Windsor Police Service

EQUITY, DIVERSITY, & INCLUSION STRATEGIC PLAN

2022

POLICE

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MESSAGE FROM THE CHIEF

Pamela Mizuno
Chief Of Police

Dear Members,

It will take the WPS community and the communities we serve to bring the strategy to life and make it sustainable for years to come. Everyone has a responsibility to help foster a diverse, equitable, and inclusive community.

We challenge each and every member and community member to commit to creating a culture that supports EDI and engage as a champion of EDI. There are many ways you can help create an environment that promotes and supports EDI within our Service and our community.

All members can effect change through their circles of influence, and those in formal positions of leadership will have an even greater opportunity to make a difference. Although all members have a role to play, accountability for progress on the EDI strategy falls to the senior leadership, as well as certain members tasked with particular EDI-related mandates. Advancing EDI priorities will require comprehensive organization wide efforts to influence personal, structural and cultural change. Key metric and performance indicators of progress will be identified and monitored as part of the EDI Action Plan.

Sincerely,
Pamela Mizuno
Chief of Police

PURPOSE OF THE PLAN

The Windsor Police Service is committed to ensuring that all members of the organization are treated equitably and have a sense of belonging. The organization leadership have taken the first of many steps to build a more equitable and inclusive service that will not only impact the members, but also the communities they serve.

In June 2021 the Windsor Police Service began work on an equity, diversity, and inclusion (EDI) assessment to engage with the membership and identify the challenges and barriers members from underrepresented groups (i.e., women, racialized, Indigenous, people with disabilities, LGBTQ2+,and other minorities) experience in the workplace. The results were shared in a report (Appendix A) that included a number of recommendations developed from engagement and feedback with members of the Windsor Police Service.

The EDI Strategic Plan provides a framework to guide the implementation of EDI best practices and principles. It considers the identified barriers and through an EDI Action Plan, how these can be addressed to ensure a more equitable and inclusive Windsor Police Service for all its members.

MISSION AND VISION

Our Vision

Working together toward an equitable and inclusive workplace for Windsor Police Service members that will contribute to an equitable and inclusive service for the Windsor community.

Our Mission

Our mission is to equip all our members with the education and skills to navigate difference with empathy and understanding. Ensuring that policies and procedures include an equitable and inclusive lens that mitigates for biases impacting service quality and effectiveness is a key priority to leadership, and the purpose and mission of the Windsor Police Service.

STRATEGIC GOALS

Consultation and assessment of organizational EDI needs provided the guidance to develop the strategic goals for embedding EDI principles and best practices through culture and service. They are as follows:

CREATE AN EDI-FOCUSED ORGANIZATIONAL ENVIRONMENT:

Create an equitable and inclusive environment by providing dedicated EDI training and education, and actively recruiting and developing a diverse workforce through implementation of improved policies, programs, and structural review that support our organization's EDI vision.

CREATE AN EDI-FOCUSED ORGANIZATIONAL CULTURE

Provide a responsive, fair and inclusive workplace by fostering a culture with increased trust, increased awareness through communication, reduced stigma, and improved practices around diversity, inclusivity, and equity.

DELIVER PROGRAMMING AND SERVICES THAT SUPPORT INDIVIDUALS

Support **individual** members by offering programming and services to promote diversity, inclusivity, and equity in the Windsor Police Service.

EQUITY, DIVERSITY, & INCLUSION OBJECTIVES

The following objectives were identified as the framework to embed EDI at the Windsor Police Service. It was important that the objectives provided guidance to an action plan that is specific, measurable, attainable, realistic, and time-based (SMART). The following objectives will guide this work:

Action 1: Education and Raising Awareness

Objective 1: EDI Education and Training

Educational sessions that provide members with the foundational understanding of issues of EDI is crucial to culture change. Ongoing and intentional opportunities to learn from each other and have the skills to embark on difficult conversations with truth and reliable information can mitigate many inequities and conflicts in the workplace. This knowledge and skills are also transferable to meeting the needs of service to the community that is diverse and considers cultural sensitivity in interaction and relationship.

Objective 2: EDI Advisory Committee

The purpose of an EDI advisory committee in the Windsor Police Service is to have an established group of sworn and civilian staff with expertise and lived experience of underrepresented groups for guidance and support of EDI related activities and initiatives. This group will also provide expert guidance to leadership when EDI issues arise within or outside of the Windsor Police Service and a response or action is required.

Objective 3: Communications and Marketing

Diversity in communication and marketing medium is only one, but an important step in ensuring an inviting and representative service. The Windsor Police Service will ensure that all communication and marketing materials include diverse representation that is meaningful and intentional, and not tokenistic. Expert consultation will be sought to ensure that all messaging from the Windsor Police Service is socially and culturally sensitive.

Objective 4: Community Engagement

Through collaboration with the Community Consultative Committee, the Windsor Police Service will develop an engagement plan with diverse groups from the Windsor community to listen to the needs of diverse groups and build relationships and trust.

Objective 5: EDI Data Collection and Metrics

The Windsor Police Service is committed to ongoing evaluation and assessment of EDI using metrics that contribute to and inform the EDI Action Plan. These will be included as part of annual or biennial reporting:

- EDI Environmental Scan through a Climate Survey (every 18-24 months)
- Collection and reporting on demographic data of members
- Collection and reporting on the diversity of civilian and sworn applicants during the recruitment and hiring process

Objective 6: EDI Embedded in Programs and Policies

The Windsor Police Service will adopt an EDI lens for the evaluation and assessment of programming and policies to ensure members from underrepresented groups are able to access these in an equitable and inclusive way.

This objective will be informed by the ongoing assessment practice of EDI Climate Surveys performed every 18-24 months that will provide valuable feedback from members about any programs or policies that require review at that time. This review will be completed by the EDI Advisory Committee and/or in collaboration with external expert consultation.

Objective 7: Mentorship

Diversity among member representation is an identified gap at the Windsor Police Service. Ensuring a diverse representation at the service that reflects the diversity of the Windsor community it serves, is important in the quality and effectiveness of service delivery.

The Windsor Police Service will develop a mentorship program in collaboration with academic and training institutions, and community stakeholders to recruit and encourage applicants from underrepresented groups.

The program will include opportunities for affinity group (e.g., women, racialized, Muslim, etc.) members to discuss the process for application and strategies to prepare for entry into the service in workshops and engagement sessions. The programming for this initiative will be informed and guided by the EDI Advisory Committee.

The equity, diversity, and inclusion (EDI) Action Plan was developed using the framework offered by the overarching goals and objectives of the EDI Strategic Plan. The work of embedding EDI throughout the service culture will take time and intentional action and resources, the following actions are how this will be achieved.

Action 1: Education and Raising Awareness

Specific to the current EDI Action Plan, the following educational strategy will be adopted:

Zoom virtual sessions for senior leaders and administrators

These will ensure those within leadership and support roles are able to build the responsive content skills when working with members and are called upon in situations to lead for equity.

Interactive online modules for officers and civilian staff

These will provide a feasible and convenient way to educate and provide information to all service members. Hosting the online modules on the existing training platform of the service will allow members to complete the modules at their own time but will also ensure accountability for completion. The content will establish best practices in the workplace and service that can be referenced.

Topic areas for these sessions will include:

1. Anti-racisim and anti-oppression

2. Gender diversity

3. Accessibility

4. Social media best practices

Timeline: Rollout Start May 2022

Action 2: EDI Advisory Committee

The Windsor Police Service will establish an EDI Advisory Commitee of sworn and civilian staff with expertise and foundational understanding of EDI principles and/or lived experience as identifying from an underrepresented group. The Committee will be guided by the following best practices:

- The committee will consist of a diverse membership of representatives of identity and lived experience, civilian and sworn roles, rank, and years of service.
- The members of the committee will demonstrate expertise and a fundamental understanding of issues in EDI and a commitment to advancing EDI in WPS.
- The mandate of the committee will be to provide support, expertise, and advisory to human resources and leadership on issues of EDI as they arise.
- The committee will have established Terms of Reference that clearly outlines mandate, term of service, and governance structure.
- The purpose of the committee is not to be a decision-making body, but rather to provide advice and guidance to the organization on EDI.

Timeline: Start formation/call out August 2022

Action 3: Communications and Marketing Plan

Through expert EDI support and in collaboration with the EDI advisory committee:

- The WPS will add values of EDI to the existing organizational core values to reflect this commitment.
- Review current website and communications mediums to ensure diverse representation in internal and external facing mediums.
- Develop EDI communication strategies that consider inclusive and culturally sensitive messaging from WPS to the community.
- Coaching for Chief and senior leaders on the effective and inclusive communication of the EDI goals and commitments included in the EDI Action Plan.
- Develop infographics from content used in trainings that can be distributed around all WPS faciliites in communal spaces for continual education on EDI.

