RED DEER'S
COMMUNITY INFORMED
DIVERSITY+
INCLUSIONPLAN

Red Deer could actually be a leader amongst municipalities. Red Deer is important. It's the only place in Canada where a city bridges two treaty areas. Interview 3

LAND ACKNOWLEDGMENT

We are all guests on this land, temporarily wandering through the thickets of this life. We are not the first, and we will not be the last. We walk among the footprints of exquisite Indigenous cultures that have been calling this place home for tens of thousands of years.

We would like to acknowledge that the City of Red Deer is located on Treaty 6 and Treaty 7 land, and Métis Region 3 territory. This is a traditional gathering space, trading space, and a travelling route to many First Nations, Inuit, and Métis peoples.

This land has carried us through the pain, the ferocity, and the beauty of building intercultural relationships. We are accountable for relearning the truth of our history and coming to understand that reconciliation is not about returning to a previously good state, it is about walking forward with respect, relevance, reciprocity, and responsibility at the heart of forging new relationships.*

I am grateful to have the opportunity to walk amongst these footprints and learn from diverse cultures. We are all treaty people.

*See References for the work of two Indigenous scholars, Kirkness, V. J. and R. Barnhardt (2001). First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility.

VALUES AND PRINCIPLES

The *Community Informed: Diversity and Inclusion Plan's* values and principles were developed as a result of input gained from the community engagement activities. These values (the words below) are a reflection of what the community expressed is important to them, while the principles (sentences following each word) describe how we carry these out. Together, they guide the City of Red Deer and community to take action that enhances community wellbeing through increasing equitable access and celebrating diversity.

Connected

We intentionally build respectful relationships through collaboration and opportunities for mutual learning with diverse community members impacted by inequity, recognizing that our connection to each other is essential to creating safety for all.

Committed

We engage with vulnerability, accountability and a willingness to learn, knowing that creating an inclusive community includes challenging experiences and that we will remain determined, hopeful and persistent.

Fair

We respond to the needs of the most affected by discrimination and inequity - as indicated by the social determinants of health - by involving voices of lived experience and expert knowledge in solutions-development and decision-making towards equitable access to participation in all areas of civic life.

Informed

We engage with vulnerability, accountability and a willingness to learn, knowing that creating an inclusive community includes challenging experiences and that we will remain determined, hopeful and persistent.

Impactful

We lead with integrity, demonstrating visible and transparent communication and action that focuses on achievable efforts to increase wellbeing, create paths for equitable access and celebrate the diversity in Red Deer.

GRATITUDE AND APPRECIATION

Community

People and relationships are the foundation of every community. Individual and cultural diversity make a community vibrant, innovative and inspirational. Building a community that truly celebrates its diversity requires a commitment to equity, accessibility, and inclusion. *The Community Informed: Diversity and Inclusion Plan* is a step towards strengthening this vision of Red Deer.

This plan was not created in isolation. It was inspired by the stories, experiences, perspectives, and ideas shared by many community members; people who took the time to participate and risked the vulnerability of sharing.

It is humbling to be trusted with this knowledge. We are deeply grateful and appreciative for your courage, your time, and your dedication to this project.

Project Support

Thank you to Knowledge Keeper Raye St. Denys who opened and closed the Design Labs with a beautiful blessing. We would also like to express our gratitude for the students, scholars and staff from the City of Red Deer who made this document possible. To Shalini Sinha, Shantavia Roberts, and Adam Dawson who consulted with content, editing, and design, your wisdom, insight, and skills are deeply appreciated. To the staff from the municipalities of Edmonton, Wood Buffalo, and Saskatoon, your work in this field is inspiring and your willingness to share your stories was incredibly helpful.

From the initial conversations, the planning, the iterations, the facilitation, the writing, consolidating and designing, the Community Informed: Diversity and Inclusion Plan has been supported by a committed and enthusiastic group of people. Thank you for your dedication, and determination to build relationships and move us forward on this journey

Conversations create bridges. Make your perspectives and beliefs known. Secrets don't help make change. Interview 6

14 people participated in the Key Stakeholder Interviews.

5 people presented at the Perspectives on Inclusion sessions.

78 people participated in the 5 Design Labs.

Over 27 organizations contributed to the 5 Design Labs.

City of Red Deer Staff

University of Manitoba MSW Students

Knowledge Keeper | Raye St. Denys

Consultant | BeInclusiv (www.beinclusiv.com)

Graphic Design | IAM Designs

Video Editing | Are You Social

Scholars | Verna J. Kirkness and Ray Barnhardt - *First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility*

TABLE OF CONTENTS

Priorities Continued

Recommendations   21

Leadership and Governance in a Collaborative Model   31

Next Steps   33

Understanding Current Terminology   34

Resources   35

Sources   37

UNDERSTANDING THE PROJECT

Purpose

The Community Informed: Diversity and Inclusion Plan is a community-centred plan that will enhance the wellbeing of our community through the adoption of inclusive practices, focusing on equitable access, and celebrating diversity. The primary focus of this project was to engage with the community to understand priorities and recommendations set by the community and to begin identifying a meaningful definition of success. This Plan represents the beginning of an ongoing process to review, evaluate and engage to continue to develop and deepen diversity and inclusion impacts in the community.

In developing this plan, we aim to ignite a sense of enthusiasm and energy, creativity and commitment towards celebrating the diverse social and cultural experiences and backgrounds of all in our community. Developing a community informed diversity and inclusion plan will increase awareness, demonstrate our commitment, begin dismantling barriers, and develop a path towards equitable access.

Intended Outcomes

The intended outcome is to enhance community wellbeing through the co-creation process and the further development of diversity and inclusion work in the City of Red Deer.

Meaningful community development, engagement, and participation.

- Develop the community informed direction for a measurable and sustainable Plan of Action to foster the accessibility, celebration and inclusion of diverse social and cultural backgrounds.

Strengthened social and cultural interactions

- Utilize co-creation strategies to provide community members with the opportunity to clarify roles and responsibilities for the municipality, public systems, the Welcoming and Inclusive Community Network (WIC), and the larger community.

Enhanced stakeholder relations and partnerships

- Through the process of inclusion and co-creation, work to increase trust, loyalty, and respect by building relationships, celebrating diversity, and promoting greater accessibility, equity and inclusion.

ENGAGEMENT PROCESS

The intention was to develop a process with multiple opportunities to learn from the community. The engagement process included conversations, presentations, and 5 community consultations ensuring that the outcome of the final *Diversity and Inclusion Community Plan* is informed by community needs and interests. There were 6 separate forms of data collection, 3 of them were specifically designed to learn from the perspectives and ideas of the community.

Key Stakeholder Interviews

Stakeholder interviews were held at the beginning of this project to demonstrate a commitment to understanding the community's concerns and aspirations, learning from the knowledge and experiences of the participants, and to ensure the community informed the project from the onset. The participants represented diverse backgrounds, experiences, and intersectionalities. The stakeholder interviews provided an opportunity to establish an idea of the current experience of inclusion in Red Deer and identify themes around issues and desired outcomes. Information collected during the one-on-one interviews was used to develop the five themes for the design labs and to create a foundation for monitoring and evaluation. All quotes in this document were taken from the Key Stakeholder Interviews. Most interviews were completed in August-September 2022.

Environmental Scan

Environmental scans involve gathering and analysing information that shows trends, patterns, opportunities, and possible obstacles. They help improve decision making by increasing an awareness of industry standards, norms, and strategies. In this case the environmental scan was used to develop a deeper understanding and comparison of municipal diversity and inclusion programs, plans, and policies. In addition to the City of Red Deer five municipalities were used for this scan. The data gathered helped identify possible recommendations for the priorities set by the community in the Design Labs, and will help with any future development of this plan.

