
STRENGTHENING DIVERSITY IN YOUR ORGANIZATION: A Self-Assessment Tool



INTRODUCTION

This Organizational Self-Assessment Tool is designed to help organizations of all types – private, public and volunteer – better meet the needs of diverse communities. Given the increasing diversity in York Region, this tool is one mechanism that can help organizations become more responsive. Through a series of self-assessment questions, the tool helps to identify potential barriers to serving diverse communities. It also reinforces good practices in the development and implementation of inclusive policies, services and programs.

BENEFITS OF USING THE TOOL

After completing the self-assessment tool, organizations can use the results to start a process by which plans, accountability structures, timelines and monitoring systems are put in place to help move the organization forward.

Other opportunities that come out of a completed organizational self-assessment are:

- Heightened awareness among decision-makers about the existing impact of their decisions on different groups;
- Increased capacity to identify how diversity considerations can be incorporated into the core functions of the organization;
- A proactive approach to further promote inclusive programs and services;
- Improved ability to identify more efficient, effective and targeted use of limited resources;
- Emphasized use of evidence and quantitative data for future planning;
- Involvement of affected stakeholders in the assessment process; and,
- Enhanced accountability for diversity outcomes.

WAYS TO USE THE TOOL

This tool can be used in several ways, such as staff meetings (one-to-one or focus groups) or management forums.

It is recommended that the tool be completed in a group dynamic as this type of format may help to stimulate discussion on the organization's policies, procedures and practices as it relates to diversity and inclusivity.

SECTIONS OF THE TOOL

There are eight sections that have been identified in this tool, but it is not necessary to complete all of them. Some of the sections may not apply to your organization or there may not be the available resources to complete all of the sections.

Eight Areas of Organizational Responsibility

Leadership/Governance

Goal/End Result: Organizational policies and planning processes incorporate diversity and inclusiveness commitments.

Service Delivery

Goal/End Result: The organization's programs and services support diversity, facilitate newcomer integration and are delivered in a manner that meets the objectives of inclusionary services.

Employment Practices, Resources and Operations

Goal/End Result: The organization's employment practices, resources and operations comply with the objectives of inclusivity, diversity and fairness, and the workforce reflects the diversity of the community it serves.

Contracting and Purchasing

Goal/End Result: Service contracts are awarded and goods and services are purchased in compliance with the goals and objectives of inclusivity and fairness.

Communications

Goal/End Result: All communications reach and respond to the different needs of the newcomer and diverse communities of York Region.

Professional Development

Goal/End Result: All staff are provided with the skills, knowledge and cultural competencies to function effectively in a diverse environment.

Engaging with all Sectors and Populations of York Region

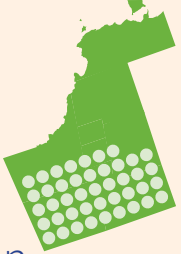
Goal/End Result: All staff, residents and communities participate in the decision-making process, and they have the skills and capacity to participate in the social, economic, cultural and political life of the Region.

Monitoring and Performance

Goal/End Result: Monitoring and performance systems allow for the measurement of progress in facilitating newcomer integration and meeting inclusivity objectives.

DIVERSITY IN YORK REGION

43% of
the York Region
population **identified
themselves as
visible minorities**¹



There are more than
200 distinct
ethnic groups in
York Region¹

45% of the
York Region population
are immigrants¹

Source

¹Statistics Canada, 2011 National Household Survey.

HOW TO COMPLETE THE TOOL

The tool has three columns. The first column consists of indicators, the second is to provide evidence, and the third is to apply a score.

Column 1: Indicators

The first column lists indicators that help to assess the extent to which organizational policies, procedures and practices are diverse and inclusive. It is not necessary to go through every indicator for this self-assessment as there may be indicators that do not apply to your organization. Furthermore, if it will help with the assessment, there is opportunity to insert additional indicators that are relevant to your organization.

Column 2: Evidence

The second column – a key part of the self-assessment – is where evidence is provided to support the score given to the indicator. Identifying appropriate sources of evidence is an important part of completing the self-assessment. Without providing supporting evidence, there is a danger that the assessment tool may be influenced by subjectivity, hearsay, individual agendas or political bias.

