A Three-Part Workshop Series:
Final Report

Prepared July 2022

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Background

On May 26, 2021the Director (Rebecca Raby) and Project Facilitator (Julie Gregory) of Brock University's Social Justice Research Institute (SJRI) gave a presentation to the Niagara Poverty Reduction Network (NPRN) about the SJRI. Following this meeting, United Way Niagara's Director of Community Impact (Tamara Coleman-Lawrie) reached out to request a meeting to talk about possible collaborations.

The three met on June 9, 2021. Among the various collaboration possibilities discussed was an interest to collaborate on a community engagement opportunity (or series of opportunities) focused on current issues, needs, and trends. Some possible topics of interest discussed at this initial meeting were DEI (diversity, equity, and inclusion), the digital divide, collective impact strategies, and solutions to housing system barriers. The group agreed that drawing from our respective organizational networks and capacities would help ensure larger outreach and uptake. They agreed to meet again in the fall and to invite someone from Brock's Office of Community and Government Relations to this meeting.

Vanessa Cheng (Manager of Community Relations) joined the next meeting on October 19, 2021. During this meeting, the group agreed on a topic (EDI), format (workshop series), and timing (early 2022). For the next several months, the group met monthly to work out the details of the workshop series.

This final report includes a summary of each session (including associated links to speaker presentations and results from post-session surveys) as well as the event poster (Appendix 1), stories about the event that appeared in the Brock News (Appendix 2 and Appendix 3), and a working list of useful resources (Appendix 4).

Workshop #1 Details

Description: What challenges do organizations face in identifying & meeting EDI goals?

Date/Time: Thursday March 31, 2022 from 12-1:30 pm

# of Registrants: 142

Overview:
This first workshop opened with a land acknowledgment and housekeeping comments by Rebecca Raby (SJRI) as well as opening remarks from Tamara Coleman-Lawrie (UW Niagara). This session featured three guest presentations. Each presentation was 15 minutes. A facilitated community dialogue followed the third presentation.

Guest Speaker Biographies and Insights:
Elisabeth Zimmermann and Crystal Carswell from YWCA Niagara Region;
Elisabeth has worked for over twenty-five years in the non-profit human services sector, the last 15 years as Executive Director of the YWCA Niagara Region, a non-profit organization working with homeless women and their families providing emergency shelter, transitional supported housing, ongoing support services and advocacy. Elisabeth is a member of Brock University Board of Trustees; Niagara Health Board of Trustees; Housing and Homelessness Action Plan Task Force; Non-Profit Council for Greater Niagara Chamber of Commerce (GNCC); and the Government Advisory Council for GNCC.

Crystal has been a passionate advocate for hunger and poverty reduction in Niagara for nearly a decade. As Director of People and Organizational Development for the YWCA, she is dedicated to supporting the well-being of front-line caregivers and empowering them to have a voice at the table. She sits on the Coordinating Committee for NPRN and volunteers her time building relationships with grass-roots initiatives alleviating poverty-related concerns on a local level.

- Elisabeth and Crystal spoke about their efforts trying to ensure diversity, equity, and inclusion internally, with the goal being "to create, engage, and retain a diverse team that accurately reflects people served and to come from a place of humility as we learn to foster a culture of inclusivity." They emphasized that this work cannot be done without involving the people who are impacted. They spoke to organizational considerations such as where to start and how to know if they're doing it right. Related efforts that were discussed included: organizational audits and reviews to help ensure things like removing barriers in hiring practices; forming an EDI committee at the Board level and ensuring this group is reflective of the community they serve; and ensuring conversations that acknowledge the current government system is very much rooted in colonialism and therefore causes barriers for many people. They identified funding as a main barrier to EDI efforts, noting that there is no funding available to offer things like training. Similarly, and at the more operational level, as a 24/7 operating non-profit, there are some unique challenges to operationalizing EDI: frontline staff don't have much flexibility in their schedules to attend trainings (without gaps in staffing or additional costs to bring on other staff) and 24/7 operations means all staff cannot meet collectively. When coupled with the crisis management nature of their work, this leaves

little time to focus on other higher-order priorities vis-à-vis operational work. In terms of next steps, Elisabeth commented that it is important to continue to leverage the expertise of the Board and other community members, especially those with lived experience, to inform conversations and actions that support moving towards greater EDI.

<u>Samantha Sendzik from Learning Disabilities Association Niagara Region</u>
Samantha is the Executive Director of the Learning Disabilities Association of Niagara Region and a proud graduate of Brock University's Concurrent Education program, as well as their Master of Arts in Child and Youth Studies program. Samantha began her work with the organization as a volunteer during her undergraduate studies, sparking her interest in supporting individuals with learning disabilities. This passion led her to her current role as E.D.