Municipal Interviews

A series of interviews were held with staff from three of the five municipalities used in the Environmental Scan. These interviews were an opportunity to create a deeper understanding of the process for developing a future municipal Reconciliation, Equity, Accessibility, Diversity and Inclusion (READI) Framework. The interviews provided insight into the inspiration behind committing to a READI Framework, the development process, options for maintaining transparent accountability, actioning, monitoring, and evaluating a READI program, celebratory, creative, and innovative program ideas, impact on economic sustainability, community reaction, changes in community culture, staffing structures, and how to create a systems-based approach to READI programming. This information was used to critically review possible recommendations and will be instrumental in the development of future programming.

Perspectives on Inclusion Presentations

Perspectives on Inclusion was a public event held on Wednesday, October 19th in partnership with the Welcoming and Inclusive Communities Network, Access 4 Disabilities, Care for Newcomers, and the City of Red Deer. This event was an opportunity to learn about the experience of discrimination through the voices of people with lived experience or their delegated representative. Five individuals shared their stories and experiences with ideas for what an ally could do to step out of the bystander role. A compilation video of the presentations was created to open all of the Design Labs.

Design Labs

Design Labs are a way to learn from the community, to gain an understanding of lived experience, perspectives, and ideas; they create an opportunity to design *with* the community rather than *for* the community. In February and March 2023, 5 Design Labs were held, each one focusing on themes developed from the information gathered in the Key Stakeholder Interviews. These public consultations were designed to accommodate as many people as possible with translation and childcare services available, in person and online options, afternoon and evening sessions, small roundtable discussions, trained facilitators, a recuperation room if needed, refreshments, gendered and gender-neutral washrooms, community resources provided, and multiple methods for contributing ideas.

> *Equity, diversity and inclusion is not political. it doesn't belong in the political arena. it's not a left or a right perspective. Diversity, inclusion and equity are about human rights. People can learn and change. The city will only get better if EDI changes.* Interview 12

The sessions gathered information on how change will be identified, successes and challenges, and constructive solutions-based idea generation. All the information was compiled, analyzed, and used to create the community priorities. The community priorities informed the recommendations for action planning.

Literature Review

A literature review is a critical written account of the current research on a specific topic. The purpose is to deepen your understanding and knowledge of the subject, identify gaps in the research, avoid duplicating research that already exists, give credit to previous researchers, recognize methods for monitoring and evaluation, and create a list of resources. To get a deeper understanding of the 5 themes drawn from the one-on-one interviews, a literature review was done on each subject: Building Relationships Through Respect, Relevance, Reciprocity and Responsibility; Understanding Equity; Developing Accessibility; Recognizing the Impact of Diversity; and Connecting Safety and Inclusion.

> *If the City of Red Deer takes on diversity and inclusion as an external thing, it would reset the norm for community. The City has the opportunity to inspire!*
> Interview 2

COMMUNITY INFORMED: THEMES

The five themes for the *Community Informed: Diversity and Inclusion Plan* were developed based on the responses from the Key Stakeholder Interviews. These interviews were conducted at the beginning of the project, the information gathered was reviewed and assessed. Clear patterns emerged from the responses that focused on the importance of building relationships, understanding equity, developing accessibility, recognizing the impact of diversity, and connecting safety and inclusion. These five themes became the foundation for the Literature Reviews and the Design Labs. Each of the following descriptions is a synopsis of the literature review for each theme; the references are listed at the end of the document.

Building Relationships through Respect, Relevance, Reciprocity and Responsibility

People and relationships are the most important aspect of a thriving community. In the longest study ever conducted on happiness (beginning in 1938-ongoing) it has been found that good relationships are the single most important factor to what makes people flourish. It is one thing to say relationships are vital to human happiness; it is another to create a framework that incorporates intercultural relationship building in a way that demonstrates this fundamental importance. How do we create, maintain, grow and nourish those relationships?

> **The City of Red Deer has to stop prioritizing some areas of sustainability over other areas of sustainability. They're not recognizing that as a system, they're all equally as important and have to be respected and treated that way. Culture is a major sustainability pillar and it's not treated with respect in our community.**
> Interview 5

Early in the development of this project, two students from the University of Manitoba, Social Work - Indigenous Knowledges program assisted with the research. While focusing on how to build relationships, these students introduced us to the work of Verna J. Kirkness and Ray Barnhardt, two Indigenous scholars who wrote First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility. This extraordinary piece of work was created to demonstrate the importance of approaching intercultural relationship building. The focus is on creating spaces that value indigenous cultures, thus creating a path that focuses on understanding, collaboration, and learning from the beauty of our differences.

We were given permission to use this work as the foundation of future relationship building, imbedding Indigenous knowledge at the core of the *Community Informed: Diversity and Inclusion Plan.* The hope is that building our community engagement practices around respect, relevance, reciprocity, and responsibility will shift the way we value and include diverse cultures, ways of knowing, experiences and perspectives.

Understanding Equity

Understanding the difference between equity and equality requires a deeper look at intersectionalities, historic oppression, perspective, experiences, disparity, and humility.

When equity is not understood, or established power structures are being maintained, you will hear phrases like - "equity is about handouts", "equity creates different expectations for different people", or that diversity and equity can't both be valued at the same time. Equity does not mean that merit is not important, or that anyone is excused from abiding by the law, or that opportunities will be taken away.

From an equity perspective, people are not defined by singular categories. Rather, identity is a complicated combination of everything that makes us who we are. Some of the things that make us who we are create overlapping and interconnected systems of discrimination or disadvantage (our intersectionalities). Many of these are protected from

discrimination under the Canadian Charter of Rights and Freedoms, and the Alberta Human Rights Act. Shifting towards equitable engagement means addressing many layers of systemic discrimination that exist in our society. An equitable approach recognizes a broad range of personal, social, economic and environmental factors that impact an individual's opportunity to thrive; and responds to them. Equity responses are specific to the different needs of different individuals and groups, recognizing that our shared history has resulted in diverse experiences, challenges, barriers and access to inclusion. Equity also recognizes that people engage differently, and meaningful engagement has to be accessible and inclusive.

Equity is about eliminating the processes that maintain oppression.

Developing Accessibility

Accessibility is about increasing opportunities for participation by understanding, addressing and removing barriers. An individual with accessibility needs could be experiencing temporary or permanent conditions that limit cognitive, physical, auditory, visual, or verbal abilities. Accessibility needs can also result from limitations due to age, neurodivergence, financial status, language proficiency, education, or cultural differences. Accessibility challenges can also be the result of limited access to technology or transportation.

Accessibility impacts an individual's

ability to engage physically, emotionally, culturally, spiritually, and more. All of these can limit a person's ability to visit our parks, recreation facilities, entertainment options, and restaurants, as well as gain information, education, or have career choices. Accessibility impacts one's involvement in many social and cultural experiences.

Improving accessibility is not about looking at the people who are in public spaces or engaging online. It is about looking for those who are unable to engage, listening to their lived experiences and finding solutions to overcome the barriers. When we declare an opportunity is open to anyone who wants to participate, but do not genuinely address accessibility barriers, we create events that are not actually open to everyone.

Overcoming accessibility challenges means understanding the cultural and social experiences of those who are experiencing these challenges. While it is impossible to guarantee everything will always be completely accessible, it is important to constantly strive for higher standards, learn from people with lived experience, and address as many barriers as we can.

Recognizing the Impact of Diversity

Today, diversity is a word that is heard seemingly everywhere. But what does it actually mean and why is it important?