When completing this column, it is recommended that results of community engagement and stakeholder consultations are balanced with the provision of data. It is inevitable that some areas will not have easily accessible data or suitable assessment measures. Part of the evolution of this self-assessment tool will be the filling of existing gaps. Potential sources of existing data may include:

- Existing internal data and performance monitoring results
- Internally commissioned research reports
- External data and research reports (e.g. Statistics Canada, academic research, census, etc.)
- Data through internal and external consultation with stakeholders

Completing the self-assessment tool for the first time may require some effort in retrieving a range of sources of evidence for the indicators listed. They might include for example:

- Policy statements, annual reports and action plans that show designated responsibilities
- Documented feedback from consultation with service users, staff, etc, and the actions taken
- Comparative analyses of external demographic data with service users, workforce, etc.
- Purchasing access and equitable contractual requirements, etc.

Appendix A provides a broader list of evidence that can be used to complete the sections of the tool. The appendix contains suggestions of quantitative and qualitative information that can be collected under the categories of employment, education, health, community safety, housing political and civic participation, cultural life and regional government. These categories cover a range of areas to measure an organization's diversity performance.

These documents can be referred to in the evidence column and attached to the completed self-assessment.

Please note that if you print your completed workbook, not all text may be visible in the “Evidence” column. However, pressing “Save” will ensure the digital file retains all text entered.

Column 3: Score

The third column is where a score is assigned to help determine how far the organization has moved on the indicator. Scoring is based on the level of action taken on the indicator, from “no action taken” (0), to “minimal” (1), “partial” (2), “substantial” (3), and “full” (4). Possible aspects to consider when assigning a score is the extent to which discussions have taken place and, where applicable, the development and implementation of a work plan.

Towards the end of the tool, an overall scoring sheet that captures the total scores from all eight areas of the organization is provided. This is to help understand how the organization is performing across the eight areas of responsibility and to identify particular areas that may require further attention.

RESOURCES

Each section includes a list of suggested resources to help the organization strengthen areas that may need further attention. The list includes online resources as well as books and serves as a good source to identify promising practices that can be adapted to your organization. As it is not an exhaustive list, seeking out additional resources is encouraged to help the organization move towards practical solutions to better serve diverse communities.

BACKGROUND

York Region Local Immigration Partnership

Citizenship and Immigration Canada selected The Regional Municipality of York to increase York Region’s capacity to support newcomer integration and to help foster a welcoming community. To carry this out, the Region established a Community Partnership Council (CPC) that includes a broad cross-section of regional community stakeholders, including local area municipalities, health services, education, the employment sector, settlement programs and ex-officio members from both the federal and provincial governments.

York Region Immigration Settlement Strategy and Action Plan

The Region worked collaboratively with the CPC to develop an Immigration Settlement Strategy and Action Plan. The York Region Immigration Settlement Strategy, released in September 2011, sets out a long-term vision to support the overall well-being of newcomers in York Region through the attainment of the following five community results:

- York Region is a community that is welcoming and inclusive
- Newcomers are economically integrated
- Newcomers are socially integrated
- Newcomers are culturally integrated
- Newcomers are civically and politically integrated

For more information about the York Region Immigration Settlement Strategy and Action Plan visit www.yorkwelcome.ca.

This tool was developed by York University in consultation with the Municipal Multi-Cultural Reference Group (MMRG), a working group of the CPC.

SELF-ASSESSMENT TOOL

SECTION I: LEADERSHIP/GOVERNANCE

Goal: Organizational policies and planning processes recognize and incorporate diversity objectives and contribute to establishing a more inclusive and welcoming community.

Scoring:

4 | full action taken **3** | substantial action taken **2** | partial action taken **1** | minimal action taken **0** | no action taken

INDICATORS	EVIDENCE	SCORE
1. Organizational policies have incorporated goals to address diversity and eliminate access barriers for newcomers.		
2. These goals are communicated to and discussed with staff.		
3. The organization is developing expertise and resources to implement inclusionary practices.		
4. Organizational strategic planning and annual business planning and budgeting have incorporated diversity and inclusionary objectives.		
5. Inclusionary objectives are built into the job descriptions and performance development of all staff.		
6. Relevant demographic and community data are used to inform and review policy and planning activities.		

