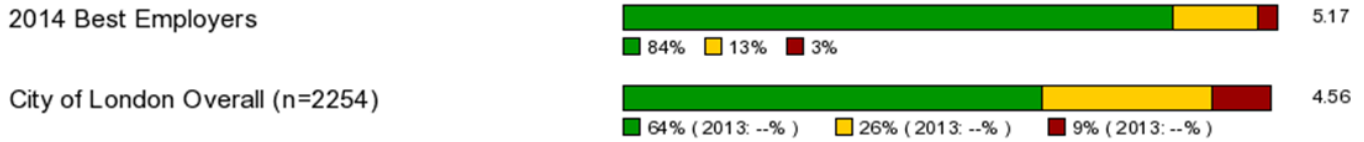


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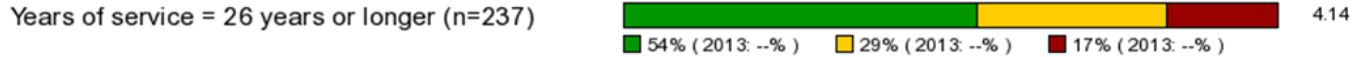
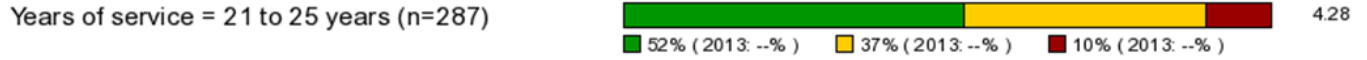
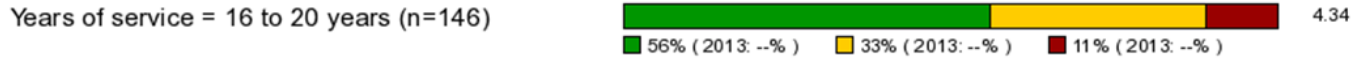
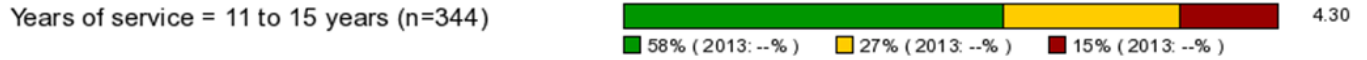
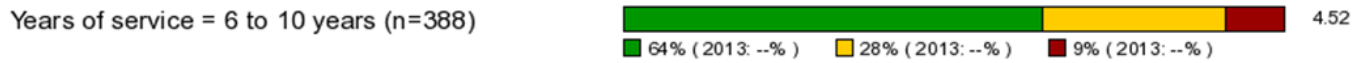
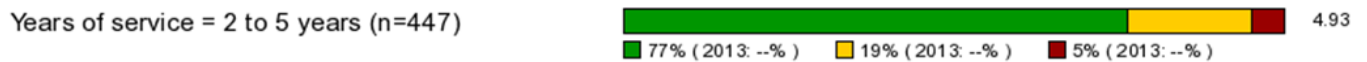
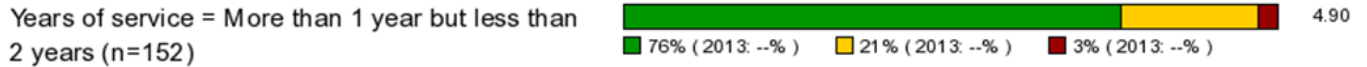
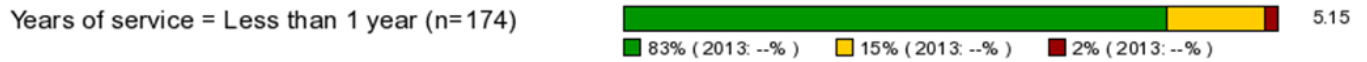
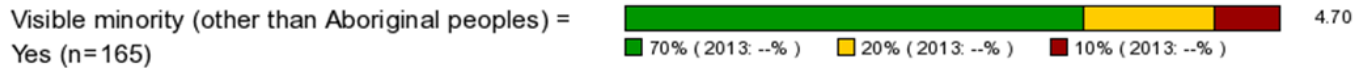
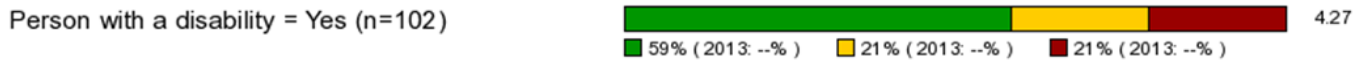


■ Strongly Agree / Agree 
 ■ Slightly Agree / Slightly Disagree 
 ■ Disagree / Strongly Disagree

I feel this organization values diversity (Corporate Social Responsibility) Mean



Employee Report for Organizational Unit: City of London -- Number of Respondents = 2254 -- October 7, 2014



■ Strongly Agree / Agree 
 ■ Slightly Agree / Slightly Disagree 
 ■ Disagree / Strongly Disagree