- Samantha gave an overview of LDANR, which is a non-profit organization that provides resources and support to individuals affected by learning disabilities in Niagara. This work includes advocacy, education and research, as well as offering programming and services. Samantha highlighted three main challenge areas. The first was lack of capacity. Here Samantha noted it has been difficult to even begin to develop an EDI plan due to limited financial resources for things like professional development and hiring consultants and a small staff compliment with limited HR expertise who spend most of their time on operational day-to-day tasks such as offering programming (exasperated during the pandemic and the switch to virtual programming). She noted that one way they have addressed some of these challenges is by relying on online trainings and other resources such as partnering with the college to work with student interns. The second identified challenge was recruiting a diverse Board in terms of skillset and representing the client population, especially in the areas of gender, cultural and racial diversity, and lived experience of learning disabilities. Here, Samantha identified lack of awareness, lack of assessments, and stigma as unique challenges associated with recruiting people with learning disabilities as clients and/or staff. The third identified challenge area was related to the goal of improving accessibility for clients. Here Samantha noted that while moving forward they plan to offer both virtual and in-person programming to remain accessible to widest number of people, LDABR's limited resources mean currently they both can only offer programs in English and have not been keeping or requesting client demographic information even though this would help with their EDI efforts.

<u>Christine Pritchard from Niagara Chapter -- Native Women Inc.</u>
Christine is the Indigenous Women's Health Worker at Niagara Chapter Native Women. The NCNW encourages Indigenous Women to become active participants in society while remembering and honouring their unique cultural and spiritual beliefs. Christine and the Chapter's team are there to offer a friendly connecting place and to support Indigenous women and their families through access to culturally relevant services and programs.

- Christine began with personal introduction and then noted that as an organization located in Fort Erie that has a large population to serve across the region and only 12 frontline workers, transportation is an issue. Christine noted that online options during the pandemic meant that they were able to reach some people, but not everyone as there are also lots of other related issues and barriers such as unstable internet, cross-signals from the US, financial burdens, and differing comfortable levels with technologies.

- Christine then shared that March is the time of the snow crust moon, which is a time of re-birth and new beginnings as the world awakens from slumber and the maple tree sap is running. She then shared that April is the time of the sugar bush moon, which is a time of new life when water starts running; this is a time to heal relations and sap is the medicine we need for the journey. She explained that these are important things to bring forward because they help to highlight that as an Indigenous community, NCNW stives to support honest and authentic relationships between all community members and part of how to do that that is to come into other organizations and communities to help where needed and to work to ensure that Indigenous community members' voices and knowledges are heard.
- Christine noted that another part of that work involves recognizing that engagement grows from having a lasting relationship and such relationships take time and honesty about our wants, needs, and commitments. Here, Christine gave two examples: gathering in the longhouse and sometimes the speaker taking several days to do their speech so as to ensure they are saying the right words; and cradleboard teachings during which babies were swaddled in cloth and buckskin and put on a cradleboard that was hung from a tree so as the wind would blow, the baby would bounce and be soothed as they observed and learned from what was going on around them. Again, Christine noted, these are good lessons to keep in mind as we work to form relationships across organizations and community members: to be careful with our words and to sit and look and listen as we learn about the different roles (our own included) in the community.
- In terms of specific challenges, Christine noted that as a non-profit agency, they also have a lot of funding challenges that lead to staff shortages, an inability to reach all community members, and limited timing options for activities.
- Christine ended by emphasizing that to help ensure diversity and equality, people must come into the Native community with an open heart and mind, willing to learn and to be honest and authentic.

Community Dialogue Take-Aways:
The following were the main themes that emerged during this portion of the session:
- It is difficult -- if not impossible -- for organizations that provide 24/7 programming and services to also offer simultaneous, full-coverage staff trainings.
- There is a need to advocate for better transportation and internet infrastructure to ensure wider community access to available programs and services.
- There are significant organizational time constraints related to developing, implementing, and participating in associated EDI strategies and relationship-building.
- Collectively creating and sharing an inventory of associated trainings and other resources is a preferred way to help keep people updated and also to mitigate time constraints, avoid duplication, and make these learnings more widely accessible.

Session Resources:
- You can download the guest speaker presentation slide deck here.
- You can access a recording of these presentations here. Please note that due to differences in technology, you may need to download the file to view it.
- Please contact jgregory@brocku.ca if you would like a transcribed copy of these presentations.

Workshop #2 Details

Description: What is working in terms of organizations identifying and meeting EDI goals?

Date/Time: Thursday April 28, 2022 from 12-1:30 pm

# of Registrants: 147

Overview:
This second workshop opened with a land acknowledgment and housekeeping comments by Julie Gregory (SJRI) as well as opening remarks from Tamara Coleman-Lawrie (UW Niagara). This session featured three guest presentations. Each presentation was 15 minutes. A facilitated community dialogue followed the third presentation.

Guest Speaker Biographies and Insights:
Zainab Awad from Niagara Health
Zainab holds a Masters of Public Health from Brock University. Zainab has extensive experience with community partnerships, developing programs, and leading trainings and change initiatives. Zainab spent three years leading Niagara Folk Arts Newcomer Mental Health Program and addressing challenges in accessibility and care for immigrants and refugees. She has presented these findings at both a provincial and national level. Zainab has been the Diversity, Equity and Inclusion Specialist at Niagara Health since January 2021.