INDICATORS	EVIDENCE	SCORE
7. The outcomes in implementing inclusionary policies and practices are regularly analyzed and used to review and update policies and programs.		
8. Inclusionary goals are integrated in reporting to executive and governing bodies.		
Leadership/Governance TOTAL SCORE		/32

RESOURCES:

Online

Averill, N. (2009). *Diversity Matters. Changing the Face of Public Boards*. DiverseCity. The Maytree Foundation. Retrieved from http://maytree.com/PDF_Files/DiversityMatters.pdf.

DiverseCity. (2011). *Diversity in Governance: A Toolkit for Nonprofit Boards*. The Maytree Foundation. Retrieved from <http://diversecitytoronto.ca/wp-content/uploads/Diversity-on-Non-Profit-Boards-Toolkit.pdf>.

DiverseCity. (2013). *Insights on Diversity in Leadership. Learnings from the Toronto Region*. The Maytree Foundation. Retrieved from <http://diversecitytoronto.ca/wp-content/uploads/DC-InsightsOnDiversity-FinalReport2013-FA-web.pdf>.

The Conference Board of Canada. (2008). *The Value of Diverse Leadership*. DiverseCity: The Greater Toronto Leadership Project. Retrieved from http://diversecitytoronto.ca/wp-content/uploads/The_Value_of_Diverse_Leadership_CBC_final1.pdf.

Research Center Leadership in Action, NYU Wagner. (2011). Public Service Leadership Diversity Initiative. *Leadership, Diversity and Inclusion: Insights from Scholarship*. Retrieved from <http://wagner.nyu.edu/files/leadership/LeadershipDiversityInclusionScholarship.pdf>.

Books

Brown, J. (2006). *The Imperfect Board Member: Discovering the Seven Disciplines of Governance Excellence*. Jossey-Bass, San Francisco.

Carr-Ruffino, N. (1996). *Managing diversity: People skills for a multicultural workplace*. Stanford, CT: Thompson Executive Press.

Cox, T., Jr. (2001). *Creating the multicultural organization: A strategy for capturing the power of diversity*. San Francisco: Jossey-Bass.

Laroche, L., and Yang C. (2013). *Danger and Opportunity: Bridging Cultural Diversity for Competitive Advantage*. Routledge.

SECTION II: SERVICE DELIVERY

Goal: The organization’s services support diversity, facilitate newcomer integration and are delivered in a manner that reflects inclusionary practices.

Scoring:

4 | full action taken **3** | substantial action taken **2** | partial action taken **1** | minimal action taken **0** | no action taken

INDICATORS	EVIDENCE	SCORE
1. Standard procedures are in place to monitor use of all services by newcomer groups in order to inform policy review and priority setting.		
2. The organization monitors the effectiveness of community consultation and the influence on service delivery.		
3. Accessible facilities, translation and interpretation, and other services are provided, to enable users to have full access to services.		
4. Demographic data from the Census and other research is used to establish targets and plan services.		
5. Appropriate consultation mechanisms are used to establish the needs/ satisfaction levels of diverse group service users.		
6. Procedures are in place to review the impact and implications for diverse group service users of any decisions to increase, decrease or reallocate funding.		

INDICATORS	EVIDENCE	SCORE
7. Procedures exist for dealing with public complaints regarding service delivery.		
Service Delivery TOTAL SCORE		/28

RESOURCES:

Online

Anderson, L.M., et al. (2003). Culturally Competent Healthcare Systems. *American Journal of Preventive Medicine*, 24 (3S). Retrieved from <http://www.wrha.mb.ca/osd/files/soc-AJPM-evrev-healthcare-systems.pdf>.

Ngo, H. V. (2008). *Cultural competence: A guide for organizational change*. Calgary, Alberta: Citizenship and Immigration Canada. Retrieved from <http://www.albertahumanrights.ab.ca/documents/pubsandresources/CulturalCompetencyGuide.pdf>.