Simply put, diversity means variety. Diversity is not something we need to develop, but rather exists everywhere

There is a theme where, it's like, organizations say, 'Well, we do our diversity and inclusion work directly with different groups. And we need to keep that information between us, we don't need to advertise it.' It's like it has to be a secret that you're doing the work. But, if you're not saying it out loud, what is the point? Are you even proud of what you're doing or is it embarrassing? Are you actually engaging properly, or do you not want accountability? Secrecy isn't working.

Interview 7

What creates a challenge is the internalization of historic misinformation we have learned about each other as a result of systemic oppression. . Unlearning misinformation and learning to embrace diversity, celebrate it, and understand the valuable role it plays in creating healthy social, cultural, and economic environments brings innumerable benefits to individuals and communities.

As individuals we are all diverse - from the way we look and act, to our interests, quirks, personality, preferences, humour, the list is endless. Everyone is unique. As a community, diversity expands to broader categories: cultural, ethnic, gender identities, gender expression, sexual orientation, language, religion, age, abilities, etc. When individuals start to experience diversity at the community level, they begin to form groups with other people

they see as similar. We are still unique individuals, but when we segregate into groups that share commonalities, we feel comfortable in the similarity.

When we disconnect from the natural spectrum of humanity, diversity becomes a challenge. Groups with structural power can create conditions and requirements for belonging. Conformity as a requirement to acceptance begins a drift towards practices of assimilation and pushes society towards stagnation. Moreso, our communities have been historically struggling with systems such as racism, sexism, ableism, oppressions against sexual and gender diverse peoples, and more, which create challenges to embracing diversity.

In reality, engagement between diverse people drives innovation, economic growth, social stability, and cultural vibrancy. Interacting with diverse people improves creativity, empathy, decision making, communication, performance, and our ability to collaborate. Working with a diverse team brings in multiple perspectives and reduces group-think, other forms of bias, and a dependency on assumption while leading to more informed decision making.

> *I see a lot of diversity in Red Deer but I don't see a lot of inclusion to match it. This causes loneliness and people never really feeling like they're accepted in the city. It always feels like people have one foot in the city but they never feel like they belong enough to put their other foot in and stay.*
> Interview 13

Learning to engage with diverse people improves our ability to form meaningful relationships, it reduces fear of the unknown and creates inclusion. Understanding cultural competency is an important way to begin creating spaces that respect diversity. Cultural competency training focuses on learning how to effectively interact with people from different backgrounds and how to adapt to different cultures. Living in a diverse environment requires understanding intercultural exchanges. People do not simply live adjacent to one another; we live together. We interact and we build relationships. Diversity has a positive impact on our lives, and it needs to be celebrated.

Connecting Safety and Inclusion

While many think safety and inclusion are unrelated, in reality, inclusion is a fundamental aspect of our wellbeing and safety. Experiences of inclusion impact our psychological, social, emotional, and physical health. Furthermore, we can plan for inclusion in an intentional and actionable way, without a requirement to conform.

Inclusion provides us with a feeling of acceptance and a belief that we matter. This experience builds confidence and gives us the space to exist as our true selves without fear of rejection. Feeling included is the foundation of our support systems.   It allows us to be vulnerable, risk

expressing our personal truths, share innovative ideas, recognize our faults, make mistakes, and work on improving and healing ourselves.

Inclusion provides safety – psychological, social, emotional, and physical safety.

Exclusion, or apathetic inclusion can be debilitating. It can actually activate the pain receptors in our brains, and can create feelings of rejection, not being good enough, and being invisible; thus increasing mental health challenges like depression and anxiety. Mental health challenges are not always the result of a lack of inclusion, but a lack of inclusion often results in some degree of mental health challenge!

When a feeling of inclusion is lacking in our families, friend groups, schools, work, and communities, we will often seek it wherever we can. Individuals can become so desperate to be accepted that we become susceptible to manipulation and falling through the cracks of our social safety nets.

The sacrifices and conformity required

> **❝ *Just imagine the idea of Red Deer being ranked as safe. Safety in our community comes from inclusion and diversity.*** Interview 4 ❞**

to belong in some groups becomes less important than the feeling of belonging. Youth who experience a lack of inclusion are increasingly at risk of radicalization leading to violence; isolation, high risk behaviour, emotionally abusive aggression, and all degrees of self harm.

There are always exceptions. Some people can find their way through awful psycho/social environments and come out seemingly unaffected. For many of us, however, such experiences are usually unbearable.

Inclusion should not be a privilege. It should be something our community continues to work on so every person can live their lives in a space that accepts them.

> **❝ *That experience of racism is overwhelming. It makes you group together in groups. So, when you come into a space as a newcomer and English isn't your first language, you're going to group together with people who speak the same language as your mother tongue because it makes you feel safer to be in a group. But the second that you joined together in a group, and you feel like you're safe, then this community immediately starts to call you a gang and most of the people in these in these groups are students. Finding safety with other people that speak their language and understand the challenges that they face with the racism, then to be called a gang they find it funny because where they're coming from, you know, gangs, gang involvement meant like bodies in ditches not, you know, a bunch of brown kids standing on a street together talking.*** Interview 9 ❞**

PRIORITIES

The following nine priorities were developed from engagement with diverse and marginalized community members in Red Deer. They represent a beginning point for action to enhance community wellbeing through increasing equitable access and celebrating diversity. The expectation is that City staff and leaders, and community organizations and members, will collaborate together and assume joint responsibility for progressing actions which address these priorities. This will be done in an equitable way, recognizing that the City has more access to structural power and the resources needed to mobilize these actions, and that marginalized communities have more insight into which actions will provide an effective outcome. It is recommended that a Diversity and Inclusion Framework will be developed to expand on and further plan to address these priorities and recommendations.

> *If the City takes it on completely, it will get lost. It's not just the City's responsibility, it's also the community's responsibility. There are really good organizations doing this work, find ways to support them rather than taking over what it is that they're doing.* Interview 4

Priority One: Address Mistreatment in Communities, Workplace and Education Systems

What We Heard:

The people of Red Deer are experiencing discriminatory and hate-based mistreatment in a variety of ways and places:

- Marginalized people are having difficult experiences in doctor's offices, sometimes as patients and sometimes as service providers.

- People of Colour are experiencing discrimination in the labour market, workplace and education system.

> *Racism is definitely here. It's in all spaces throughout the city. The generalizing and racist prejudice of ethnic groups, it begins in schools. The young ages in schools. It was really hard because you're immature and young. But it's also learned behavior and, you know, teachers and school administration don't seem to be doing enough to stop it. High school is really, incredibly hard. The verbal abuse, and bullying, racism was hard to take.* Interview 9

- The Red Deer community is noticing and objecting to the marginalization, exclusion and mistreatment of Indigenous people.

- Cultural diversities in communication styles and work ethics are being exploited in workplace situations.

- Marginalized people are struggling to gain employment because of discrimination and barriers during recruitment, interviewing and hiring processes.

- Many community members are aware that Red Deer is a recruitment ground for hate-based organizing.

- People experiencing houselessness, homelessness and addictions are experiencing mistreatment in the community, including when in need of and trying to access services and healthcare.

Mistreatment, especially long-term and systemic mistreatment, affect one's experience of safety and result in physical, emotional and social health impacts - including impacting the social determinants of health - therefore affecting all aspects of life.

> *Just because you don't experience racism doesn't mean you can't feel it. If you listen to what people are saying the way people communicate with each other isolates individuals from their community and makes it clear they wish you weren't here. People need to be more aware of their microaggressions.* Interview 14

Priority Two: Address Inequity

What We Heard:

Members of the Red Deer community are experiencing inequity in a number of ways, including:

- Continuing lack of representation during engagement, decision-making, and event and program development.
  - While some marginalized identities are represented, others are still not, including members of Indigenous communities and the most marginalized members within marginalized communities (e.g. BIPOC people who are 2SLGBTQ+ and/or live with disabilities).