Timeline: Ongoing

Action 4: Community Engagement Plan

- Through collaboration with the Community Consultative Committee, the WPS will develop a strategic engagement plan to build relationships and trust with diverse groups from the community. The WPS will develop a plan of action to formalize the relationship between WPS and specific underrepresented community groups.
- Create a database of representatives from community-based groups who will be invited to meet with senior leadership annually in a forum to listen and share.
- Develop a community leaders panel with representation from underrepresented groups that will meet with the Windsor Police Service Chief and leadership two times a year to discuss any concerns or issues, and to continue to develop a relationship of trust with communities of underrepresented groups.

Timeline: The Community Consultative Committee and Youth Consultative Committee are ongoing

Action 5: Social Events

- The EDI Advisory Committee will develop recommendations for an annual social event that is culturally sensitive to the diversity of its members.
- Celebrate cultural holidays and special calendar days and use these as opportunities to educate members on diverse cultures and identities.

Timeline: Ongoing

Action 6: EDI Assessment

The Windsor Police Service will provide opportunities for members to engage in an EDI assessment process every 18-24 months to update the EDI action plan and adapt to the changing needs of the diverse membership.

Timeline: December 2023 or later

Action 7: Enhancement of the peer support program

The peer support program will be bolstered by the addition of support mechanisms to ensure that EDI considerations are embedded within the processes. This will include:

- Clearly defining the purpose of the Peer support program and communicate with members how they can access it and what supports they can receive through it.
- Define the peer support volunteer role and ensure that adequate wellness supports, and measures are provided to individuals in these roles.
- Provide education and training for peer support volunteers to equip them with the skills and resources to provide guidance and support to diverse members.
- The EDI Advisory Committee will actively engage with the peer support group and the Windsor Police Association to collaborate on continued enhancement of the peer support program.

Timeline: June 2023

Action 8: Accessibility and Accommodations review

Senomi Solutions Inc. reviewed the existing policies and procedures on accessibility and accommodations and have developed a report of recommendations for changes and needs

The WPS will work toward implementing these and an ongoing review of changes and effectiveness of processes and procedures will be monitored by the EDI Advisory Committee. The Committee will provide in its annual report to leadership the measured success of accommodations and provide any additional recommendations.

Timeline: January 2024

Action 9: Mentorship

There is currently an ongoing review of professional development and promotional processes occurring by an external consulting company. The results of this review will provide outcomes to guide additional approaches for mentorship strategies that support underrepresented groups and ensure equal opportunities for promotion and professional development. Once established, the EDI Advisory committee will also provide guidance for this process.

A Mentorship program will be developed for potential candidates from underrepresented groups who are participating in training programs at partner institutions. The programming objectives and activities for this initiative will be developed, informed, and guided by the EDI Advisory Committee. The committee will engage recruitment programs and stakeholders to ensure that opportunities are provided to recruits from underrepresented groups seeking entry into the service.

Timeline: Start August 2023

Conclusion

The Windsor Police Service have a strong strategic framework and plan of action to mobilize EDI principles and best practices that will lead to culture change and a more equitable and inclusive service. It will take the commitment and participation of every member to ensure the success of this plan and sustainable EDI at the Windsor Police Service, a place where every member belongs.

Windsor Police Service

EQUITY, DIVERSITY AND INCLUSION CONSULTING REPORT

PREPARED AND PRESENTED BY:

SENOMI SOLUTIONS INC.

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PREFACE

The following report was developed through consultation with members of the Windsor Police Services over the period of June to September 2021. The purpose of the report was to provide an assessment of equity, diversity, and inclusion (EDI) within the experiences of the members of the organization.

It is important to understand that this work begins with the foundational understanding that inequity exists within our society. There are cultural and social norms that every individual holds that have been shaped by the way we were raised, the people we surround ourselves with, and the norms of our environment. These include beliefs we may hold about "others", as in people who are not like us, that cause us to unintentionally treat them differently based on these differences between them and ourselves. The general lack of representation of certain identities may also result in the unintentional mistreatment of people. Organizations may neglect the experiences, thoughts, and feelings of these individuals simply because they are often different from those of the majority. Research and an understanding of our history and the way in which our society operates has provided us with an understanding of who is treated unfairly in our society because of these beliefs and norms about them. It is the premise on which Human Rights and Labor laws exist.

Assessing equity is therefore the exercise of listening to the voices of those who represent the smallest numbers as part of the organization. Through this exercise of listening, we seek to find ways to ensure that the way the organization operates allows these individuals to fully participate and have a sense of belonging regardless of their identity and representation within the organization. This report and the sharing of this information is important because it demonstrates that an organization values fairness and EDI, and is willing to listen and provide a space and place where all its members feel like they belong.

Kind regards,

Nicole Kaniki, PhD

Director, Senomi Solutions Inc.

GLOSSARY OF TERMS

The following are definitions of frequently used EDI terms in this report.

Culture

A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.

Diversity

Diversity is defined as differences in race, color, place of origin, religion, immigrant and newcomer status, ethnic origin, ability, sex, sexual orientation, gender identity, gender expression, age, and others. It consists of the conditions, expressions and experiences of different groups.

Equality

Equality is the state of freedom from oppression and prejudice. This state of freedom means each individual or group of people is given the same resources or opportunities.

Equity

Equity means fairness. It is the removal of systemic barriers and biases enabling all individuals to have equal access to and to benefit from any aspect of society. It differs from Equality as it accounts for each individuals different and unique circumstances and reflectively allocates for resources needed to reach an equal outcome.

Identity

Is who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you. These can be based on aspects of your physical attributes, culture and places of origin, beliefs, group membership, and so on.

Implicit/Unconscious Bias

Implicit or unconscious bias is an attitude, stereotype, motivation, or assumption that can occur without one's knowledge, control, or intention. It is a result of one's life experiences and affects all types of people.

Inclusion

Inclusion is the practice of creating an environment that ensures all individuals are respected equitably and have access to the same opportunities.

Microaggressions

These are subtle, stunning, often automatic and nonverbal exchanges which are put-downs of people based on a minority or marginalized identity. They may also include experiences of everyday verbal, non-verbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership. Microaggressions can be seen in jokes, low expectations, insults, assaults and everyday practices of belittlement, exclusion, and invalidation of people from underrepresented groups.

Stereotype

A fixed, preconceived, and oversimplified idea or set of beliefs about a person or group. Stereotypes can either be positive or negative and are based on an inaccurate understanding and generalization that all people with a particular characteristic are the same.

Underrepresented Groups

These are individuals who self-identify as from a federally designated group (i.e. women, racialized, Indigenous peoples, person with a disability) and/or as LGBTQ2S+ (i.e. lesbian, gay, bisexual, transgender, queer, 2 Spirit, etc.). They are underrepresented in that their identity is part of the smallest numbers of representation within the organization.

EXECUTIVE SUMMARY

Purpose

The following is a report prepared by the Consultants of Senomi Solutions Inc., an independent diversity consulting company to assess the culture and climate of equity, diversity, and inclusion (EDI) at the Windsor Police Service (WPS). Members of the WPS were invited to provide feedback on their experiences and recommendations for overall improvement of processes and practices within the organization that will contribute to a more equitable and inclusive working and service environment.

Process

The assessment consisted of three methods of data collection. First, an online survey was launched on June 10th where members were invited to complete an anonymous questionnaire about their experiences of EDI at WPS. The survey closed on July 2nd and there were a total of 162 respondents.

The second method for feedback, invited members to attend a virtual Zoom group session with those of similar rank and role.

These included the following groups:

1. Junior Sworn Constables
2. Senior Sworn Constables
3. Sergeants
4. Staff Sergeants
5. Inspectors
6. Civilian Employees/Supervisors
7. Senior Leadership Team – Inspectors/Directors

Lastly, members were invited to contact the consulting firm directly to request a confidential one-on-one virtual Zoom session. The virtual sessions were attended by a total of 21 members who engaged in discussion with consultants.

Main Outcomes

Quantitative (online survey) observations showed general agreement between majority (white, able-bodied, heterosexual men) and underrepresented groups (i.e., women, racialized, Indigenous peoples, people with disabilities, and LGBTQ2S+) in satisfaction with career development, community and culture, and work environment. However, differences in "shared attitudes and beliefs" and feelings of being able to "openly and safely address a concern and/ or raise an issue with senior leadership and/or a superior" showed differences between groups with underrepresented groups having less agreement with these questions.

Qualitative (group and one-on-one interviews) observations identified a culture of exclusion that exists within the organization and is supported by a culture of informal networks contributing to inequities in career development and promotion, and experiences of discrimination and marginalization toward underrepresented groups. We observed an overall lack and absence of training and education on issues of EDI which also potentially has led to the feelings of exclusion and unfairness from members. These underrepresented groups expressed fearfulness in speaking up or engaging when misinformation or inappropriate discussions or actions happen in the workplace.