Ontario Ministry of Children and Youth Services. (2008). *Achieving Cultural Competence: A Diversity Tool Kit for Residential Care Settings*. Retrieved from http://www.children.gov.on.ca/htdocs/English/documents/topics/specialneeds/residential/achieving_cultural_competence.pdf.

Toronto 2015. Pan Am Games. *Towards Toronto 2015. Diversity and Inclusion Progress Report 2012*. Retrieved from http://images.toronto2015.org/system/asset_pdfs/935/original/diversity-inclusion-report.pdf.

SECTION III: EMPLOYMENT PRACTICES, RESOURCES AND OPERATIONS

Goal: The organization’s employment practices, resources and operations comply with the objectives of inclusivity, diversity and fairness, and the organization’s workforce reflect the diversity of the community it serves.

Scoring:

4 | full action taken **3** | substantial action taken **2** | partial action taken **1** | minimal action taken **0** | no action taken

INDICATORS	EVIDENCE	SCORE
<p>1. The organization’s employment practices, resources and operations comply with the objectives of inclusivity, diversity and fairness, and the organization’s workforce reflect the diversity of the community it serves.</p>		
<p>1.1 Recruitment and selection procedures are implemented and barriers to improving a more representative workforce are addressed.</p>		
<p>1.2 Diversity data on applicants and recruits is documented for planning purposes and monitoring outcome results.</p>		
<p>1.3 Job specifications reflect inclusionary and diversity objectives and are regularly reviewed to ensure these objectives are being achieved.</p>		

INDICATORS	EVIDENCE	SCORE
1.4 Human Resource service planning and setting of priorities is based on a workforce audit and uses census data and other available research for analysis.		
2. Employment opportunities are advertised through mainstream and other relevant sources such as community networks to promote the organization as an employer of choice.		
3. All employment practices and programs include mechanisms for measuring diversity outcomes and results.		
4. Selection and promotion criteria are based on merit and potential.		
4.1 Organization offers programs, such as mentoring designed to assist individuals who face barriers to gaining work experience.		
4.2 The voluntary participation of employees in mentor programs is encouraged and recognized.		
4.3 Selection criteria and recruitment processes are based on merit and potential, and applications are actively encouraged from members of diverse communities.		

INDICATORS	EVIDENCE	SCORE
4.4 Selection, appointment criteria and job descriptions incorporate cultural competencies, including knowledge, skills, and abilities in working with diverse communities and groups.		
5. Objectives are built into organizational and individual workplans that include the development of knowledge, skills, and abilities in working with diverse communities and groups.		
Employment Practices, Resources and Operations TOTAL SCORE		/52

RESOURCES:

Online

HR Council. *Diversity at Work*. Retrieved from <http://hrcouncil.ca/hr-toolkit/diversity-at-work.cfm>.

Ontario Human Rights Commission. (2013). *Policy on Removing the “Canadian Experience” Barrier*. Retrieved from <http://www.ohrc.on.ca/en/policy-removing-%E2%80%9Ccanadian-experience%E2%80%9D-barrier>.

Ontario Immigration Website. Academic Credential Assessment. Retrieved from http://www.ontarioimmigration.ca/en/working/OI_ACADEMIC.html.

Books

Laroche, L. and Rutherford, D. (2007). *Recruiting, Retaining and Promoting Cultural Diversity*. Elsevier Butterworth-Heinemann.

Wilson, T. (1996). *Diversity at Work: The Business Case for Equity*. Wiley and Sons, Toronto.

Wilson, T. (2013). *The Human Equity Advantage: Beyond Diversity to Talent Optimization*. Toronto: Jossey-Bass.

SECTION IV: CONTRACT AND PURCHASING

Goal: Service contracts are awarded and goods and services are purchased in compliance with the goals and objectives of inclusivity and fairness.