We have a work environment that is open and accepts individual differences (e.g. gender, race, ethnicity, sexual orientation, religion, age) (Corporate Social Responsibility) Mean

2014 Best Employers 5.38

■ 91% ■ 7% ■ 2%

City of London Overall (n=2254) 4.94

■ 78% (2013: --%) ■ 18% (2013: --%) ■ 5% (2013: --%)

Employee Report for Organizational Unit: City of London -- Number of Respondents = 2254 -- October 7, 2014

Aboriginal person (North American Indian, Métis or Inuit) = Yes (n=30) 4.90

■ 76% (2013: --%) ■ 17% (2013: --%) ■ 7% (2013: --%)

Gender = Male (n=1124) 4.84

■ 75% (2013: --%) ■ 20% (2013: --%) ■ 5% (2013: --%)

Gender = Female (n=1034) 5.07

■ 82% (2013: --%) ■ 14% (2013: --%) ■ 3% (2013: --%)

Generation = Millennials (1981 and later) (n=703) 5.22

■ 86% (2013: --%) ■ 11% (2013: --%) ■ 3% (2013: --%)

Generation = Generation X (1966 to 1980) (n=652) 4.87

■ 76% (2013: --%) ■ 18% (2013: --%) ■ 5% (2013: --%)

Generation = Late Boomers (1961 to 1965) (n=326) 4.75

■ 73% (2013: --%) ■ 22% (2013: --%) ■ 5% (2013: --%)

Generation = Mid Boomers (1951 to 1960) (n=358) 4.71

■ 72% (2013: --%) ■ 22% (2013: --%) ■ 6% (2013: --%)

Generation = Early Boomers (1946 to 1950) (n=50) 5.16

■ 80% (2013: --%) ■ 20% (2013: --%) ■ 0% (2013: --%)

Generation = Matures (before 1946) (n=17) 5.36

■ 86% (2013: --%) ■ 14% (2013: --%) ■ 0% (2013: --%)

Job role = Senior Management (n=45) 5.07

■ 93% (2013: --%) ■ 7% (2013: --%) ■ 0% (2013: --%)

Job role = Middle Management (n=184) 5.06

■ 82% (2013: --%) ■ 16% (2013: --%) ■ 2% (2013: --%)

Job role = Supervisor / Team Leader (n=264) 4.83

■ 76% (2013: --%) ■ 17% (2013: --%) ■ 7% (2013: --%)

Job role = Professional / Specialist / Technician (n=0) —

Job role = Team Member / Front-line Employee (n=1672) 4.95

■ 78% (2013: --%) ■ 18% (2013: --%) ■ 5% (2013: --%)

■ Strongly Agree / Agree 
 ■ Slightly Agree / Slightly Disagree 
 ■ Disagree / Strongly Disagree

We have a work environment that is open and accepts individual differences (e.g. gender, race, ethnicity, sexual orientation, religion, age) (Corporate Social Responsibility) Mean

2014 Best Employers 5.38

■ 91% ■ 7% ■ 2%

City of London Overall (n=2254) 4.94

■ 78% (2013: --%) ■ 18% (2013: --%) ■ 5% (2013: --%)

Employee Report for Organizational Unit: City of London -- Number of Respondents = 2254 -- October 7, 2014

Person with a disability = Yes (n=102) 4.84

■ 74% (2013: --%) ■ 18% (2013: --%) ■ 8% (2013: --%)

Visible minority (other than Aboriginal peoples) = Yes (n=165) 4.91

■ 75% (2013: --%) ■ 17% (2013: --%) ■ 8% (2013: --%)

Years of service = Less than 1 year (n=174) 5.36

■ 90% (2013: --%) ■ 8% (2013: --%) ■ 2% (2013: --%)

Years of service = More than 1 year but less than 2 years (n=152) 5.19

■ 86% (2013: --%) ■ 11% (2013: --%) ■ 3% (2013: --%)

Years of service = 2 to 5 years (n=447) 5.18

■ 83% (2013: --%) ■ 14% (2013: --%) ■ 3% (2013: --%)

Years of service = 6 to 10 years (n=388) 4.88

■ 78% (2013: --%) ■ 18% (2013: --%) ■ 4% (2013: --%)

Years of service = 11 to 15 years (n=344) 4.84

■ 77% (2013: --%) ■ 16% (2013: --%) ■ 7% (2013: --%)

Years of service = 16 to 20 years (n=146) 4.65

■ 65% (2013: --%) ■ 31% (2013: --%) ■ 5% (2013: --%)

Years of service = 21 to 25 years (n=287) 4.72

■ 72% (2013: --%) ■ 22% (2013: --%) ■ 6% (2013: --%)

Years of service = 26 years or longer (n=237) 4.78

■ 75% (2013: --%) ■ 20% (2013: --%) ■ 5% (2013: --%)