- Zainab's presentation focused on five main areas: background; identifying and meeting EDI goals; successes; challenges; and recommendations.
- In terms of background, Zainab noted that as Niagara Health's EDI specialist she works to develop a diverse, equitable, inclusive and respectful workplace with the aim to bring in and retain diverse talent and that this is being done through policies and programs related to recruitment and retention, recognition and celebration events, a variety of education and training resources, and direct support to teams across the organization.
- Next, Zainab shared the REAL (Reveal Relevant Opportunities; Elevate Equity; Activate Diversity; Lead Inclusivity) framework, which was established by the Center for Creative Leadership and aligns closely with what Niagara Health has been doing to identify and meet their EDI goals. The first step involves gaining awareness about the identity, values and culture of your organization to inform goals and associated actions. The next step involves organizational leaders acknowledging that inequities exist and setting clear goals and action to address these. Next, is celebrating different characteristics, values, beliefs, and experiences and emphasising the importance of building strong relations across difference and teaching people about how to do this. Finally, implementation of policies, practices, and other intentional efforts to get everybody's commitment to creating a sense of belonging for everybody in the organization.
- In terms of successes in achieving EDI goals, Niagara Health has had many, such as: embedding EDI into the strategic plan and having dedicated resources (e.g. an associated specialist and committee; an executive vice-president overseeing the work); buy-in from the top levels of the organization who were the first to receive training and to endorse goals and plans; creation of standards and practices, including inclusion of diversity

deliverables in leader performance evaluations and a completely vetted recruitment process; other dedicated resources such as an internal, online DEI library readily available to all staff and physicians; and dedication to cultural humility, an approach that emphasizes being humble and identifying yourselves as a learner with the aim of developing an environment where everyone feels safe enough to speak up or participate.

- The main challenges Zainab identified were: reaching all individuals and sharing resources across such a large organisation; knowing what to measure and identifying relevant benchmarks for comparison; addressing lack of familiarity, comfort, and trust that leads to gaps between people's interest in EDI work and what actually happens in day-to-day interactions; and, of course, COVID, which has been especially challenging in the hospital setting.

- The recommendations Zainab offered based on these experiences and successes included: sharing stories for lasting behavioural change; accepting the Government of Canada's 50/30 Challenge, which asks businesses and organisations to commit to 50% gender parity and 30% representation of equity-deserving groups at the Board and senior management levels; creating an internal EDI educational video series based on commonly asked questions; hosting celebration and recognition events to highlight specific equity-deserving groups; tailoring efforts to your specific organizational culture, philosophies, and needs; and connecting with networks or representatives from organisations similar to yours to share information, learnings, and resources.

Andrew Mekbeb and Kaitlin Labette from Positive Living Niagara

Both Andrew and Kaitlin are with the StreetWorks outreach team to provide safe injection and inhalation supplies in the Niagara region. The team works with individuals in community where they are at. As a harm reduction approach to care, this program is an important aspect of the treatment continuum and aims to empower and respect a person's right to self-determination..

- Andrew noted that Positive Living is an HIV/AIDS organization split up into three main sections: education; home support; and harm reduction (where he and Kaitlin work). The presentation then focused on experiences getting started with implementing some EDI approaches among staff, successes and challenges, and some ideas for moving forward.

- Firstly, Andrew commented on some early staff resistance to anti-oppressive training and noted that this was addressed by identifying priority populations in Niagara using existing data and talking about the associated need to be able to engage with employees, co-workers, and community members from different backgrounds as well as increased opportunities to explore our own biases and how they affect interactions.

- In terms of successes, Andrew noted that this work started with participation from every part of their agency, including one of the directors and mentioned the importance of staff participating in celebratory events (e.g. Emancipation Day; Sisters in Spirit walk) to provide and gain education through active engagement, including hearing individuals' stories and being face-to-face with people with whom one may not interact with regularly. Kaitlin spoke about the White Supremacy and Me book club they started to have facilitated discussions related to AOR.

- In terms of challenges, Andrew noted they were unable to retain the person who provided some initial training regarding cultural competency, AOR practices, and social location. Andrew also noted that engagement continues to be a challenge as people may attend things, but they do not always feel comfortable enough to participate actively. Other

noted challenges included finding ways to counter media-fueled conspiracy theories and other forms of online hatred – again, via evidence and education.

- Andrew commented that as a growing agency, there is an ongoing need to have this type of training for staff to better support the diverse population in Niagara and ended by reiterating that it is important both to meet people where they are in terms of providing accessible information and to offer AOR and other trainings so that we can learn to identify and talk about various intersecting aspects of identity (e.g. racism, ableism, sexism) in order to improve our interpersonal relationships.

Dr. Liette Vasseur from Brock University

Liette is a full professor in the Department of Biological Sciences at Brock University. She is a member of the Environmental Sustainability Research Centre and a CCOVI fellow. Since 2014, she holds the UNESCO Chair on Community Sustainability: From Local to Global. Her research program is interdisciplinary and links issues such as sustainable agriculture, climate change adaptation and resilience, community-based ecosystem management, and ecosystem governance. Her research is in Canada, China, Ecuador, Burkina Faso, and Senegal. She is also very active in various organizations on issues related to women in science and IDEA (Inclusion, Diversity, Equity, and Accessibility). She is President of the Canadian Commission for UNESCO, deputy chair of the Commission for Ecosystem Management at the International Union for Conservation of Nature, and co-editor-in-chief of the journal Botany at the Canadian Science Publishing.