Scoring:

4 | full action taken **3** | substantial action taken **2** | partial action taken **1** | minimal action taken **0** | no action taken

INDICATORS	EVIDENCE	SCORE
<p>1. Purchasing process routinely ensures information about contracting opportunities and how to obtain them is actively disseminated to potential contractors/suppliers from the diverse business communities of York Region.</p>		
<p>2. Contracts with external contractors/suppliers include the requirement to deliver appropriate services fairly and without discrimination. Systematic checks are undertaken on these components of service delivery.</p>		
<p>3. Contracts with external suppliers require compliance with the organization’s employment standards and practices. The organization provides information on how to comply with these employment practices.</p>		
<p>4. The selection and awarding of contracts is guided by the organization’s own employment standards and practices.</p>		

INDICATORS	EVIDENCE	SCORE
5. The organization monitors the business ownership of all external suppliers by number and size of contracts.		
6. Demographic and business data of the diverse business communities is used to establish targets and plan services to ensure access to contracts by diverse business communities.		
Contract and Purchasing TOTAL SCORE		/24

RESOURCES:

Online

Supplier Diversity in the GTA: Business Case and Best Practices (2012).
<http://diversecitytoronto.ca/wp-content/uploads/DiverseCityCounts6-report-web.pdf>.

SECTION V: COMMUNICATIONS

Goal: All communications reach and respond to the different needs of the newcomer and diverse communities that make up the population of York Region.

Scoring:

4 | full action taken **3** | substantial action taken **2** | partial action taken **1** | minimal action taken **0** | no action taken

INDICATORS	EVIDENCE	SCORE
1. The commitment to inclusionary and equitable practices is actively promoted on a regular basis to staff through all means of communication.		
1.1 Current data and reports on immigration and diversity issues in York Region are made available throughout the organization.		
2. The commitment to diversity and inclusionary practices is actively promoted on a regular basis to the public through all means of communication.		
2.1 Mechanisms have been established to ensure communications are available in multi-languages based on language priorities.		
2.2 The commitment to diversity and inclusionary services is promoted through employment and service contract advertisements.		

INDICATORS	EVIDENCE	SCORE
2.3 Diversity objectives are reflected in public events, awards ceremonies, and through organizational literature.		
3. Cultural programs and special events positively reflect the diversity of the region's population.		
3.1 Organizational involvement in community and public events is appropriate to and respectful of diverse communities.		
3.2 All information documents, and visual or written portrayals of individuals/ groups positively reflect diversity in text and illustrations; consider different levels of literacy, are free of stereotypes, checked for discriminatory criteria and unwelcoming images.		
4. Media lists and other outreach strategies are inclusive and reflect the region's diversity.		
5. There are mechanisms in place for the organization to enhance multi-lingual capacity.		

INDICATORS	EVIDENCE	SCORE
5.1 The organization maintains records to track the demand and usage of services in various languages and formats for planning, monitoring and evaluation purposes.		
Communications TOTAL SCORE		/48

RESOURCES:

Online

Alberta Health Services. Calgary Health Region. *Communicating with Diverse People*. Retrieved from http://www.calgaryhealthregion.ca/programs/diversity/diversity_resources/library/comm_diverse_people.pdf.

Books

Ayoko, O., Hartel, C., Fisher, G., & Fujimoto, Y. (2004). Chapter 10: Communication competence in cross-cultural business interactions. In D. Tourish, & O. Hargie, *Key Issues in Organizational Communication*. London: Routledge.

SECTION VI: PROFESSIONAL DEVELOPMENT

Goal: Staff are provided with the skills, knowledge and cultural competencies to function effectively in a diverse environment.

Scoring:

4 | full action taken **3** | substantial action taken **2** | partial action taken **1** | minimal action taken **0** | no action taken

INDICATORS	EVIDENCE	SCORE
1. All staff are provided with diversity training and materials on a regular basis.		
2. All staff are culturally competent to function effectively in a diverse environment.		
3. Employees are supported in enhancing their language, technological and/or literacy skills in order to facilitate their professional development.		
Professional Development TOTAL SCORE		/12

RESOURCES:

Books

Rosinski, P. (2003). *Coaching Across Cultures: New Tools for Leveraging National, Corporate and Professional Differences*. NB Publishing London.

**SECTION VII:
ENGAGING WITH ALL SECTORS OF THE YORK REGION COMMUNITY**

Goal: The organization is committed to removing barriers and providing opportunities and resources:

- i) To staff, residents and communities from diverse backgrounds to participate in the decision-making process that shapes the policies and programs of the organization, and
- ii) To diverse communities to develop their capacity in identifying issues facing them, building strong communities and participating in the social, economic, cultural and political life of the region.