> "Have had several experiences where I have had to speak to subordinates in regards to their off hand comments, particularly in regards to persons who are being accommodated in the workplace."
> ~ Participant quote

SURVEY REPORT

Methods

EDI Data Analysis Framework

Our approach to data analysis for this report centered the purpose of the assessment as foundational to the framework of our lens. The purpose of this assessment framed as a question was:

How equitable and inclusive is the WPS, and is it a place where diversity thrives?

It is important to understand that the work of EDI is not seeking to understand what the majority within a population or membership is experiencing within the Canadian context, but rather what the most underrepresented and the most marginalized of the population is experiencing. When EDI is embedded within the culture of an organization, all members of an organization have a sense of belonging and feel valued regardless of identity. EDI is an area of work that seeks to empower those whom history and research has shown to be oppressed and marginalized and these include women, racialized people, people with disabilities, Indigenous peoples, and LGBTQ2S+ community members. We must be clear, EDI does not seek to tilt the unequal equilibrium in a way that diminishes the feelings, rights, opportunities of the majority, but rather to bring the equilibrium to equality so that everyone is able to have a voice and feel that they are valued and treated fairly in the organization.

This approach cannot be undertaken through traditional data analysis methodologies which seek to understand if most people within a population feel that the organization is equitable and inclusive, and if diversity is adequately supported. Therefore, we will present the results with subgroups of members as they have chosen to identify and compare responses of those identifying as the majority within WPS (white, able-bodied, heterosexual, men) with those who have selfidentified as from an underrepresented group.

Results

It is important to understand that EDI assessments specifically do not require high response rates to understand the EDI culture within an organization. The opportunity to engage about experiences of discrimination and marginalization are often only expressed by those experiencing these (underrepresented groups) and those who may have witnessed or observed these.

Therefore, in reflecting on our response rate of 162 participants for the online survey, we were confident in our ability to gather sufficient information to inform this report. Of these 162 respondents, 132 (81.5%) had completed the entire survey and 30 were incomplete submissions (less than 30%) (Figure 1.).

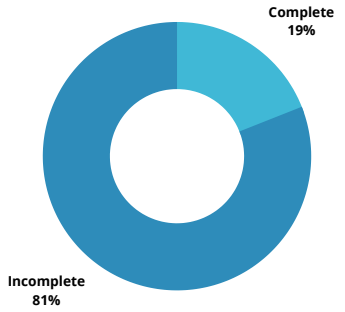


Figure 1. Survey Respondents (n=162)

There are additional factors to consider that may have impacted the response rate. In our observations, these may have included the survey conducted in December 2020 for which the results was still being processed at the time. This was communicated to our team on numerous occasions as to why some members would not participate. Additionally, the Windsor Police Assocation (WPA) had initial concerns about the survey that may have also deterred participation.

Demographics

We will begin by reporting on demographics, to provide a sense of the socio-cultural identities the 132 participants. As well, we report on where we find patterns in sociocultural identity within the survey participants.

It should be noted that the demographic questions from the survey were the last questions participants answered. This final section of demographic questions had the lowest participation with many participants leaving multiple questions blank. There are many possible reasons for this, including but not limited to, a possible distrust in the process or general disinterest in self-identifying. The sample size will be provided in the findings of each question to indicate the number of participants in each question.

Age

A total of 100 participants submitted a response to this question. Figure 2 demonstrates the breakdown of participants by age bracket, which shows 41 participants 46 to 55 years old, 36 participants 36 to 45 years old, 19 participants 26 to 35 years old, 3 participants 56 to 65 years old, and 1 participant under 25 years old.

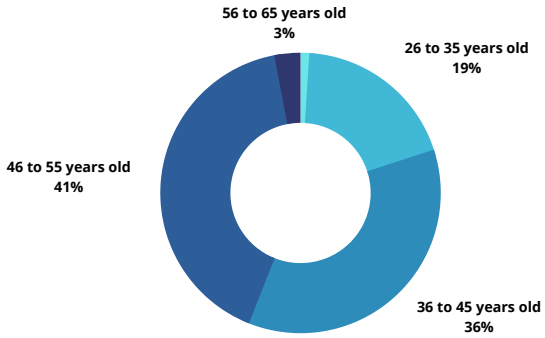


Figure 2. Age (n=100)

Educational Attainment

There were 100 participants who shared their highest level of educational attainment achieved of these 100 participants, 47 indicated they had completed an undergraduate university degree, such as a Bachelor's degree; 33 indicated they have completed a college program (e.g., apprenticeship certificate or college diploma etc.); 11 of participants indicated that they have completed a graduate or other professional university degree (e.g., Master or above); and 2 indicated a high school diploma or less (e.g., high school diploma, primary or elementary completion). There were 7 participants who indicated "I prefer not to answer".

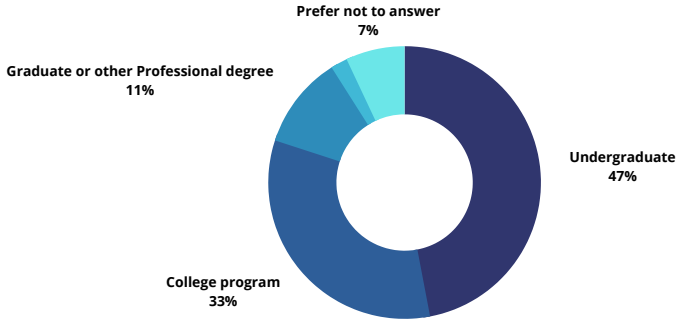


Figure 3. Education (n=100)

Racial Identification

Indigenous Self-identification

The following definition was provided to participants prior to sharing if they selfidentified as an Indigenous Person: "Indigenous Identification: The term 'Indigenous' here is defined based on the Canadian Constitution Act 1982 as a person of First Nation (Status/non-Status), Metis, or Inuit ancestry". As the number of participants indicating "yes" to this question was less than 10, we will not report on the exact number to protect anonymity.

Racial Self-identification

A total of 99 participants answered the racial identification question. Participants were asked to select as many of the available options available to best describe their racial selfidentification. White 68% Prefer not to answer 18% Racialized/Visible Minority 14%

Of the participants, 67 (68%) of participants indicated that they identify as White (e.g., Caucasian, European ancestry, etc.), with 14 (14%) of participants indicating that they identify with a racialized identity.

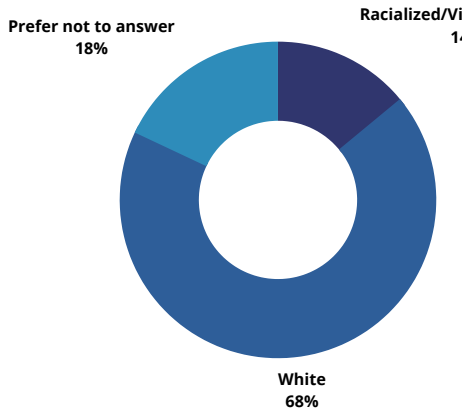


Figure 4. Racial Self-identification (n=100)

To protect the anonymity of these participants, we are only reporting these racialized identities in aggregate, as the number of participants who reported a racialized identity was very small in this sample. There were 18 (18%) of participants who indicated "prefer not to answer" on the survey (Figure 4).

Visible minority or racialized comprised identities of Black (e.g., African ancestry, Afro-Caribbean, African American, etc.), East Asian (e.g., Chinese, Taiwanese, Japanese, Korean, etc.), Latinx/o/a (e.g., south, Central American, Caribbean etc.), South East Asian (e.g., Vietnamese, Thai, Cambodian, Malaysian, Filipino/a, etc.) and West Asian or Middle Eastern (e.g., Iranian, Afghani, Lebanese, Egyptian, Iraqi, Armenian, Israeli, Palestinian, etc.).

Disability

Using the following definition, "Disability: The Accessible Canada Act defines disability as , any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment, or a functional limitation, whether permanent, temporary or episodic in nature, or evident or not, that, in interaction with a barrier, hinders a person's full and equal participation in society", participants were asked to self-identify if they are a person with a disability.

A total of 101 participants answered this question and 12 (12%) participants in the sample indicated "yes", 79 (78%) participants indicated "no," and 10 (10%) participants "prefer not to answer."

Figure 5. Disability (n=101)

Gender Identity

There were 97 participants who completed the question on gender identity. Most of the participants who answered this question (n=51; 52.6%) identified their gender identity as being a Man. There were 28 (28.9%) participants who identified their gender as a Woman. Less than 10 individuals identified as a gender other than a Man or a Woman (i.e., Gender non-conforming; Gender fluid; Non-binary; Genderqueer; Gender variant, X, Agender) and for purposes of anonymity, we have *combined this number with those participants who indicated "I prefer not to say "in Figure 6.