- Dr. Vasseur acknowledged she was speaking from unceded territory of the Mikmaw people. She then commented that they started talking about IDEA as an abbreviation for inclusion, diversity, equity, and accessibility during the Canadian Science Policy conference before COVID due to the realization that often we forget that accessibility is also important. She then spoke about her work developing documents and other tools related to issues faced by women in science and in universities due to ongoing discrimination experienced not only by women, but by all genders, as well as by Black, Indigenous and other people of colour.
- Dr. Vasseur provided a summary of the main elements of a guide developed to help tackle IDEA issues at different levels, including associated examples. Regarding hiring practices, she suggested removing gendered language from job applications, nominations, letters of recommendation, and the evaluation process (e.g. using the pronoun "them" instead of "him" or "her") and targeted advertising in places like the Canadian Coalition for Women in Engineering, Sciences, Trades and Technology and Pride at Work Canada). Dr. Vasseur also pointed to the importance of having a selection committee that is diverse and equitable and has been trained on how identify and address unconscious bias. In terms of team development, she emphasized the need to continually work at improving members' awareness related to role biases, discrimination, stereotypes, and racism and fostering positive interactions among members by, for example, giving rights and credit where they are due, and diversifying mentorship programs to match the growing diversity of the workforce. Representation matters.
- Next, Dr. Vasseur underscored the need to extend IDEA adherence beyond the laboratory and into fieldwork, outreach, and engagement forums. Other suggestions included celebrating even small things and making sure that failures or non-significant results are not made into such an issue that they lead to stress, anxiety, and rejection; bringing new information about IDEA to group meetings for discussion; encouraging and inviting

panellists and speakers of different genders; ensuring diversity and equitable participation of collaborators in grant applications; and speaking explicitly and often about why EDI/IDEA is important to the project (e.g. increasing team diversity and representation brings new ideas and innovations and thus increases system and process efficiency).

Community Dialogue Take-Aways:
The following were the main themes that emerged during this portion of the session:
- Educational and evidence-based approaches are important for developing programming and for challenging misconceptions and associated biases.
- It is important to "meet people where they are at" by, for example, tailoring our language and actions so as not to make assumptions about who people are or what they know, want, and need. This, and being clear about our own expectations and capacities, was emphasized as an important practice both when engaging with clients and when working with other service providers.
- Recruitment efforts are a vital part of EDI work and can be made more inclusive by, for example, developing recruitment materials and organizational processes using non-gender specific language, having hiring panels that include people from diverse backgrounds, and offering interview questions in different formats (including the option of providing them ahead of time).
- While both cultural competency to cultural humility approaches reflect important efforts to increase quality of care via expanded understandings of different values, beliefs, and behaviours, cultural humility is preferred because it positions us as all learners and emphasizes power-sharing between and among service providers and clients.

Session Resources:
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Workshop #3 Details

Description: Exploring strategies for sharing & operationalizing best EDI practices.

Date/Time: Thursday May 26, 2022 from 12-1:30 pm

# of Registrants: 141

Overview:
This third workshop opened with a land acknowledgment and housekeeping comments by Julie Gregory (SJRI) as well as opening remarks from Rebecca Raby (SJRI). This session featured two guest presentations. Each presentation was 20 minutes. A community dialogue followed the second presentation.

Guest Speaker Biographies and Insights:

Cassie Ogunniyi from Niagara Region

Cassie is the Manager of Diversity, Equity, Inclusion and Indigenous Relations in the Corporate Strategy and Innovation Division at Niagara Region. Prior to this role she worked in Niagara Region Public Health and Emergency Services as the Health Equity and Strategic Initiatives Coordinator, which included developing and leading the Health Equity Strategy. Earlier in her career, Cassie spent a decade overseas working and studying in six countries across four continents, which resulted in a PhD in Sport Management from the University of Johannesburg, a Master of Social Science in Practical Anthropology from the University of Cape Town, and a Bachelor of Arts Honours degree in International Development Studies from the University of Toronto. Outside of work, Cassie likes to tend a backyard vegetable and fruit garden, play soccer and ice hockey, and referee ringette.

- Cassie's presentation centered on the creations of Niagara's DEI action plan, with a focus on its background, methodology, planned components, and next steps.
- In terms of background, Cassie noted that the business case for DEI continues to grow. A diverse workforce with true equity and inclusion strengthens the reputation of the company, attracts new talent and diverse professionals, and creates healthy and respectful workplaces where people want to work and collaborate, all of which increase employee engagement and retention rates. Research also shows that workforce diversity improves decision-making processes and problem-solving, which in turn enhances work force performance and spurs innovation.
- For these reasons, the Niagara region and 12 local municipalities joined the Coalition of Inclusive Municipalities on September 18, 2020. The objectives of the coalition are to improve municipal practices to promote social inclusion, establish policies to eradicate all forms of racism and discrimination, and promote human rights and diversity. Upon signing that plan, the Niagara Region began creating a DEI Action Plan using what's called the Driver's Model, which starts with looking at the current state, then the critical success factors and barriers, then at where we want to be and how to get there, and finally making sure that the work is getting done.
- For the Region, this work started in November 2020 with an environmental scan that included review of academic and key source research, DEI initiatives in other