- Tokenization or misrepresentation.

- Systemic racism and oppression.

- Over-policing of some marginalized communities.

- Difficulties securing sustainable employment.

- Discrimination in housing and other aspects of life.

> ❝ *Reading about racist comments made to people in public, the protests and other incidents made me scared. Now I feel scared walking around in downtown Red Deer, even going from work to City Hall Park because that's where a lot of the problems were taking place.* Interview 1 ❞

The economic development of Red Deer requires diversity.
If we want Red Deer to thrive, we need to recognize that diversity is beneficial to the overall economy of the City and foster greater equity among this diversity.

Priority Three:
Increase Accessibility and Community Participation

What We Heard:

Accessibility to infrastructure and support services is a significant priority for supporting diversity and inclusion. Accessibility includes and is not limited to physical accessibility for people with mobility issues. Accessibility also includes cultural and language needs and the reduction of barriers to accessing full opportunities and resources.

> ❝ *Finding ways to help businesses get started so that you can have that variety and diversity within the businesses and restaurants that you've got. People who aren't coming to Canada as newcomers, they don't have any idea. They don't understand how much work it takes to actually succeed and overcome being in a new place. The cost for families to succeed is a huge opportunity cost and takes generations to overcome.* Interview 7 ❞

Priority Four: Increase Baseline Levels of Essential Knowledge Needed to Support Diversity and Inclusion

What We Heard:

People from marginalized communities understand that accurate and in-depth knowledge and education of colonization, oppression and marginalization are needed to 'unlearn' misinformation and confusions that fuel mistreatments, exclusions and inequity. The City of Red Deer is asked to actively facilitate increasing the baseline level of knowledge needed to provide a foundation to building fairness and inclusion.

Priority Five: Create Opportunities to Nurture a Greater Sense of Connection

What We Heard:

All people want to feel connected and seen. This is particularly important for people who experience continuous exclusion and systemic discrimination. A sense of connection profoundly improves the social determinants of health, and is essential to creating a society that is fair and inclusive. Connection takes place at many levels, including between individuals, within communities, between communities and agencies, across agencies and between government and community.

Priority Six: Develop and Communicate a City Culture of Diversity and Inclusion

What We Heard:

In order to effectively support and facilitate diversity and inclusion in Red Deer, the City will need to consciously develop a culture of diversity and inclusion. Culture includes agreed and shared values, beliefs and behaviours. Intentional efforts to communicate and promote a City culture that understands the values and benefits of inclusion will form the foundational pathways for achieving inclusive behaviours and outcomes.

Priority Seven: Build Trust by Acting Visibly and with Accountability

What We Heard:

Marginalized community members need to see and experience the impacts of actions taken for diversity and inclusion. People would like to see community being cared for and responded to, and to not feel they are a lesser priority than business. Rather than hearing about an 'inclusive city' and the intentions and initiatives that may be taking place, the people of Red Deer would like to judge by their experiences, the levels of inclusive practices that exist. Community members want to see the City as a leader and role model in demonstrating diverse and inclusive practices and experiences.

Priority Eight: Address Inequities and Mistreatments Within and Between Marginalized Communities

What We Heard:

- Marginalized communities are themselves diverse, including in relation to gender, sexuality, ability, skin colour, culture, faith beliefs, and more. The internalization of historical oppressions and marginalization can result in complex relationships and behaviours within and between marginalized communities, including experiences of mistreatment. Furthermore, historically marginalized communities can be subjected to 'divide and conquer' principles and forces coming from the mainstream community. A few ways the Red Deer community experiences these include:
- Developing perceptions and having experiences that some marginalized people are treated with more empathy and access to supports and resources than others. Example of groups pitted against each other in this way are:
  - European heritage refugees and newcomers versus Asian and African heritage refugees and newcomers
  - All immigrant heritage people versus Indigenous people.
  - Cisgender and heterosexual communities versus 2SLGBTQ+ communities.
  - Able-bodied people versus people with disabilities.
- All historically marginalized communities also struggle with gender-based violence, heterosexism and cissexism, able-bodied oppression, class and financial divides, and more.
- Addressing mistreatment within and between marginalized communities requires insight, awareness, humility and the ability to listen to and collaborate with the most marginalized and impacted in any situation. The City of Red Deer is committed to supporting healthy relationships within and between marginalized communities.

Priority Nine: Be a Powerful Advocate

What We Heard:

Some issues raised by Red Deer community members are outside of municipal control and part of the provincial jurisdiction. A safe and equitable experience of Alberta Health Services for marginalized people in Red Deer stands out as a main example. The City of Red Deer organization has the resources and ability to act as an advocate for these community members to access increased resources and support from provincial partners, and therefore support the *Community Informed: Diversity and Inclusion Plan.*

> *It'd be great for the city to act as a leader and start encouraging other businesses to start looking at their accessibility issues. We could build our common spaces in a more positive way, so that they're more inviting and inclusive. If we could excel as a city in an area of accessibility, we'd be leaders instead of just barely meeting the standard and always being subpar. Making it a common goal would be a way to unite our community.* Interview 3

RECOMMENDATIONS

The following nine priorities were developed from engagement with diverse and marginalized community members in Red Deer. They represent a beginning point for action to enhance community wellbeing through increasing equitable access and celebrating diversity. The expectation is that City staff and leaders, and community organizations and members, will collaborate together and assume joint responsibility for progressing actions which address these priorities. This will be done in an equitable way, recognizing that the City has more access to structural power and the resources needed to mobilize these actions, and that marginalized communities have more insight into which actions will provide an effective outcome. It is recommended that a Diversity and Inclusion Framework will be developed to expand on and further plan to address these priorities and recommendations.

> *Cultural competency is really important. Education is really important! Municipalities have really high expectations without the education in place, how are newcomers expected to function in a municipality without the education.* Interview 1

> *Teachers interact with children of Color differently than the other children. Their tone changes from pleasant to aggressive, and it discourages them [the children] from seeking help from their teachers.* Interview 8

Recommendations

Priority One: Address Mistreatment in Communities, Workplace and Education Systems

- Develop a hate and discrimination response model for the city, including bystander behaviours and responses.

- Work with school boards to track and respond to experiences of discrimination and mistreatment against marginalized people in education.

- Create more opportunities for English language training, as well as opportunities to learn to embrace and support speakers of English with diverse accents and for whom English is not a native or first language.
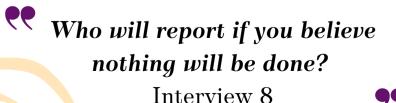
- Encourage the enforcement and enhancement of employment policies and standards that address mistreatment and inequity in the workplace.

- Reduce barriers to gaining employment for marginalized groups by increasing knowledge and education among recruiters and employers, and encouraging the adoption of best practices to end discriminatory in hiring processes.

- Lead with hiring diversity, valuing divergent perspectives and appropriately responding to cultural communication and work ethic differences in workplaces.

- Provide more opportunities for business training, education and support for historically marginalized people struggling to access the labour market.

- Review bylaws and develop and implement programs which reduce the mistreatment of people experiencing houselessness, homelessness and addictions in the community and when accessing services and healthcare.

- Work with policing and extremist prevention groups such as the Alberta Hate Crimes Committee and the Organization for the Prevention of Violence to understand the factors causing vulnerability to recruitment into hate-based organizations and develop an action plan to prevent this.