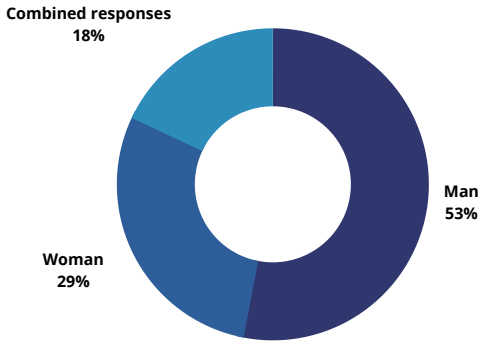


Figure 6. Gender Identity (n=97)

Sexual Orientation

Participants were asked to identify their sexual orientation. Participants were provided with the following definition beforehand: "Sexual orientation refers to an individual's identity in relation to the gender(s) to which they are attracted and or how people identify their sexuality." A total of 98 responses were submitted with 82 (83.7%) participants selfidentifying as Heterosexual.

The remaining participants (less than 10) indicated a variety of Sexual Orientations including: Twospirited; Lesbian; Gay; Bisexual; Queer; Asexual; Pansexual. Additionally, a similar number of participants (less than 10) indicated "I prefer not to say" and to maintain anonymity these numbers were *combined in Figure 7.

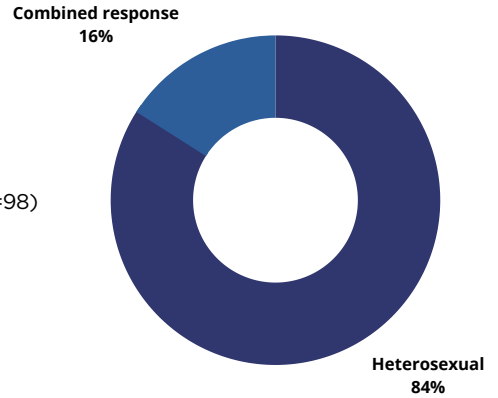


Figure 7. Sexual Orientation (n=98)

*It is important to note that no definitive conclusions can be drawn from the combined response number as it is solely for purposes of reporting.

Outcomes

Years of Service

Participants were asked to identify the number of years that they have been employed with the Windsor Police Service. A total of 130 participants responded and the results are as follows:

Number of Years with WPS	Participants	Percentage
Less than 1 year	9	6.8%
Less than 5 years	20	15.2%
Between 5 to 10 years	10	7.6%
Between 10 and 15 years	14	10.6%
Between 15 to 20 years	20	15.2%
Between 20 to 25 years	28	21.2%
More than 25 years	29	22%

Table 1. Years of Service (n=130)

Role in Windsor Police Service

The following table (Table 2) indicates specific roles that participants identified they hold within the WPS. There were a total 128 participants:

Role	Participants	Percent
Civilian Employee	33	25.8%
Civilian Supervisor	4	3.1%
Inspector	2	1.6%
Junior Sworn Constable (Less than 10 years)	8	6.3%
Senior Sworn Constable (10+ years)	42	32.8%
Sergeant	18	14.1%
Staff Sergeant	6	4.7%
Superintendent; Civilian Director; Deputy Chief; Chief	10	7.8%
Prefer not to answer or left blank	5	3.9%

Table 2. Role in WPS (n=128)

We wanted to explore if there were any relationships within the sample between role and the demographic data collected. We observed the following trends:

- A total of 51 (n total=128) participants who completed this question, selfidentified as a Man and of those, 24 (n total=51) indicated they are currently working as a Senior Sworn Constable (10+ years). This means that of the participants who completed both the gender question and the role at WPS question, 47% (24/51) are Men and Senior Sworn Constables.
- There is clustering of participants that self-identified as a Woman currently working as Civilian Employees, with 13 of the 33 (39.4%) Civilian participants identifying as a woman within this sample.
- Of the participants who identified as visible minority/racialized and completed this question, 42.8% (n=14) indicated they were Senior Sworn Constable.
- A total of 35 participants indicated their current role within the WPS but did not answer the question regarding their gender identity. An additional 10 responded "prefer not to answer." It is important to note this trend and follow whether this trend continues in further survey work conducted by the WPS.
- A similar trend was observed with respect to Racial Identification. 33 participants that did indicate their current role, did not answer the question regarding their racial identification. With an additional 18 participants responding, "prefer not to answer."
- We observed that participants who indicated they are currently a Senior Sworn Constable are the largest group to indicate "prefer not to answer" when answering the racial identification question.

Work Units and Role Mobility

Participants were asked to indicate the number of units they have worked in over the last ten years of employment within the Windsor Police Service. There were 122 participants who responded to this question and the breakdown is shown in Figure 8. Most participants (62%) who completed this question have only worked in one or two units.

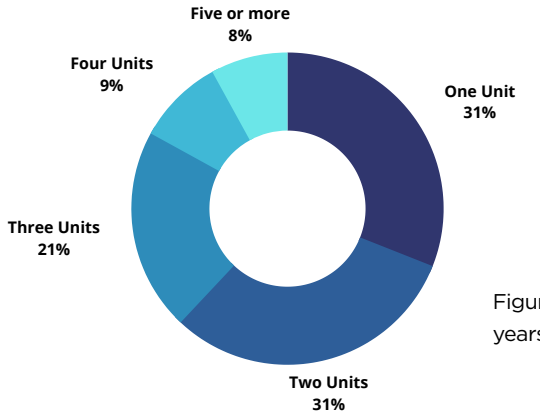


Figure 8. Units worked in last 10 years (n=122)

To better understand role mobility across units in the WPS, years of service was cross tabulated with the number of units worked. We see a high fluidity in movement and the number of units a participant has worked within, as the years of service increases (figure 9).

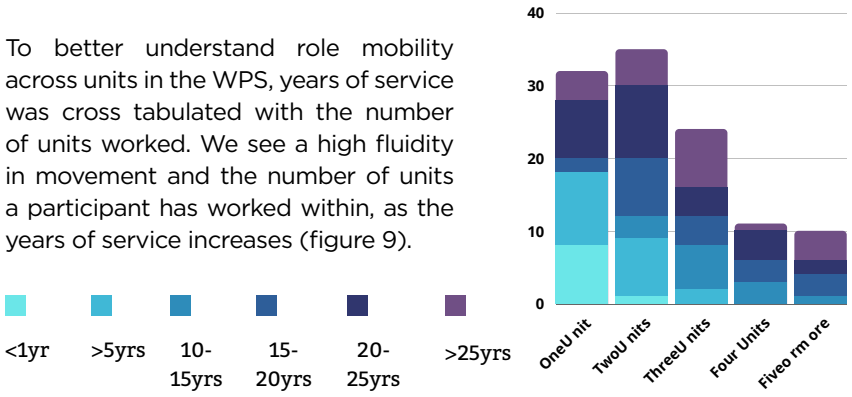


Figure 9. Years of service and number of units (n=122)

Aggregate Group Analysis

The aggregate analysis provided a quantitative representation of the assessment of equity, diversity, and inclusion (EDI) in the WPS. To be able to assess the differences in experiences of those who self-identify as the majority population in the organization of WPS and compare these experiences to those from underrepresented groups, we took an intersectional subgroup approach to the development of the comparative groups.

Sample sizes were small and so we did not complete a statistical comparison of the data. Doing this would provide results that are not reliable to draw conclusions from about any statistically significant differences that may arise. Therefore, the quantitative comparison of count data (percentages) were analyzed through observations, and conclusions were inferred using an EDI lens. Additionally, quantitative data was combined with qualitative data in the development of recommendations throughout all of the feedback mechanisms (i.e. online survey, group engagement sessions, and 1:1 sessions).

Comparative Group 1: White, heterosexual, able-bodied, men (WM)

The data showed that of the participants who completed the question of race in this survey, 67.7% identified as White (n=99). Of those who completed the gender question, 57.8% (n=97) participants self-identified their gender as Man. There were a total of 79 respondents that provided their identification to both the gender and race question.

Comparative Group 2: Underrepresented Groups (UG)

The comparative sample to the majority (WM) for the EDI analysis would be the collective responses of individuals in the organization, and herewith the sample of participants, who self-identify as Indigenous, racialized, women, person with a disability, and/or LGBTQ2S+. For the purposes of this analysis, these will be collectively referred to as Underrepresented Groups (UG). Of the 79 complete responses, 67.1% (n = 53) self-identified as a person whose identity includes at least one of the following: a woman, a visible minority, an Indigenous Person, a Person with a disability and/or LGBTQ2S+. A total of 26 of the 79 respondents (32.9 %) provided an answer to all of the questions that identified them as part of an UG, i.e. not a white, heterosexual, able-bodied man (WM).

We did an analysis across these two groups (WM n = 26 and UG n=53) across questions related to satisfaction in the workplace, community & culture, work environment and experiences of discrimination. The findings presented in the sections regarding satisfaction, community & culture, and work environment are of the aggregate of positive responses in their level of satisfaction or agreement (i.e., "somewhat agree", "agree", "strongly agree"; Or, "somewhat satisfied", "satisfied" or "extremely satisfied").