municipalities across Canada, initiatives by Niagara's 45 largest employers, and follow up interviews with employers who mentioned DEI but didn't provide details on their website and with staff from the local area municipalities. This scan led to identification of seven key themes: inclusive hiring and promotion; creating an inclusive workplace culture with accountability; providing a range of training opportunities for staff; creating and reviewing policies; communication and accessing services; data collection for planning and monitoring; and collaborating and engaging with community members. These themes informed the next steps, which included research in areas where there were gaps and creation of organization and community working groups, an interest group, and a DEI advisory committee to Council that was made up of community members (their first meeting was in June 2021).

- With the support of these groups, six quick start projects were selected from four of the theme areas and led to development of an HR hiring and best practices guidebook and training option menu, selection of an introductory DEI training session for staff, organization of Indigenous COVID-19 immunization clinics, updates to the regional land acknowledgment, and creation of a calendar of significant events. These projects were completed by the end of 2021.

- Cassie noted that diverse groups were identified as those to consult (i.e. Francophone; Indigenous; ethnocultural; new immigrants; 2SLGTBQIA+; people with disabilities; older adults; low income; homeless; youth; gender; faith) and reported that subsequent focus groups with Niagara region staff and community members, internal staff surveys and a DEI community survey led to five reports (i.e an environmental scan, one on staff DEI experiences, one on community DEI experiences, one looking at different opportunities for change, and a shorter data summary).

- Based on these surveys, the top five types of discrimination experienced in Niagara are around gender, age, mental health, ethnicity, and ability/disability and the top five types of discrimination witnessed in Niagara are around ethnicity, mental health, race, ability/disability, and gender.

- In terms of some successes, Cassie commented that the Niagara region has senior leader support in doing this work. Additionally, they have a shared DEI learning objective for all non-union leaders across the region, have identified training opportunities for community members and staff, and have received input on the plan from Niagara Regional Police Services (who had mandatory DEI training for all of their service).

- Cassie ended by reiterating that the draft action plan arises from widespread consultation and data collection and is currently being finalized to go to committee and that the vision is to ensure that the "Niagara region is welcoming and inclusive, where diversity and equity is reflected and valued." Cassie then went through each of the associated areas of focus (inclusive workplace culture, leadership, and accountability; increased understanding and humility; diverse workforce reflective of Niagara's community; programs and services meet the needs of everyone; addressing discrimination; inclusive communication) and commented that this proposed work is to begin in 2023.

Trecia McLennon from Brock University
Trecia is the Director, EDI Culture and Education at Brock Human Resources where she provides innovative vision, leadership, and oversight for developing and implementing institutional initiatives to advance Brock's equity, diversity, and inclusion goals. Trecia has

served on the President's Advisory Council for Human Rights, Equity and Decolonization (PACHRED) since its inception, also sits on Brock's Board of Trustees, and co-led the creation of Brock's Black caucus for faculty and staff. Trecia is the founder of Culturiousity, which helps organizations, teams and leaders develop cultural competence for better relationships, respect, and results. She is a former assistant professor in the School of International Studies at the University of Ulsan in South Korea and a former instructor of Global Management Studies at Toronto Metropolitan University. Trecia is the author of the anthology Trailblasian, the only known published collection delving into the voices and experiences of 17 Black women from three different countries living and working in East Asia and co-author of an Open Educational Resource on Professional Communication. In late 2021, Trecia also authored another open educational resource on Intercultural Awareness and Competence for eCampus Ontario. Her experience traveling to 18, and living in five, different countries allowed her to learn varying degrees of five languages, cultivate a passion for all things intercultural, and nurture a deep commitment to equity and inclusion. Trecia describes herself as a proud parent and change agent who aims to be a good ancestor, and to leave the world better for future generations.

- Trecia noted that she began the role she is currently in at Brock University in March 2022 and commented that some parts of her presentation are based on existing Brock resources while other parts are based on her own knowledge and perspectives. She then gave a territory acknowledgment, during which she provided a personal interpretation of both the Dish with One Spoon Wampum Belt and the Two-Row Wampum.
- Next, Trecia commented that in terms of best practices, it is important to think about how we engage one another, which is something that gets addressed in a typical workshop at Brock. Here, she shared the example of another workshop facilitator beginning a session by writing "food, mood, other stuff" on the whiteboard to emphasize the importance of giving people permission to take care of themselves thus setting a foundation for engaging with one another from the perspective that we are all human. A second example she gave is to think about the three Ds – that is to consider: are we approaching this as a dialogue, a debate, or a discussion. Here, she noted that when we talk about things related to EDI, it is helpful to frame this as a dialogue because while debates create winners and losers and discussions are useful for making decisions, EDI topics require deep learning and development for which dialogue is often the most appropriate. Among other best practices, Trecia suggested the importance of familiarizing ourselves with and referring back to organizational policies, and of "assuming positive intent" – or approaching these dialogues with good intentions and assuming that other people are doing the same so as to ensure that we are "tough on problems, kind with people."
- Trecia also spoke to the importance of having a common language so that we collectively understand what we mean by terms like EDI, noting that oftentimes this and similar terms are used to refer to gender to the exclusion of other topics (e.g. accessibility and anti-ableism; Indigenous engagement and decolonization) that also need to be articulated if we are to cultivate a culture of accessibility, inclusion, decolonization and reconciliation.
- Next, Trecia spoke to her understanding of "cultural change management" and associated principles to support efforts to move away from things that are harmful toward a context where people can flourish (e.g. exclusion vs. inclusive excellence; marginalization vs. flourishing; centred vs. shared power; colonial vs. decolonial paradigm; fixed vs. growth mindset; binary vs. expansive thinking; monocultural vs. intercultural worldview; disease