- Provide resources to the Welcoming and Inclusive Community Network to generate educational opportunities for programs such as Radicalization Leading to Violence.

- Recognizing the value of addressing the unique context and needs of Indigenous people specifically, create pathways for interaction and collaboration between efforts to improve Indigenous people specifically, create pathways for interaction and collaboration between efforts to improve Indigenous Relations and Reconciliation, and broader Diversity and Inclusion.

> *Your teachers need training for understanding bias so they can learn about and understand the newcomer perspective. Getting this to the teachers, or getting schools involved in diversity and inclusion conversations from the beginning, is important.* Interview 1

Recommendations

Priority Two: Address Inequity

- Increase and grow relationships, connections and representation from members of Indigenous communities, and members with intersecting identities from historically marginalized communities in decision-making and program development that impact their wellbeing, access and participation.

- Encourage and incentivize marginalized communities to evaluate how they are responding to the needs of the even more marginalized people within their communities (e.g. 2LGBTQ+, disabled, women, etc.) by linking this value to funding and program development

- Facilitate increased representation of marginalized people on council committees, community boards, service club memberships, and other similar structures

- Challenge 'tokenism' by recruiting for multiple representatives from historically marginalized communities, encourage their relationship-building with each other, and plan to support their needs.

- Include a diversity of organizations represented in engagement and partnerships, and grow this network.

- Partner with marginalized communities and voices in the development and implementation of initiatives and programs.

- Increase diversity in hiring, beginning with employment with the City.

- When hiring, value Indigenous knowledge and lived experience, and lived experience of inequity, alongside or instead of educational experience; and create preferences for these experiences.

- Explore and promote ways to recognize value in qualifications from other countries that are not currently validated by the Canadian system.

- Address dominant culture advantage in interviews.

> **❝** *Who will report if you believe nothing will be done?*
> Interview 8 **❞**

- Support diverse cultural behaviours and responses, and challenge expectations for complete assimilation to the dominant culture.

- Facilitate and incentivize employers to create organizational cultures capable of properly supporting the needs of employees with lived experience of marginalization in every level of an organization, and ensuring access to opportunities.

Recommendations

Priority Three: Increase Accessibility and Community Participation

- Increase access to support for English language learning and understanding, including at shelters and drug court, and by providing translation tools for the City website and service materials.

- Hire people with lived experience of marginalization who can provide their lens in planning and development. For example, hire people with disabilities who can provide a disability lens on planning and programming.

- Provide clarity of the system for accessing services and create pathways to communicate this clarity to historically marginalized communities.

- Increase resources to support accessible participation of marginalized people in all aspects of life.

- Ensure full mobility access in the community, including sidewalks during the winter, washrooms, parking and transportation.

- Create places for practicing faith, culture and Indigenous ceremony – in City workplaces and other community areas.

- Ensure the City's support for Reconciliation, Equity, Accessibility, Diversity and Inclusion is visible and celebrated, for example the subsidized bus passes for newcomers and marginalized people.

- Create access to social agency support outside of work hours, to facilitate people who cannot call for support services during their work hours.

- Provide resources to the City supported Red Deer Welcoming and Inclusive Community Network.

> *COVID just gave us an example of what our future is going to be like – the isolation and inability to get out and about. [With a disability] that increase in isolation comes from an inability to participate in your community life [which] is going to lead to other issues.* Interview 11

Recommendations

Priority Four: Increase Baseline Levels of Essential Knowledge Needed to Support Diversity and Inclusion

- Inform the mainstream community of the value of making an effort with language for newcomers.

- Inform Red Deer residents of inclusivity definitions and how to participate in creating inclusive environments.

- Provide the community with humanizing stories of marginalized people. Examples could be demonstrating the impact of intergenerational trauma on experiencing addiction or how any individual is 'a pay cheque away from being on the street'.

- Support staff and community members to be cognizant of the power of words, use clear and inclusive language and take effective actions.
- Support the people of Red Deer to know the true history of colonization in Canada and Red Deer, racism in Canada and Red Deer, what are Treaty 6 and 7 obligations, and what legislative and structural barriers to equity are currently affecting the lives of Indigenous people and other marginalized people.

- Increase awareness among staff and community of systemic oppression, and the roles of systemically privileged identities and positions in both enforcing and challenging that oppression.

- Educate City staff at all levels on issues of diversity, inclusion and equity.

- Create opportunities to learn from community members and experts with lived experiences of marginalization, including lived experience of disabilities.
- Support workplace learning events like 'diversity conversations'.

- Address the root causes of fear, ignorance and miseducation about 'others'.

- Increase community and staff skills in respecting and listening to diverse ideas, opinions, and cultural points of view.

- Understand that one's impact towards another is not limited to one's words but is also affected by tone and one's ability to connect with each other.

- Uphold standards for media reporting in relation to issues of diversity and inclusion and stand against reinforcing incorrect stereotypes and discriminatory ideas.

- Clearly understand and promote the difference between 'equality' and 'equity', favouring working towards equity.

- Facilitate community and staff understandings of the lived experiences, needs and issues of transgender people, HIV positive people, and people living with homelessness and/or addictions, in order to effectively respond to these needs.

Recommendations

Priority Five: Create Opportunities to Nurture a Greater Sense of Connection

- Take actions that increase empathy for people from diverse identities, in community and workplaces.

- Increase coordination between service agencies.

- Share resources, including being reciprocal about engagement and research, sharing information, and facilitating exchanges for the 'things' people need.

- Create opportunities and ways for all people to come together. For example, through the downtown market place, monthly community events at performing arts centre, open hub on Ross, community marketplace, a 'Culture fest' centring children and food, community gardens, potlucks. *

- Support workplace culture events. *

- Provide grants for community events.

- Provide a sense of belonging and connection through the lights at City Hall.

> *Your staff are the people who are actually in the community. Your staff are the people who are interacting with your community. Listen to them to understand what the needs of your community are. You need to stop infantilizing your workforce.*
>
> Interview 3

- Support increased connection and communication between neighbours

- Provide community dinners to all people, and including people living with homelessness.

- Support resource allocation and access to services for mental wellbeing and healing from trauma for people from marginalized communities.

* Note: These community suggestions are multicultural solutions; intentional equity-focused and intercultural event planning is also needed.

Recommendations

Priority Six: Develop and Communicate a city Culture of Diversity and Inclusion

- Consciously develop Red Deer's culture of diversity and inclusivity, including shared values, principles, beliefs and expected behaviours.

- Promote this inclusive culture through a communication strategy and campaigns that increase awareness, encourage examples of positive behaviours and provide opportunities for the people of Red Deer to get involved and show their alignment.

- Encourage the buy-in of local businesses and organizations into Red Deer's culture of inclusivity and the Diversity and Inc.

> *It'd be great to start doing cultural celebration and teaching diversity and inclusion in middle school, because that's where it seemed to be. That's where the hardship really started. Make it available, make spaces available, and ways to share available, so that it's not pushy. Not just to check a box, make the experience real. Knowledge and education are the keys.* Interview 13

Recommendations

Priority Seven: Build Trust by Acting Visibly and with Accountability

Community Recommendations for City of Red Deer

- Visible participation of City Mayor, Councillors, leadership and managers in taking action for diversity and inclusion.

- Seek facilitated diversity and inclusion education for City Mayor, Councillors, leadership and managers so they can participate as informed champions and models of inclusive work.

- Work with communities in the development and implementation of proclamations and events.

- Coordinate planning around honouring Black History Month, Asian and Pacific Islander Heritage Month, Pride Month, Indigenous Heritage Month, Truth and Reconciliation, Disability Employment Awareness Month, Trans Day of Remembrance, and other important events.