"There are always jokes related to race, religion, sexual orientation, around the office. It's how we cope."
~ Participant quote

1 Satisfaction with career and experience at WPS

1.1. Satisfaction with your career development opportunities and progression:

- 84.6% (n=22) of WM indicated some level of satisfaction.
- 75.5% (n=40) of UG indicated some level of satisfaction.

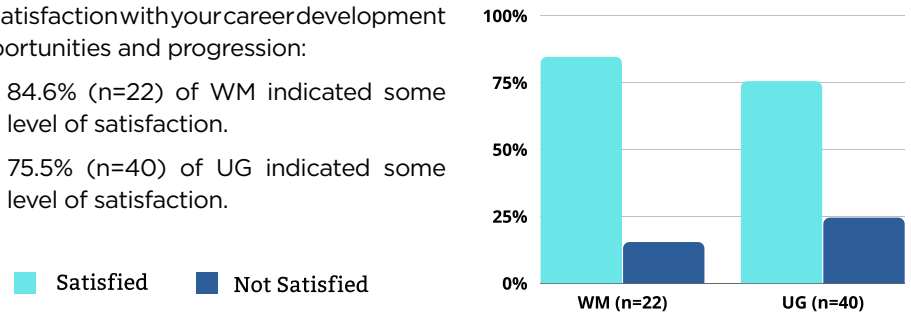


Figure 10. Satisfaction with career opportunities and progression

1.2. Satisfaction with their experience as an employee of the Windsor police:

- 69.2% (n=18) of WM indicated some level of satisfaction.
- 77.3% (n=41) of UG indicated some level of satisfaction.

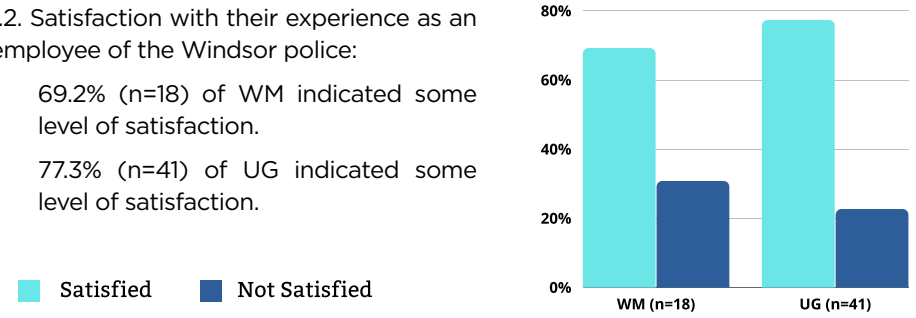


Figure 11. Satisfaction with experience as an employee

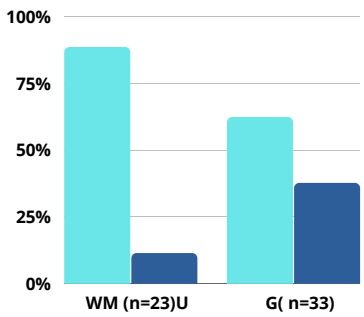
Summary

We observed that fewer respondents that self-identified as part of an UG indicated they were satisfied with their career development opportunities and progression (Figure 10). However, more respondents that self-identified as part of an UG indicated they were satisfied with their experience as an employee of the Windsor Police (Figure 11).

2 Community & Culture

2.1. "I feel that I am a part of a group of people who share my attitudes and beliefs at the Windsor Police"

- 88.5% (n=23) of WM indicated some level of agreement.
- 62.3% (n=33) of UG indicated some level of agreement.



2.2. "The Windsor Police demonstrates transparency through their personnel management practices and policies"

- 34.6% (n=9) of WM indicated some level of agreement.
- 45.3% (n=24) of UG indicated some level of agreement.

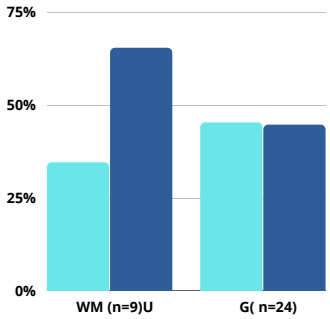


Figure 13. Transparency through personnel management practices and policies

"I was working on a project and identified areas of the service that were not inclusive toward women. I approached senior leadership of the day and identified the issue. The leadership acknowledged the issue. Steps were taken to rectify the problem."
~ Participant quote

2.3. "The Windsor Police consistently apply established and communicated policies and practices"

- 50% (n=13) of WM indicated some level of agreement.
- 47.2% (n=25) of UG indicated some level of agreement.

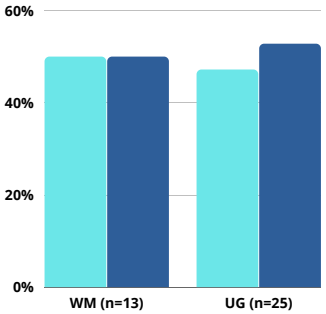


Figure 14. Consistently apply established and communicated policies and practices

Summary

Fewer respondents that self-identified as an UG indicated they feel as though they are a part of a group of people who share their attitudes and beliefs (Figure 12). Less than half of both groups indicated that they agree that the WPS demonstrates transparency (Figure 13). However, more self-identified respondents of the UG indicated some level of agreement that the WPS demonstrates transparency. Fewer respondents that self-identified as an UG indicated they agree that WPS consistently applies established and communicated policies and practices (Figure 14).

3 Work Environment

3.1. "I work in an environment where I can openly and safely address a concern and/ or raise an issue with senior leadership and/or a superior"

- 80.7% (n=21) of WM indicated some level of agreement
- 66.0% (n=35) of UG indicated some level of agreement

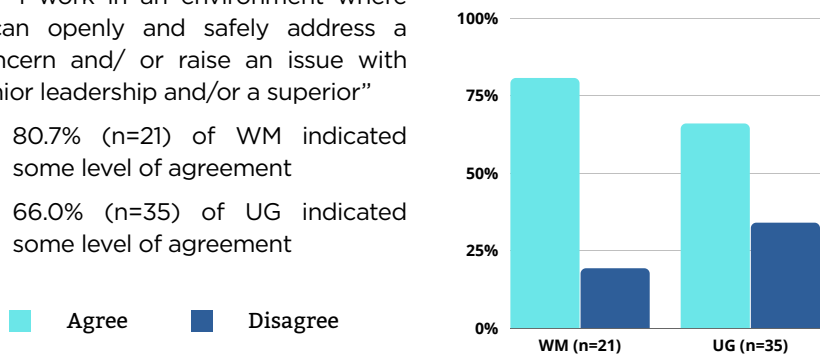


Figure 15. Address concerns with leaders

3.2. "I work in an environment where I am treated with respect by all my colleagues, regardless of their rank (either above or below my rank)"

- 76.9% (n=20) of WM indicated some level of agreement
- 75.5% (n=40) of UG indicated some level of agreement

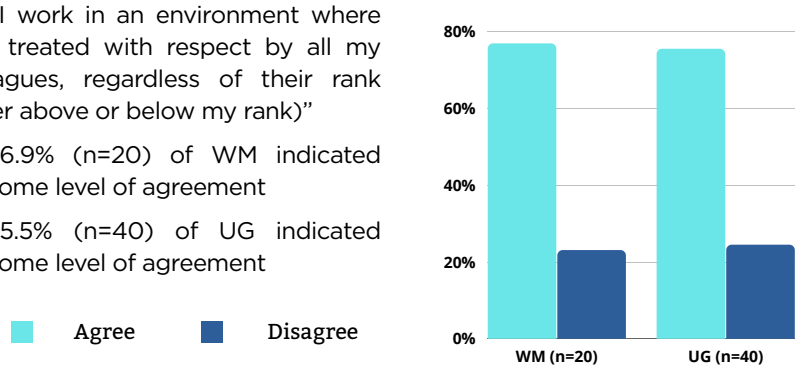


Figure 16. Treated with respect by colleagues

3.3. "I work in an environment where I can express my identity safely and without fear of my identity impacting my career progression"

- 80.8% (n=21) of WM indicated some level of agreement
- 73.6% (n=39) of UG indicated some level of agreement

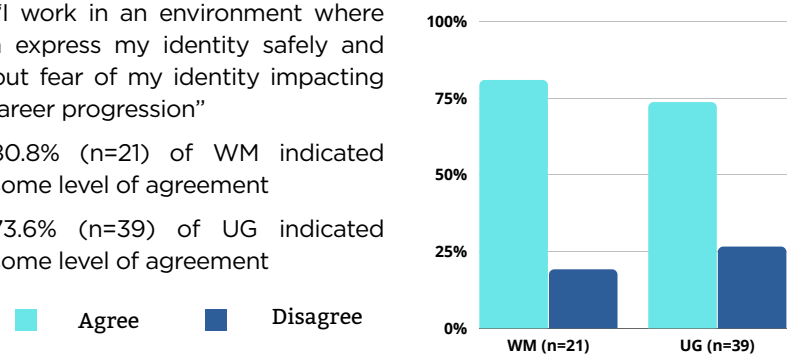


Figure 17. Express identity safely

Summary

More WM feel they can openly and safely address a concern and/ or raise an issue with senior leadership and/ or a superior (Figure 15). A consistent positive level of agreement between both groups that they work in an environment where "I am treated with respect by all my colleagues, regardless of their rank" (Figure 16). More WM agree that they work in an environment where they can express their identity safely and without fear of their identity impacting their career progression (Figure 17).