management vs. holistic health; environmental degradation vs. environmental care and respect; fear-based vs. abundance-based mindset).

- Next, Trecia distinguished between three main levels where change can happen: intrapersonal; interpersonal; systemic/institutional/structural. The first she described in relation to developing cultural self-awareness via respectful curiosity and internal conversations about your own social location, and other aspects of your identity and values. In Indigenous circles, she noted, they say that before you do anything else, you must decolonize your mind. From an organizational perspective, this requires creating spaces for people to cultivate their intrapersonal development. Treica then described interpersonal change as a move from simplistic understandings of other people to more complex understandings, which are often brought about through education and experience. Here she gave the example of an Indigenous Southern African philosophy around Ubuntu that says "there is no you without me and there's no me without you" and encouraged people to think about the implications of this for their working relationships – whether with colleagues or the organization itself. Finally, Trecia described systemic change as requiring identification of policies, practices, rewards, and other structures known to create barriers and taking steps to change, replace, and dismantle these to produce outcomes consistent with organizational EDI values.

- Trecia ended by sharing five possible steps to achieve this goal based on her past work experiences. First, "don't try to boil the ocean" – or, acknowledge that you cannot do everything at once and so identify and prioritize things you can do now. Second, "stop a lie": speak up when you hear things that are incorrect, ahistorical, false equivalents (e.g. in response to claims that EDI is reverse discrimination or about erasing white history, make it clear that nothing about EDI is a zero sum game; this work is meant to be a win-win for humanity). Third, "ally/co-conspire" by assessing your sphere of influence and committing to wielding or yielding power as appropriate, knowing that this requires a high degree of intrapersonal, interpersonal and structural/systemic awareness and ongoing cultivation and development. Fourth, be aware of your organization's culture and align your activities in ways that add to and preserve the good things that already exist. Fifth, diffuse EDI throughout the organization by supporting existing committees, groups, members, charters, etc. and creating new ones as needed to emphasize that knowledge does not rest with any one person or department.

Community Dialogue Take-Aways:
The following were the main themes that emerged during this portion of the session:

- It is important to continually revisit and refine organizational processes to make them more accessible as per community members' feedback and input (e.g. online applications can pose barriers to people with disabilities and people with limited internet access and/or technological savvy, but having in-person options is not sufficient).
- It also is important to closely review and assess internal organizational divisions of labour to ensure we are working with and learning from each other in key areas, including employment retention and anti-racism and collaboration with other community partners in areas where we may identify gaps in our own organizational resources (e.g. translation, training, and consultation services).
- Strategies for helping to ensure that the necessary move from data collection to community action include setting firm deadlines for when to move onto next steps and

continuous reporting back to and learning from community in ways that most align with evolving community wants and needs.

- To support change at the intrapersonal/individual level, it is useful to pay attention to your reaction to the people and events around you and, if you have a strong reaction to something, spend time questioning your reactions and considering other possible reactions. Such reflecting connects to both the interpersonal level of change and to the concept of cultural humility, following which we are all experts of our own lives, each of us has something to learn from and teach each another, and embracing that diversity in ways that lead to further collaboration and co-creation is the best way forward.

Session Resources:

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- You can access a recording of these presentations here. Please note that due to differences in technology, you may need to download the file to view it.
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Post-Session Survey Results

After each workshop session, we invited participants to complete a survey. Twenty-three people responded to the first survey, 14 to the second, and 13 to the third survey.

For the first two post-session surveys, most respondents scored these sessions as *good* or *very good* and as *useful* or *very useful*. Also in both cases, what people found most useful was the sharing both of direct local experiences of specific barriers to EDI work and of related strategies and resources. The few comments about what was *not useful* included suggestions for speakers to spend less time describing their work (2 respondents) and wanting to hear different viewpoints such as hearing from frontline workers (3 respondents). Some people also wanted to see more sharing of resources related to solutions and strategies to doing this work, including cases studies related to BIPOC experiences. The only suggestions for doing things differently were to ensure that the correct resources links are shared (1 respondent), to encourage more interactive conversation (1 respondent), and to address people's feelings of being overwhelmed via a "campaign the promotes the idea of individual action matters" (1 respondent). In the additional feedback section, survey respondents praised and thanked the organizers and speakers.