- Ask applicants for their hiring and diversity policies as part of funding applications and through the procurement process.

- Solicit buy-in for the Community Informed: Diversity and Inclusion Plan and Framework across businesses and organizations in the city.

- Produce an internal diversity survey to be administered annually or biannually.

- Re-enact the City of Red Deer Diversity and Inclusion Team.

Community Recommendations for all Red Deer Corporate Entities

- Undertake an internal review of policies, procedures, and programs for inclusive language and lens.

- Provide Respect, Equity, Accessibility, Diversity and Inclusion (READI) and Gender-Based Analysis Plus (GBA+) education for all internal staff to impact both internal relationships and external engagement.

- Appoint a READI Coordinator position that works systemically or interdepartmentally, thereby reducing the silo effect.

❝ *People in power need to be accountable for their actions and inactions. Actions speak louder than words.* Interview 11 ❞

❝ *Society is so focused on looking at our differences and breaking things apart into a hierarchy of importance between racism or homophobia or misogyny, it keeps everyone focusing on differences. The conversation of diversity and inclusion encompasses all areas of marginalization.* Interview 4 ❞

Recommendations

Priority Eight: Address Inequities and Mistreatments Within and Between Marginalized Communities

- Provide accurate education and information for newcomers on the colonial history of Canada, structural racism against Indigenous peoples, the legislations currently contributing to the oppression against Indigenous peoples, and Treaties 6 and 7 and the Metis Nation.

- Provide information and context for Land Acknowledgements, and in language easily understood by people for whom English is not a primary language.

- Support community-driven healing, relationship building and restorative justice practices within and between marginalized communities.

Addressing mistreatment within and between marginalized communities requires insight, awareness, humility and the ability to listen to and collaborate with the most marginalized and impacted in any situation. The City of Red Deer is committed to supporting healthy relationships within and between marginalized communities.

Recommendations

Priority Nine: Be a Powerful Advocate

- Advocate to reduce wait times for services.

- Advocate for the health services needs of marginalized people, especially Indigenous people, asylum seekers and refugees, transgender people, 2SLGBTQ+ people, HIV positive people, children, people with disabilities and people living with homelessness and/or addictions.

- Advocate for an increase in resources and impactful diversity and inclusion policies and programs from the province.

- Recommit to fulfilling the obligations of the *Coalition of Inclusive Municipalities*.

LEADERSHIP AND GOVERNANCE IN A COLLABORATIVE MODEL

For inclusion to be truly successful, a collaborative model of leadership and governance is needed with participation from both City staff and leaders, and community organizations and members, with a focus on people with lived experience and experts with lived experience of inequity. The *Welcoming and Inclusion Community Network* (WIC) is ideally positioned to act as a conduit between partners. This collaborative group will assume joint responsibility for the *Community Informed: Diversity and Inclusion Plan*, and work together to create a meaningful definition of success and its indicators. It is recommended that both quantitative and qualitative tools are used to generate data for measuring this success. Appropriate resources will need to be applied to ensure the success of governance and evaluation tasks.

Measurement and Evaluation Indicators

As part of developing the Diversity and Inclusion Framework, an evaluation tool will be created based on the priorities and recommendations in this plan.

Measurement and Evaluation Tool

Alberta Municipalities has provided a Measuring Inclusion Tool (MIT) to help measure the level of inclusiveness of a municipality and its community, assess the impact of diversity and inclusion activities and assist with future planning. As part of the City of Red Deer's commitment to the *Coalition of Inclusive Municipalities*, the City will collaborate with the Welcoming and Inclusive Community Network to complete an annual diversity and inclusion assessment using the Alberta Municipalities Inclusion Tool.

> *We actually have to have welcoming and inclusive policies that are very specific. Can't just have policies that talk about wellbeing but don't really specifically talk about diversity, inclusion or equity policy.* Interview 3

Community-Based Quantitative Data

Reporting on incidents of mistreatment and experiences of inequity also provide meaningful quantitative data to measure the success of diversity and inclusion activities over time.

Furthermore, the opportunity to safely report one's experiences provides marginalized people with a voice and a sense of being seen and heard. Given that reporting occurs where vulnerable people feel trust, and success in reporting depends on creating accessible structures where trusting relationships exist, it is recommended that the City support and resource community-based organizations to develop mechanisms and collect and evaluate data.

> *Close the gap between what is said and what is done.*
> Interview 13

Telling the Story: The Value of Qualitative Data

Qualitative data provides powerful insights and nuances that 'tell the story' behind the quantitative data. The Community Development team will continue to host community check-ins regarding progress with activating the *Community Informed: Diversity and Inclusion Plan.*

Updating the Community Informed: Diversity and Inclusion Plan

It is recommended that an overall update of the Community Informed: Diversity and Inclusion Plan take place in six years. This will maintain meaningful and appropriate recommendations as the culture of Red Deer becomes more inclusive and community needs change over time.

> **Where do I go to get involved? How do I start participating? The City's role is creating a web of connections rather than just providing services. Making things better is building partnerships and creating inclusion between groups. More resources need to be put towards bringing people together in groups like *Welcoming and Inclusive Communities Network* or the *Local Immigration Partnership.***
> Interview 12

NEXT STEPS

Feedback loops will be included in the progress to ensure the process doesn't become stagnant and iterations can be made.

Starting Point
Community Consultation: develop an understanding of the challenges and recommendations

Create a meaningful and measurable definition of success.

We are at about this point now.

Create a system for monitoring and evaluation.

Ensure accountable and invested support.

Develop a system for continued community connections and consultation.

Focus on developing a framework for enacting recomendations and solutions

This administration has made it clear that inclusion and accountability is important in words, but we need to see it in action. Interview 4

UNDERSTANDING CURRENT TERMINOLOGY

Understanding the terminology and using it correctly is an important part of developing a deeper understanding of the issues, communicating impactfully and empowering people to develop effective actions. People can often use terms inappropriately, use terms they have heard but do not understand and cannot explain, and are afraid to ask what a term means. One recommendation of this plan is to communicate a list of terms and their meanings for staff and the community. The work will draw from the following four excellent resources provided here: the **Alberta Civil Liberties Research Centre**, **Alberta Municipalities**, the **Canadian Race Relations Foundation**, and the Alberta **Coalition Creating Equity.** These resources are easy to use and, together, provide a comprehensive list of terminology.

Alberta Civil Liberties Research Centre and Calgary Anti-Racism Education (CARED)
Website:
https://www.aclrc.com/
Glossary retrieved from:
Glossary — Alberta Civil Liberties Research Centre (aclrc.com)
CARED+Glossary+Final+2020-converted-compressed.pdf (squarespace.com)

Alberta Municipalities
Website:
Homepage | Alberta Municipalities (abmunis.ca)
Glossary retrieved from:
measuring_inclusion_tool_for_municipal_governments_2019.pdf (abmunis.ca)

Canadian Race Relations Foundation
Website:
Coalitions Creating Equity – Coalitions Creating Equity
Glossary retrieved from:
CRRF Glossary of Terms (crrf-fcrr.ca)

Coalitions Creating Equity
Website:
Coalitions Creating Equity – Coalitions Creating Equity
Glossary retrieved from: http://coalitionscreatingequity.ca/wp-content/uploads/2020/07/Hate-Incident-BookJuly2020_LO.pdf

RESOURCES

This list of resources is meant to support community members and organizations to access tools that could be helpful for further development of a commitment to Reconciliation, Equity, Accessibility, Diversity and Inclusion (READI).   The focus of this document is a broad look at equity, accessibility, diversity and inclusion, this does not set aside the importance of Truth and Reconciliation. Truth and Reconciliation is equally as important as a personal journey and an organizational journey. There are a few resources below to help you get started on your own TRC journey.