4 Experiences of discrimination

4.1 The following table presents the findings of respondents (n=79) that indicated "yes" to witnessing or experiencing various discriminatory slurs, comments or jokes from members of the Windsor Police community. Those that identified themselves as a part of a minority group had a higher percentage indicating that they have witnessed and/or experienced sexist, racist, disablist and discriminatory comments, slurs, or jokes about sexual orientation. The data below highlights those discrepancies in experiences between the two groups.

	WM (% yes, n=26)	UG (% yes, n=53)
Sexist comments, slurs or jokes	50%	67.9%
Racist comments, slurs or jokes	38.5%	47.2%
Discriminatory comments, slurs or jokes about sexual orientation	34.6%	35.8%
Anti-Indigenous comments, slurs or jokes	26.9%	26.4%
Disablist comments, slurs or jokes	19.2%	32.1%

Table 3. Experiences and Observations of Discrimination/Discriminatory Language

We observed consistent levels of experiences and/or observations of discrimination across members from both groups who completed this question (Table 3). This is indicative of a cultural practice within the workplace that both those experiencing and observing incidents agree upon. There were 53 participants total from the completed responses (n=132) who indicated "prefer not to answer" to this question.

No level of discriminatory comments, slurs or jokes are acceptable. Additionally, it is important to highlight the trends and variance in frequency across these five categories. Less than one-fifth (19.2%) of WM indicated they have heard disablist comments, slurs or jokes in the workplace. However, closer to one-third (32.1%) of UG indicated they have heard members of the WPS community use disablist comments, slurs or jokes.

More than two-thirds of UG have heard sexist comments, slurs or jokes in the workplace. In contrast, only half WM indicated the same. Across all categories, sexist comments, slurs or jokes were indicated to have been heard the most by both the UG (67.9%) and WM (50%) groups. Followed by close to half (47.2%) those who selfidentified as a UG indicated that they have heard racist comments, jokes or slurs.

There are a few consistencies in between the two groups. We see 34.6% of WM and just slightly more, with 35.8% of UG have heard discriminatory comments, slurs or jokes about sexual orientation. Similarly, 26.9% of WM and 26.4% of UG have heard anti-Indigenous comments, slurs or jokes. This is the only category that the UG has a lower representation than WM, however the difference is less than one percent (0.5%).

4.2 Participants were asked: "If you feel comfortable, can you please describe the nature of this experience?" The following word cloud provides the most commonly used terms by respondents (n=30) represented as larger and toward the middle, and lesser mentioned terms fading toward the outside of the cloud in Figure 18.

Figure 18. Nature of the experiences

4.3 Participants were asked: *"Have you ever sought help internally from the Windsor Police for an issue you felt was unfair/discriminatory in the workplace?"*

The responses (n=114) indicated that people experiencing or observing incidents of discrimination were more likely to not report them. We acknowledge here that the response of "No" may also come from those who indicate they did not witness any incidents.

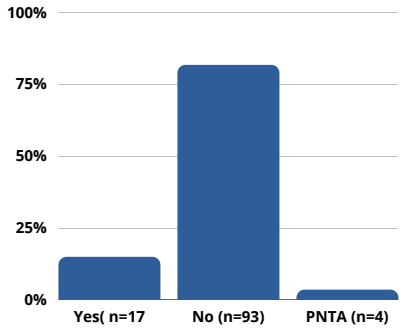


Figure 19. Sought help from WPS

4.4 Participants were asked: "Can you please tell us 5 words that best describe your experience of seeking help internally with the Windsor Police?" The following word cloud provides the most commonly used terms by respondents (n=14) represented as larger and toward the middle, and lesser mentioned terms fading toward the outside of the cloud in Figure 20.

Figure 20. Experience of seeking help

4.5 Participants were asked: *"You indicated that you have sought help internally from the Windsor Police for an issue you felt was unfair/ discriminatory in the workplace. Could you please indicate who/ where you went internally for help?"* In the responses (n=16), 8 respondents indicated they had sought help from a Supervisor/Manager, 3 sought help from Human Resources, 4 indicated Other, while 1 preferred not to answer. The specific responses for Other included "senior leadership, chain of command and HR, supervisor and the Windsor Police Association, the Chief."

4.6 Participants were asked: *"Please list 5 words that best describe your experience of the Windsor Police culture:"* The following word cloud provides the most commonly used terms by respondents (n=85) represented as larger and toward the middle, and lesser mentioned terms fading toward the outside of the cloud in Figure 21.

Figure 21. Experience of WPS culture

4.7 Participants were asked: "Please list 5 words that best describe your relationship(s) with your colleagues at Windsor Police:" The following word cloud provides the most commonly used terms by respondents (n=84) represented as larger and toward the middle, and lesser mentioned terms fading toward the outside of the cloud in Figure 22.

Figure 22. Relationship with colleagues

4.8 Participants were asked: "Please list 5 words that describe your relationship(s) with your immediate supervisor at Windsor Police:" The following word cloud provides the most commonly used terms by respondents (n=84) represented as larger and toward the middle, and lesser mentioned terms fading toward the outside of the cloud in Figure 23.

Figure 23. Relationship with supervisor

4.9 Participants were asked: "Thinking about the future, please tell us what a safe and equitable community feels like at Windsor Police Services. What attributes does this community have? How do people behave in this community?" The following word cloud provides the most commonly used terms by respondents (n=78) represented as larger and toward the middle, and lesser mentioned terms fading toward the outside of the cloud in Figure 24.

Figure 24. Attributes of a safe and equitable community

"Balanced with a collection of people from various backgrounds and life experiences - reflective of the community we serve - higher focus on selecting the best candidate for each position, regardless of gender or ethnicity"
~ Participant quote

5. Stress

5.1 To further understand the culture of WPS, our team worked to understand the amount of stress participants described in their lives, and what motivated that stress. Specifically, participants were asked to reflect on the amount of stress in their life on a typical day. Table 4 highlights that more respondents (57.5%) feel as though their days are either "a bit stressful" or "quite stressful."The following table presents the findings of the responses (n=103) when participants were asked "Thinking about the amount of stress in your life, would you say that most of your days are:"

Level of stress	Frequency	Percent
Not stressful at all	5	3.8%
Not very stressful	13	9.8%
A bit stressful	37	28%
Quite stressful	39	29.5%
Extremely stressful	8	6.1%
I prefer not to answer	30	22.8%

Table 4. Stress in life on a typical day

5.2 Participants were also asked to reflect on the stress in their day-to-day life, and were asked to rank these various stress contributors from highest to lowest (Table 5). Of the responses (n=132), 40.6% indicated that "work" was the top contributor to their day-to-day stress, followed by 37.6% indicating "time pressures/ not enough time" as second. "Health" was ranked third by 27.7%. The finding of health being ranked third should be understood through the lens of the COVID-19 pandemic, and the fact that personal and community health has dominated many individual's experiences of the pandemic. Thus, it is not surprising to see "health" ranked third.

The modal response for family was ranked 5th by 23.8% and 33.7% participants indicated "friendships" as being ranked 6th. Two contributors had a modal response of 7th, with both "financial concern" ranked 7th by 20.8% and "primary relationship" ranked 7th by 30.7%. Due to two contributors resulting in a modal ranking response of 7th, no contributor was ranked as 4th.

Question	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7
Time Pressures/ not enough time	23%	38%	10%	13%	8%	7%	2%
Health	10%	14%	28%	18%	10%	15%	6%
Financial concerns	10%	7%	19%	17%	20%	7%	21%
Work	41%	17%	12%	12%	9%	5%	5%
Family	14%	15%	19%	12%	24%	12%	5%
Friendships	0%	0%	2%	15%	19%	34%	31%
Primary relationships	3%	10%	11%	14%	11%	21%	31%

Table 5. Rank stress contributors

To further understand employees stress related to work, participants were asked to estimate the frequency of stress related to their role (Table 6). We observed that 34% of participants shared that the stress related to their work occurs on a weekly basis with one to five incidents of stress per week.