For the third post-session survey, most respondents rated the session as *good* or *very good* and as *useful* or *very useful*, again indicating that what they found most useful was hearing from community members/organizations and sharing resources. The only two responses about what was *least useful* pointed to a relative focus on large organizations (1 respondent) and the hosting of the sessions over lunch (1 respondent). Two respondents asked for support with next steps (i.e. a follow-up meeting "to help us to continue this path"; development of or connection to "a local community of practice for organizations to collaborate in DEI initiatives"). Many people indicated they would like to see additional EDI-focused workshops, with specific suggested topics being best application, practices, and next steps (5 respondents), Indigenous engagement/Indigeneity/Truth and Reconciliation (3 respondents), BIPOC experiences (1 respondent), and challenges faced by people with disabilities (1 respondents). One person noted that it would be useful to have subtitles and captions during online sessions and another suggested conducting sessions "in person (when appropriate) to allow for more networking." As with the previous surveys, in the additional feedback section, survey respondents praised and thanked the organizers and speakers.

Please contact jgregory@brocku.ca if you would like more information about these surveys.

Appendix 1

EQUITY DIVERSITY & INCLUSION

Exploring Best Practices

Workshop #1: The Challenges
What challenges do organizations face in terms of identifying and meeting EDI goals?
Thursday, March 31, 2022 from 12- 1:30 pm

Workshop #2: Best Practices
What is working in terms of organizations identifying and meeting EDI goals?
Thursday, April 28, 2022 from 12- 1:30 pm

Workshop #3: Next Steps
Exploring strategies for sharing and operationalizing best practices for meeting EDI goals.
Thursday, May 26, 2022 from 12- 1:30 pm

VIA ZOOM, REGISTER TO ATTEND THE WORKSHOPS HERE:
HTTPS://BESTPRACTICESFORMEETINGEDIGOALS.EVENTBRITE.CA

FOR ANY QUESTIONS, PLEASE EMAIL TAMARA COLEMAN-LAWRIE:
TAMARA@UNITEDWAYNIAGARA.ORG

Appendix 2

Public workshops to detail equity, diversity and inclusion best practices

TUESDAY, MARCH 22, 2022 | by Amanda Bishop

Three sessions are available to members of the Brock and Niagara communities interested in meeting goals of equity, diversity and inclusion.

Here is a link to this Brock News story published on March 22, 2022 and written by Amanda Bishop: https://brocku.ca/brock-news/2022/03/public-workshops-to-detail-equity-diversity-and-inclusion-best-practices/

Appendix 3

Members of community organizations and interested individuals dove into issues around equity, diversity and inclusion at three workshops hosted jointly by Brock University and United Way Niagara this spring.

...ersity and inclusion workshops a ...y learning experience

WEDNESDAY, JUNE 22, 2022 | by Amanda Bishop

Members of community organizations and interested individuals dove into issues around equity, diversity and inclusion at three workshops hosted jointly by Brock University and United Way Niagara this spring.

Here is a link to this Brock News story published on March 22, 2022 and written by Amanda Bishop: https://brocku.ca/brock-news/2022/06/equity-diversity-and-inclusion-workshops-a-community-learning-experience/

Appendix 4:

This resource listing has been created as a result of the EDI Best Practices Workshops - A Three Part Workshop Series Hosted by Brock University, Brock Social Justice Research Institute and United Way Niagara.

The following is a listing, not exhaustive by any means, of EDI Resources and Links we have collected to date. We aim to continue to update this as new resources are discovered.

Diversity, Equity and Inclusion Resources

- Canadian Centre for Diversity and Inclusion: https://ccdi.ca/
- Canadian Centre for Diversity and Inclusion – Toolkits: https://ccdi.ca/toolkits/
- Culturally Connected – Towards Cultural Humility: https://www.culturallyconnected.ca/
- Rethinking Cultural Competence: Shifting to Cultural Humility - Lekas, Helen-Maria & Pahl, Kerstin & Lewis, Crystal. (2020). Rethinking Cultural Competence: Shifting to Cultural Humility. Health Services Insights. 13. 117863292097058. 10.1177/1178632920970580.: https://www.researchgate.net/publication/347788532_Rethinking_Cultural_Competence_Shifting_to_Cultural_Humility
- Pressbooks – Equity, Diversity and Inclusion in Practice: https://pressbooks.library.ryerson.ca/ediinpractice/chapter/purpose-of-this-resource/
- LinkedIn Learning – Diversity, Inclusion and Belonging (DIBs) Training Series ~ 1 Hour: https://www.linkedin.com/learning/diversity-inclusion-and-belonging-2019/dibs-an-introduction
- Future of Good Inclusion Resources: https://futureofgood.co/category/inclusion/
- Center for Creative Leadership REAL Framework: https://www.ccl.org/articles/leading-effectively-articles/5-powerful-ways-to-take-real-action-on-dei-diversity-equity-inclusion/
- Canada Life – Workplace Strategies for Mental Health – Implicit Bias: https://www.workplacestrategiesformentalhealth.com/resources/implicit-bias
- Canada Life – Workplace Strategies for Mental Health Training and Resources: https://www.workplacestrategiesformentalhealth.com/topic/menu-free-resources
- Government of Canada 50-30 Challenge: https://www.ic.gc.ca/eic/site/icgc.nsf/eng/07706.html
- Government of Canada Chairs Program - Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention: https://www.chairs-chaires.gc.ca/program-programme/equity-equite/index-eng.aspx#m1
- Intercultural Awareness and Competence Book: https://ecampusontario.pressbooks.pub/intercultural/
- Human Skills Development - Atlantic Speakers Bureau and Human Skills Development Unconscious Bias Training Manual: https://humanskillsdevelopment.ca/wp-content/uploads/2021/04/Unconscious-Bias-Student-Training-Manual.pdf
- Harvard Business Review – Unconscious Bias Training That Works Article: https://hbr.org/2021/09/unconscious-bias-training-that-works
- Digital Anti-Racism Education (D.A.R.E.) Program: https://www.daretobeaware.ca/