Truth and Reconciliation
https://nctr.ca/about/history-of-the-trc/truth-and-reconciliation-commission-of-canada/
https://nctr.ca/records/reports/
https://www.reconciliationeducation.ca/en-ca/
https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada/index.html
https://www.whose.land/en/
https://native-land.ca/
https://rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525
https://rcaanc-cirnac.gc.ca/eng/1100100032297/1544716489360

Advancing Equity and Inclusion: A Guide for Municipalities
Advancing Equity and Inclusion: A Guide for Municipalities (ottawa.ca)

Alberta Civil Liberties Research Centre
Alberta Civil Liberties Research Centre (aclrc.com)

Alberta Human Rights Commission
Home (albertahumanrights.ab.ca)

Canadian Centre for Diversity and Inclusion
Canadian Centre for Diversity and Inclusion (ccdi.ca)

Canadian Race Relations Foundation
Front Page - Canadian Race Relations Foundation (crrf-fcrr.ca)

Coalitions Creating Equity
Coalitions Creating Equity – Coalitions Creating Equity
http://coalitionscreatingequity.ca/wp-content/uploads/2022/10/Hate-Incident-BookJuly2020_LO.pdf

> *When is the actual work going to start, you're not new to this. The City signed the Coalition of Inclusive Municipalities in 2013.*
> Interview 12

Coalition of Inclusive Municipalities
Coalition of Inclusive Municipalities (ccunesco.ca)
Resources (ccunesco.ca)

Gender-based Analysis Plus (GBA+)
Gender-based Analysis Plus (GBA Plus) - Women and Gender Equality Canada
Scoping Review (originally a PowerPoint presentation

Municipal Anti-Racist Practices that Might Work
https://www.calgary.ca/social-services/anti-racism/municipalities-sectors.html

Navigating Race in Canadian Workplaces: A brief history of race relations in Canada
20200804-toolkit-a-brief-history-of-race-relations-in-canada.pdf (ccdi.ca)

Promising Practices And New Directions In Multiculturalism And Anti-Racism Programming
https://www.betterup.com/

Social Determinants of Health
Key Health Inequalities in Canada
Social determinants of health and health inequalities - Canada.ca
Understanding the report on Key Health Inequalities in Canada - Canada.ca
Data Tools - Public Health Infobase | Public Health Agency of Canada
How to integrate Intersectionality Theory in Health Equity analysis - Canada.ca
Social determinants and inequities in health for Black Canadians: A Snapshot - Canada.ca

Stop Hate AB
Stop Hate AB – Documenting Hate Incidents in Alberta

Diversity, Equity and Inclusion Lighthouses 2023 Report: Five Successful Factors of DEI Initiatives
2023 DEI initiatives report: Inside the lighthouses | McKinsey

Trauma Informed Care
https://www.albertahealthservices.ca/info/page15526.aspx

Understanding Racism in Red Deer
Racism In Red Deer – Research Project|Red Deer Local Immigration Partnership (rdlip.ca)

Workplace Inclusion Charter - Red Deer
Workplace Inclusion Charter|Red Deer Local Immigration Partnership (rdlip.ca)

Welcoming and Inclusive Communities
Welcoming and Inclusive Communities | Alberta Municipalities (abmunis.ca)

Welcoming & Inclusive Communities Action Partnership
ABmunis Fact Sheet_WICAP WWL.pdf

SOURCES

The following is a list of references specifically used in the Community Informed Themes: Literature Review. No direct quotes were used but it is important to acknowledge the sources of information that contributed to this body of work; the references are ordered by section. This list of references has not been formatted in a formal structure, the intention is to make it easier to use.

Community Informed Themes

Building Relationships Through Respect, Relevance, Reciprocity and Responsibility

Title: First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility
Author: Verna J. Kirkness Ray Barnhardt
Website: https://www.uaf.edu/uaf/
Webpage: https://www.uaf.edu/ankn/publications/collective-works-of-ray-b/Four-Rs-2nd-Ed.pdf
Date Retrieved: September 24, 2022
Originally Published: This article first appeared in Journal of American Indian Education, Vol. 30, No. 3, May 1991, pp. 1-15.

Title: What the longest study on human happiness found is the key to a good life
Author: Robert Waldinger and Marc Schulz
Website: www.theatlantic.com
Webpage: What the Longest Study on Human Happiness Found Is the Key to a Good Life - The Atlantic
Date Retrieved: May 24, 2023

Title: What is relationship building all about?
Author: Marya Axner
Website: https://ctb.ku.edu/
Webpage: https://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions/build-sustain-relationships/main#:~:text=Building%20and%20sustaining%20relationships%20are,but%20it%20is%20worth%20it.
Date Retrieved: March 15, 2023

Title: Truth and Reconciliation Commission of Canada: Calls to Action
Author: Indigenous People of Canada
Website: https://nctr.ca/ or www.trc.ca
Webpage:https://ehprnh2mwo3.exactdn.com/wpcontent/uploads/2021/01/Calls_to_Action_English 2.pdf
Date Retrieved: September 16, 2023

Title: A Brief Definition of Decolonization and Indigenization
Author: Corporate
Website: www.ictinc.ca
Webpage: A Brief Definition of Decolonization and Indigenization (ictinc.ca)
Date Retrieved: October 7, 2023

Understanding Equity

The definitions of equality and equity for this section were taken from a glossary created by the Alberta Civil Liberties Research Centre and Calgary Anti-Racism Education:
https://static1.squarespace.com/static/511bd4e0e4b0cecdc77b114b/t/60c79621d2b7b530aa639143/1623692835250/CARED+Glossary+Final+2020-converted-compressed.pdf

Title: 9 ways to promote equity in the workplace
(and how to lead by example)
Author: Madeline Miles
Website: https://www.betterup.com/
Webpage: https://www.betterup.com/blog/equity-in-the-workplace
Date Retrieved: March 9, 2023

Title: Advancing Equity in Ontario: Understanding Key Concepts
Author: Canadian Mental Health Association
Website: www.porticonetwork.ca
Webpage: General Resources - Portico (porticonetwork.ca)
Date Retrieved: January 12, 2023

Title: An intersectional approach to discrimination:
Addressing multiple grounds in human rights claims
Author: Corporate
Website: www.ohrc.on.ca
Webpage: An introduction to the intersectional approach | Ontario Human Rights Commission (ohrc.on.ca)
Date Retrieved: January 29, 2023

If the City is doing any EDI [Equity Diversity Inclusion] work, there's nowhere on our city website that suggests this is happening, like it's a secret. So of course whatever you're doing it's going to fail because people don't know that it's actually a thing. But you can check a box and say that we tried this program but it didn't work. When really you didn't try because you actually didn't promote it. You didn't make it accessible. You didn't make a statement about it. You didn't, oh I don't know, communicate anything about it.
Interview 7

Title: Equity Explained: What It Is and How to Create It at Your Organization
Authors: Janet M. Stovall Cliff David
Website: https://neuroleadership.com/
Webpage: https://neuroleadership.com/your-brain-at-work/equity-explained/?utm_term=&utm_campaign=Education+-+NA&utm_source=adwords&utm_medium=ppc&hsa_acc=6445333425&hsa_cam=15028076065&hsa_grp=130380740592&hsa_ad=573767825496&hsa_src=g&hsa_tgt=aud-1653846623188:dsa-52915544627&hsa_kw=&hsa_mt=&hsa_net=adwords&hsa_ver=3&gclid=Cj0KCQjww4-hBhCtARIsAC9gR3Y9bQi-Vnqskf7Prvq28JLhswjJpzn63hm_6waGXzOL28GCOlpeyZIaAvN-EALw_wcB
Date: January 29, 2023