(n=103)	Frequency	Percent
I do not experience stress related to my role	10	9.7%
Daily basis: 5+ incidents of work-related stress/day	10	9.7%
Daily basis: 1-3 incidents of work-related stress/day	18	17.5%
Weekly basis: 1-5 incidents of work-related stress/week	35	34%
Monthly basis: 1-5 incidents of work-related stress/month	27	26.2%
I do not know	3	2.9%

Table 6. Stress related to their role at WPS

Participants that selected “other” were provided the opportunity to elaborate on what their largest contributor of stress associated with their role was. Using Natural Language Processing (NLP) and thematic coding, the following two themes emerged:

1. Support & Leadership: workload; fear of no support from, administration; coworker(s); city leader; Chief and Deputy Chiefs, were listed.
2. Daily Interactions in the Role: incident(s) with the general public; unpredictably of role and uncertainty of duties associated; “part of someone’s life changing event”; “response may have a direct effect on the outcome”.

These two emergent themes are in alignment with and supportive to the main finding that “The day-to-day responsibilities of the job” account for the largest source of stress associated with participants’ roles at the Windsor Police Service.

"Employees need to know that they opinions/thoughts matter. That those on the front lines are listened to and cared about. There has to be a willingness to learn. The job can take a toll so it would be nice to see more optimism."
~ Participant quote

ENGAGEMENT SESSIONS SUMMARY

The following is a report of the information provided by 21 members who attended either the scheduled group virtual sessions according to rank and role or requested a one-on-one session with consultants. We have provided summarized comments into themes and general observations.

It is important to note that these are summarized feelings and experiences of members shared in confidential meetings with consultants and may not necessarily reflect all member experiences who identify in this way. However, in EDI we value all information as contributing to the overall considerations for culture change that are needed.

The most observed themes from these discussions were issues with Career Development and Promotion, and Discrimination and Social Safety. Secondary themes that emerged included Accountability, Belonging, Diversity, and the Culture of Policing (Figure 25).

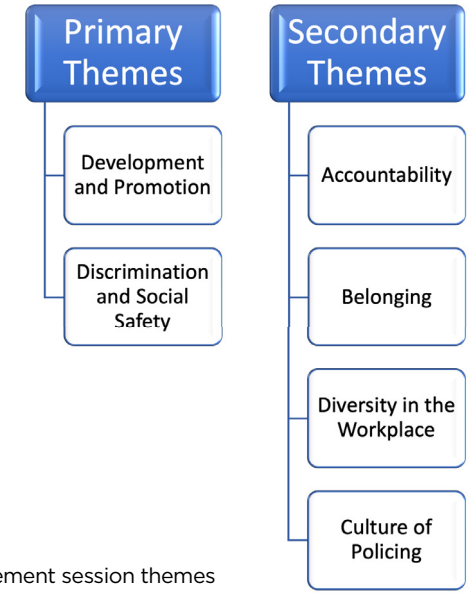


Figure 25. Qualitative engagement session themes

Encouraging Observations

Most members who met with the consultants talked positively about their time with Windsor Police Services. The words "I really like this job" and "I love the work I do" were commonly used to describe members' overall feelings. There were also several positive comments about the Chief and their leadership, whom members respect and believe are doing an overall good job.

Informal Networks

Members consistently referred to the perception of an Informal Network, also referred to as an "Old Boys Club" where membership depended on identity (i.e., white, men) that those from underrepresented groups felt excluded. It was observed that the relationships in these informal networks were developed through a shared culture of identity and a shared interest in activities such as hockey, golf, and drinking, for example, as mentioned by participants. Underrepresented groups expressed that they are not able to access these informal networks because they do not participate in these activities or share in these cultural identities to fit in, even when these events are WPS supported/organized.

Career Development

Members of underrepresented groups feel there are lots of opportunities to prepare for career development, but they feel they are skipped over when they do apply. They believe they are not provided opportunities to work in units they express interest in or have the expertise to be part of, and they feel forced into positions because of their identity and lived experience such as "being Black or a person of color". They feel that criteria for promotion are not sufficiently objective and change for underrepresented groups which also contributes to tokenism when they are only promoted for their identity to a certain unit. Members also indicated that they feel course offerings and professional development are not equitably distributed.

Underrepresented groups feel pressured to please others to fit in and fear repercussions if they speak up or refuse a position offered to them even when they do not want it. They fear being seen as not being "team players." Members provided examples of these like Black officers in patrol units not being considered for speciality units like Major Crimes.

Members expressed a lack of mentorship opportunities for minorities such as women and people of color, who are not part of the informal networks and do not benefit from those informal mentorship opportunities they feel are given to White men in those circles. Members talked about observing those from majority groups (i.e., white, men) get jobs over them when they feel they are more qualified or have scored higher in an evaluation. Those from underrepresented groups also find navigating dynamics of power challenging because they feel majority groups can manipulate and jeopardize their evaluations according to their biases.

Members expressed that "some people" are getting the answers to the interview questions through the Informal Networks and as a result, the most senior or qualified person is not always offered the job. Members feel that leadership potential is not recognized or valued by the organization if they are not part of the Informal Networks. Therefore the processes members must go through to be considered for promotion were referred to as demoralizing, as they expressed it "pits members against each other", which brings the worst out of people rather than showcasing the best qualities for the job.

Members feel the promotion process needs to consider skills and working experiences outside of the service and not related to policing that could contribute to the job. Additionally, members feel that senior staff roles need to be evaluated on the basis of the skills needed, not exclusively on the experience from sworn roles.

Discrimination and Social Safety

Minorities feel they cannot trust people in the organization because of the feeling of animosity toward them and people of their identities, from the majority. They feel there is a culture of hostility toward anything social justice-related in the policing environment. Members feel there is a lack of understanding and knowledge of the issues and their colleagues have antagonized the issues through ignorance and misinformation. For example, members from underrepresented groups have seen discriminatory social media posts by colleagues directed towards people who share their personal identity, and at work they must rely on these colleagues to have "their backs" on the job. Members fear backlash if they speak up about social justice or the ignorant things they hear colleagues say at work. Members expressed concern that the views some Officers hold against certain groups could impact their service to these communities.

Gender

Members identified incidences of inappropriate sexual misconduct toward women identifying members. Members expressed experiences of backlash if they reject sexual advances, and suffer consequently on the job. Members do not feel they have the freedom to speak up and advocate for themselves or others when they are sexually harassed and have been told to just accept it and ignore it. When they do speak up, they feel they are put in a hostile environment of distrust between them and colleagues. Members also expressed concern that gender bias may impact provision of service.

Members described observing discrimination towards officers and civilian staff of both genders for taking parental leave. They provided examples of inappropriate discussions and comments about men who have taken time off to be with their families after the birth of a child. Additionally, participants expressed that they feel that members are passed over intentionally for promotion if and when they take parental leave. They spoke of hearing a supervisor comment negatively about a woman staff member who had multiple pregnancies and was told by their supervisor they "hope they do not plan on having any more children".

Race

Members stated they can see that African comrades are treated like they are Black first and then a police officer second. Anti-blackness and culturally inappropriate incidents of using the n-word, touching a Black person's hair, etc. were shared to have occurred in the workplace. The language of how officers speak of those from underrepresented groups gets passed down from senior members to the new recruits. Members have witnessed racist remarks about Indigenous peoples that they feel keeps the service from properly providing care to the community. Anti-Asian and Islamaphobic racism was also witnessed from members.

Accessibility

Members feel that administration's attitude and their sick-time policies are rooted in ableism and in the assumption that people are abusing sick time to take a day off. Members expressed that the current practice of administration scheduling a meeting with a member who has recently taken time off to discuss and emphasize the policy about time off, is distressing. Members feel accommodations are seen as a burden to the organization and there is a misunderstanding of what the organization's responsibility is to equitable accommodation.

There is emphasis on the importance of mental health within the organization, but members feel it is often contradicted by its approach and further contributes to stress at work and members feel it brings the morale down.

The Peer Support program has been a good addition, but members feel there needs to be more education for supervisors on effective use. Members feel peer support for civilian staff is made available during a time that members are working and in front of their colleagues and so the support is not always accessible. Members did share that they felt the organization is trying, however only doing the bare minimum. Members do not feel there is enough space and ways to say that, "I am not ok".

Members feel the building is not always adequately accessible. For example, when the elevator has been broken, it is not fixed in a timely manner making areas inaccessible for those who need it. Members feel there is a culture of discrimination toward people who are not "thin and fit", and colleagues are not always understanding the health challenges of others.

Members feel there needs to be better advocacy for people with injuries and chronic conditions. For example, Post Traumatic Stress Disorder (PTSD) in non-field officers, like 9-1-1 dispatch members, is not taken as seriously as the experiences of field officers. Members feel there is a lack of understanding of accessibility/disability requirements amongst leaders. Members expressed that all the employees want is to be able to do their work. Members feel that sometimes asking for an accommodation is a burden that the member does not intend to be.

LGBTQ2S+

Members feel there is a culture of "don't ask, don't tell" for individuals who identify as LGBTQ2S+. Civilian members discussed a fear of discrimination amongst women identifying colleagues if they did come out as LGBTQ2S+. A member also mentioned that they "could not imagine how hard it would be for an individual who was Trans to work at WPS".