- Core Principles to Support Anti-Racism in Collective Impact Podcast: https://collectiveimpactforum.org/resource/core-principles-to-support-anti-racism-in-collective-impact/
- Stanford Social Innovation Review – Centering Equity in Collective Impact Article: https://ssir.org/articles/entry/centering_equity_in_collective_impact?utm_source=newsletter&utm_medium=email&utm_content=Read%20the%20article&utm_campaign=CIF20220311CorePrinciplesPod
- Niagara Region DEI Project Plan: https://niagararegion.ca/projects/diversity-equity-inclusion/default.aspx

Indigenous Engagement, Collaboration and Allyship Resources

- Niagara Region Indigenous Engagement Information: https://www.niagararegion.ca/health/equity/indigenous-engagement.aspx
- Mno Bmaadziwin: Living the Good and Healthy Life (written by Wendy Sturgeon and local Indigenous organizations in 2021): https://www.niagararegion.ca/projects/community-safety-well-being/pdf/mno-bmaadziwin.pdf
- Stakeholder Terminology – 'Words are important…they can wound or they can heal' Article, by Richard Delaney, President, Delaney, The Engagement People, March 2021: https://www.rmdelaney.com/blog/da-news/words-are-important-they-can-wound-or-they-can-heal/
- The Indigenous Health Network is part of the Hamilton, Niagara, Haldimand and Brant Region Local Health Integration Network. It works with health and social service providers to address the needs of local Indigenous communities. http://www.hnhblhin.on.ca/goalsandachievements/integrationpopulationbased/indigenoushealthandwellness/indigenoushealthnetwork.aspx
- Indigenous Health Network's Indigenous Allyship Toolkit: file:///C:/Users/tamar/Downloads/HNHB%20IHN_Indigenous%20Allyship%20Toolkit_2021V2.pdf
- San'yas Ontario Indigenous Culture Safety Training: https://sanyas.ca/
- Relationship with Indigenous Communities Guideline 2018 from the Government of Ontario: https://www.health.gov.on.ca/en/pro/programs/publichealth/oph_standards/docs/protocols_guidelines/Relationship_with_Indigenous_Communities_Guideline_en.pdf
- Delivering on Truth and Reconciliation Commission Calls to Action from the Government of Canada: https://www.rcaanc-cirnac.gc.ca/eng/1524494530110/1557511412801
- Pathways to Health Equity for Aboriginal Peoples from the Canadian Institutes of Health Research: https://cihr-irsc.gc.ca/e/43630.html
- Indigenous Engagement Resource List from the Association of Public Health Epidemiologists: https://www.apheo.ca/indigenous-engagement-1
- Pathways to Improving Well-being for Indigenous Peoples: How living conditions decide health: https://www.nccih.ca/495/Pathways_to_Improving_Well-being_for_Indigenous_Peoples__How_living_conditions_decide_health_.nccih?id=102
- Government of Canada, Treaties and agreements: https://www.rcaanc-cirnac.gc.ca/eng/1100100028574/1529354437231

- National Inquiry into Missing and Murdered Indigenous Women and Girls: https://www.mmiwg-ffada.ca/final-report/
- National Centre for Truth and Reconciliation website: https://nctr.ca/records/reports/
- United Nations Declaration on the Rights of Indigenous Peoples: https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf
- Indigenous Canada Course, University of Alberta (Free Online): Indigenous Canada | Coursera
- KinShift Resources and Workshops and Learnings: https://kinshift.ca/

Gender Equity and Inclusion Resources
- Government of Canada – Women and Gender Equality: https://women-gender-equality.canada.ca/en.html
- Government of Canada – Gender-based Analysis Plus (GAP+) Resources: https://women-gender-equality.canada.ca/en/gender-based-analysis-plus.html
- Rainbow Health Ontario: https://www.rainbowhealthontario.ca/
- VAW Learning Network: https://www.vawlearningnetwork.ca/
- VAW Learning Network Gender Equity Issue: https://www.vawlearningnetwork.ca/our-work/issuebased_newsletters/issue-30/index.html
- Niagara Region Gender and Sexual Identity Resources: https://www.niagararegion.ca/living/health_wellness/sexualhealth/orientation.aspx
- Quest Community Health Centre: http://questchc.ca/participate-at-quest/rainbowniagara/
- Niagara Falls Community Health Centre Rainbow Niagara 2SLGBTQ+ Services: https://www.nfchc.ca/lgbtq2-support