Title: The Advantages of Equity in the Workplace
Author: Chron Contributor
Website: https://work.chron.com
Webpage: https://work.chron.com/advantages-equity-workplace-2635.html
Date Retrieved: March 29, 2023

Title: Fighting Backlash to Racial Equity Efforts
Author: Rosalind M. Chow, L. Taylor Phillips, Brian S. Lowery, and Miguel M. Unzueta
Website: https://sloanreview.mit.edu/
Webpage: https://sloanreview.mit.edu/article/fighting-backlash-to-racial-equity-efforts/
Date Retrieved: May 17, 2023

Title: Why Diversity, Equity, and Inclusion Matter
Author: Marie LeBlanc.
Website: https://independentsector.org/
Webpage: https://independentsector.org/resource/why-diversity-equity-and-inclusion-matter/
Date Retrieved: February 18, 2023

Title: Why Understanding Equity vs Equality in Schools Can Help You Create an Inclusive Classroom
Author: Corporate
Website: https://www.waterford.org/
Webpage: https://www.waterford.org/education/equity-vs-equality-in-education/
Date Retrieved: March 29, 2023

Title Social Determinants of Health and Health Inequalities
Author: Corporate
Website: https://www.canada.ca/en/services/health.html
Webpage: https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health.html
Date Retrieved: March 29, 2023

Title: Intersectionality 101: what is it and why is it important?
Author: Bridie Taylor
Website: https://www.womankind.org.uk/
Webpage: https://www.womankind.org.uk/intersectionality-101-what-is-it-and-why-is-it-important/#:~:text=Intersectionality%20is%20the%20acknowledgement%20that,orientation%2C%20physical%20ability%2C%20etc.
Date Retrieved: March 29, 2023

Title: Canadian Charter of Rights and Freedoms
Author: Corporate
Website: https://laws-lois.justice.gc.ca/
Webpage: https://laws-lois.justice.gc.ca/eng/Const/page-12.html
Date Retrieved: May 22, 2023

Title: Alberta Human Rights Act
Author: Corporate
Website: https://www.alberta.ca/alberta-kings-printer.aspx
Webpage: https://kings-printer.alberta.ca/1266.cfm?page=A25P5.cfm&leg_type=Acts&isbncln=9780779744060
Date Retrieved: May 22, 2023

Developing Accessibility

Title: What is Accessibility?
Author: Corporate
Website: https://carleton.ca/
Webpage: https://carleton.ca/webworkshops/accessibility-training/module-1-about-accessibility/
Date Retrieved: February 23, 2023

> *For a lot of people in wheelchairs they just can't actually go out because if they get off the sidewalk, they can't get back on again. People are living with a real fear of having to get off sidewalks and not being able to get back on and being stuck on the roads.*
> Interview 10

Title: What is Accessibility?
Author: Corporate
Website: https://www.seewritehear.com/
Webpage: https://www.seewritehear.com/learn/what-is-accessibility/#:~:text=A%20General%20Definition,the%20context%20of%20architectural%20design.
Date Retrieved:

Title: Cultural Competency and Accessibility
Author: Corporate
Website: https://www.wcsap.org
Webpage: https://www.wcsap.org/advocacy/program-management/new-directors/standards/cultural-competency-accessibility
Date Retrieved: May 28, 2023

Title: Improving Cultural Competence to Reduce Health Disparities
Author: Corporate
Website: https://www.ncbi.nlm.nih.gov/
Webpage: https://www.ncbi.nlm.nih.gov/books/NBK361117/
Date Retrieved: May 14, 2023

Recognizing the Impact of Diversity

Title: Cost of Racism: U.S. Economy Lost $16 Trillion Because Of Discrimination, Bank Says
Author: Adedayo Akala
Website: https://www.npr.org/
Webpage: U.S. Economy Lost $16 Trillion Because Of Racism, Citigroup Says : Updates: The Fight Against Racial Injustice : NPR
Date Retrieved: March 29, 2023

Title: What is Cultural Competence and How to Develop It?
Author: Suzanna Windon, Ph.D. and Tanya Lamo
Website: https://extension.psu.edu/
Webpage: What is Cultural Competence and How to Develop It? (psu.edu)
Date Retrieved: May 21, 2023

Title: The Impact of Diversity Courses on College Students' Moral Development
Author: Eugene T. Parker III , Cassie L. Barnhardt , Ernest T. Pascarella , Jarvis A. McCowin
Websites: https://muse.jhu.edu/
Webpage: Project MUSE - The Impact of Diversity Courses on College Students' Moral Development (jhu.edu)
Date Retrieved: May 21, 2023
First Published: Journal of College Student Development, Johns Hopkins University Press,
Volume 57, Number 4, May 2016

Title: Why is Diversity Important?
Author: Corporate
Website: https://diversity.social/
Webpage: Top 13 Reasons Why is Diversity Important? [2023] | Diversity & Social Impact Made Easy
Date Retrieved: May 5, 2023

Title: What Are the Advantages of Diversity in Society?
Author: Staff Writer
Website: https://www.reference.com/
Webpage: What Are the Advantages of Diversity in Society? (reference.com)
Date Retrieved: April 12, 2023

Title: Racism Has an Economic Cost, Atlanta Fed President Warns
Author: Emma Bowman
Website: https://www.npr.org
Webpage: Racism Has An Economic Cost, Atlanta Fed President Warns : Updates: The Fight Against Racial Injustice : NPR
Date Retrieved:: March 9, 2023

Title: Distinguishing Diversity, Inclusion, And Belonging in The Workplace
Author: Beth Kaplan
Website: https://www.hrdconnect.com/
Webpage: https://www.hrdconnect.com/2022/04/29/distinguishing-diversity-inclusion-and-belonging-in-the-workplace/
Date Retrieved: March 22, 2023

Title: 'Mystery Shoppers' Help U.S. Regulators Fight Racial Discrimination At Banks
Author: Chris Arnold
Website: https://www.npr.org/
Webpage: 'Mystery Shoppers' Help U.S. Regulators Fight Racial Discrimination At Banks : NPR
Date Retrieved: March 9, 2023

Neurodiversity as a Competitive Advantage: Why you should embrace it in your workforce
Authors: Robert D. Austin and Gary P. Pisano
Website: https://hbr.org
Webpage: Neurodiversity Is a Competitive Advantage (hbr.org)
Date Retrieved: April 4, 2023

Title: Racism Impoverishes the Whole Economy
Author: Lisa D. Cook
Web Page: Racism Impoverishes the Whole Economy - The New York Times (nytimes.com)
Website: The New York Times - Breaking News, US News, World News and Videos (nytimes.com)
Date Retrieved: March 16, 2023

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Connecting Safety and Inclusion

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> *We need more communication around diversity and inclusion. All the events are great, but communication isn't good enough so people don't even know where they're supposed to go, it leaves people not knowing what you can and can't attend.*
> Interview 2

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The big problem is racism, but continued discrimination becomes an internalized expression of racism. When you treat a group of people like they're a gang – when in every single way they're not – they're still experiencing the mistreatment of your prejudiced assumptions. They feel like they've already done something wrong when they haven't done anything wrong. If you continue to treat a group of people like they're bad and doing something wrong, the experience of discrimination and hurt, eventually it starts to become an identity. We're already being treated like we're tagging something with graffiti, so we may as well do it. And, we become the expectation when we weren't before. Interview 9

> It takes a community. If the whole community becomes aware, they can act together to make change happen.
> Interview 14

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