Accountability

Members shared they felt it is not an easy task to remove "toxic people" from the organization because of a lack of decisive action in these incidents on the part of leadership. Many described that "no one wants to confront them and call them out". Members who want to complain about these problematic people fear being labeled as a "traitor" amongst colleagues.

Members expressed that they feel accommodations are made for people who have done wrong, and the organization does not adequately protect the people who have been harassed or experienced harm. Members expressed feeling a lack of accountability for the promotion process, and that people seem to be promoted based on their informal social networks (e.g., hockey, golf, drinking together, personal relationships) rather than clear, transparent processes. Members from underrepresented groups feel they are ill-prepared for the process of promotion like interviews, because they are not connected to these informal social networks that provide the majority identifying members with a "leg up" in this way. Members described the process of promotion as "gruelling for underrepresented groups" specifically, because of the influence of bias and the informal processes that make it harder for them to navigate.

Belonging

Members expressed there is no celebration or appreciation of non-Christian cultural holidays or special days of the year e.g., Black History month. Members of color expressed they do not feel welcome at social events because they are not inclusive of diverse cultures (e.g., Christmas party, golf, hockey, etc.). Traditionally, many social events at WPS involve the consumption of alcohol, making it non-inclusive for members who do not drink alcohol for cultural, religious or personal reasons. Some members described a general lack of community attributed to the changes to the shift schedule. Specifically, because shifts are now longer and members are no longer able to socialize after work, or because newer recruits prefer to spend more time with family and outside of work than with colleagues.

Additionally, this lack of culture was attributed by some members to the high degree of movement of members between units. Many expressed they are unable to acquire skills in one place before moving to another. There is a sense of a lack of control as to where a member would like to be moved versus where they are moved, and the uncertainty of the reasoning can be disorienting. The organization does provide multiple social opportunities, however in future planning, inclusivity must be a priority. Specifically, the consideration of diverse cultural and societal backgrounds in the planning process.

Diversity

Members expressed a lack of diverse representation in the front lines of WPS. Specifically, the communication units do not have any Asian or Arabic representation in the first line of contact when interacting with members of the community. Members discussed the need for the organization to consider the experiences of recruits from other countries and not just Canada. Members feel diversity needs to not be stereotyping and should be a natural occurrence. However, some are fearful of efforts for EDI. They feel they are going to be "left behind". They fear that there will be quotas, and that they will lose out because they are from the majority. Members expressed that more diversity is needed in leadership and that the Chief being a woman is a good start. They shared that they believe she is there because of her leadership abilities not just because she is a woman. Members feel this has helped the perception of women in the service and moving forward, more of this needs to happen. A member suggested that diversity amongst applicants may improve if the organization removed or waived the application fee.

Culture of Policing

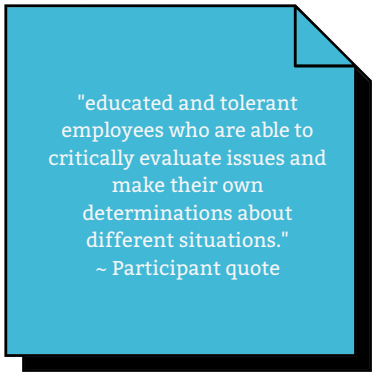
Members expressed a need to redefine what policing is about – teaching and helping people make better choices, not arresting. Members believe their colleagues do not have a full understanding of what EDI is, and training on this is needed. Members specifically expressed the need for more training for supervisors about how to approach and have difficult conversations.

General Observations

Members would like to feel that they are allowed to have a voice and their opinions considered on certain organizational decisions. Members feel communication is inconsistent, and there is a lack of effective communication amongst ranks. Specifically, members shared that often information is filtered down rather than clear direction provided from the source. Members feel new leaders are not identified through effective means and rather, colleagues are "shoe-horned" into these roles and are often unfit for duties associated with the leadership role.

Concerns were raised about the hierarchical structure in the organization that values sworn staff more than civilian staff members. Members believe this negatively impacts the culture of respect toward civilian staff and leads to discrimination of their abilities for leadership positions that do not necessarily require the skills of a sworn officer. There was a general recommendation made that policing should be more about preventative measures that help and support the community rather than about arresting people. Having only sworn officers fulfill leadership and decision-making roles does not allow for a diversity of opinions that would consider these inclusive perspectives.

Members feel the para-military environment of the WPS can limit the necessary relationship building needed to allow for questioning or challenging certain issues with leadership. Members are seeking more dignity and compassion in the workplace.



CONCLUSION AND RECOMMENDATIONS

Combining expertise in EDI with the analysis and results of the data, the following recommendations were developed to provide a course of action to address the identified challenges and barriers to EDI at the WPS. The organization has embedded within its culture a normalcy toward white, male, heteronormative, and able-bodied bias. Inequities and exclusion exist and there appears to be a lack of accountability structures to prevent or mitigate for them. For the WPS to move toward a culture of EDI, there must be meaningful and intentional steps taken that will enable sustainable changes.

It is also important to note that there have recently been changes made to the promotional process that may not have been reflected in the responses in this report. Over the past year the WPS have evaluated many of its practices and made significant changes. The impact of these then will require further monitoring and measurement to ensure they align with the recommendations adopted from this EDI assessment process.

EDI Education and Training

Based on the experiences of underrepresented groups, there is a lack of understanding about what EDI is and what it is not. As an organization that serves a community that is diverse, the members of WPS needs to have the knowledge, skills, and tools to understand how their individual behaviors contribute to organizational inequities and exclusion, and how these impact the service provided to the Windsor community. A thorough evaluation of current EDI training is required, and the development and implementation of annual and ongoing exposure to issues of social justice needs to be part of the competency curriculum for all members. Finding ways in which to embed the training as part of existing curriculums will ensure relevance, greater uptake and continuous improvement.

Accessibility and Accommodations Review

Acknowledging that there have been recent changes made to processes of accommodation, we recognize that time is needed for these to be fully implemented and reflected in an EDI assessment.

The current policies and practices of how accommodations are distributed requires ongoing Assessment. Current Disability Accommodation and Accessibility training and AODA training should be reviewed to ensure inclusion of information that provides a clear understanding of the rights of employees to discrimination free accommodations. PTSD support and accommodations need to be assessed for equitable distribution of support for both sworn officers and civilians.

Peer Support Process Improvement

The current peer support process should be assessed for EDI and how members from underrepresented groups access the existing supports. Understanding that their experiences and needs may be different from majority groups needs to be mitigated for.

Career Development and Promotion Process

Clearly defined criteria need to be established for the fair and equitable distribution of professional development opportunities. Members need to be able to see the path forward in achieving their goals. Promotional processes need to be evaluated for influences from those with conflicts of interest. Additional accountabilities need to be implemented, such as diverse or representative review panels.

Mentorship for Underrepresented Groups

To mitigate for the informal network that exists within the organization and the lack of representation within certain units in the organization, it is recommended that a formal mentorship framework is established that will provide underrepresented groups with opportunities to develop their career paths toward their goals in an environment that supports them professionally and personally. Formalizing and paying those carrying the load and doing the labor of advocating for underrepresented groups will improve support.

Social Events

A review of the social events offered at WPS needs to be done to identify specifically which are accessible and culturally inclusive, and which are not. A new strategy toward building a sense of community for all members is recommended.

Social Media

Members need to be educated on the appropriate use of social media and how these may contribute to a hostile environment at work toward underrepresented groups. Organizational best practices need to be developed that can provide guidance to members.

Address Microaggressions and Retaliation in the Complaints Proces

Acknowledging that there have been recent changes to the complaints process and ongoing assessment of these new processes are required to infer the impact.

Members have expressed they do not feel empowered by the organization to come forward when they have a complaint about a colleague. They feel they are not adequately protected from targeted retaliation and microaggressions, especially when they are a minority. The protections for those who put forward complaints needs to be assessed with an EDI lens to ensure any member, but especially those from underrepresented groups can feel comfortable bringing forward a complaint without fear of backlash.

Belonging and Sense of Community

Fostering a sense of belonging and responsibility as a community is important to members of WPS. Considering improved communication and consultation strategies to allow members to feel heard and empowered to provide input for decisions about their work conditions needs to be prioritized. Consider initiatives and strategies that move away from the para-military model internally.

Targeted Diversity

Certain areas/units in the WPS needs greater diversity to serve the community better. A review of the representation of members in different units and unit needs should be done and initiatives and strategies developed to address these.

QUOTES FROM PARTICIPANTS

"Accepting of other peoples cultures. Understand the strength in having different perspectives from different cultures and life experiences. Value differences of opinion"

"Everyone feels safe and comfortable in all areas of the workplace."

"Inclusive and fair for all involved. Everyone has an equal and important role."

"An environment dedicated to inclusion, diversity, and trust with the community."

"The people are hardworking, kind, supportive and they work in a team."

SS
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