Scoring:

4 | full action taken **3** | substantial action taken **2** | partial action taken **1** | minimal action taken **0** | no action taken

INDICATORS	EVIDENCE	SCORE
1. Organizational policies and guidelines are in place to support the goals of employee and civic participation.		
2. Work plans include engagement and civic participation with York Region’s diverse communities.		
3. The organization identifies and acknowledges the barriers faced by newcomers from diverse backgrounds in community engagement and has adjusted its external outreach and engagement activities accordingly.		

INDICATORS	EVIDENCE	SCORE
<p>4. <i>The organization:</i></p> <p>4.1 Provides timely information to residents and communities from diverse backgrounds to help them access the decision-making process.</p>		
<p>4.2 As an integral part of policy and program development, the organization considers in a meaningful way input from residents and communities from diverse backgrounds.</p>		
<p>4.3 Communicates the results of consultations to residents of communities.</p>		
<p>4.4 Ensures participants of consultations, advisory committees, work groups and task forces reflect the diversity of the region's population.</p>		
<p>4.5 Provides support and assistance to residents and communities to overcome the barriers to effective participation.</p>		
<p>4.6 Provides support and resources to diverse communities to assist in community engagement.</p>		
<p>4.7 Supports and develops linkages and partnerships with diverse communities in the planning and delivery of services and programs.</p>		

INDICATORS	EVIDENCE	SCORE
<p>4. <i>The organization:</i></p> <p>4.8 Demonstrates how the knowledge and experiences from residents and communities from diverse backgrounds have shaped major policy development, and program and service planning and delivery.</p>		
<p>5. Staff time and resources are allocated to implement policies and programs in 1, 2, 3 and 4 above.</p>		
<p>6. Community engagement programs and activities are reviewed regularly and the results are incorporated into the next round of planning.</p>		
<p><i>Engaging with all Sectors of the York Region Community</i> TOTAL SCORE</p>		<p>/52</p>

RESOURCES:

Online

Opening Our Doors to Leaders: Community Engagement 101. The Maytree Foundation. Retrieved from: <http://maytree.com/fgi/opening-the-doors-to-leaders-community-engagement-101.html>.

Handbook on Citizen Engagement: Beyond Consultation. Canadian Policy Research Networks. (2008). Retrieved from: http://www.cprn.org/documents/49583_EN.pdf.

SECTION VIII: MONITORING AND PERFORMANCE

Goal: The organization’s monitoring systems and performance data are organized in a manner that allows the measurement of progress in facilitating newcomer integration and meeting inclusivity objectives.

Scoring:

4 | full action taken **3** | substantial action taken **2** | partial action taken **1** | minimal action taken **0** | no action taken

INDICATORS	EVIDENCE	SCORE
1. Performance management frameworks are in place to assess the impact of decisions on the immigrant settlement process and York Region as a welcoming community.		
2. Various community engagement mechanisms have been established, such as an advisory committee or network of “critical friends” to advise, support and challenge the organization’s diversity and inclusionary performance.		
3. The organization produces annual diversity and inclusion reports disseminated through its regular reporting and accountability structures and is publicly accessible.		
Monitoring and Performance TOTAL SCORE		/12

RESOURCES:

Online

Health Equity Impact Assessment. Ontario Ministry of Health and Long-Term Care. Retrieved from: <http://www.health.gov.on.ca/en/pro/programs/heaia>.

Assessing Diversity, Impact in Business by European Union Platform of Diversity Charters. European Union. Retrieved from: http://ec.europa.eu/justice/events/hle-2013/files/assessing_diversity2013_en.pdf.

OVERALL SCORING SHEET

The overall scoring sheet is an opportunity to understand how the organization scored across the eight areas of organizational responsibility. It also helps the organization to identify particular areas of responsibility that may require more attention.

To complete the table, add up the scores for all the areas of responsibility and insert them into the table.

AREA OF ORGANIZATIONAL RESPONSIBILITY	SCORE
<i>Leadership/Governance</i>	<i>/32</i>
<i>Service Delivery</i>	<i>/28</i>
<i>Employment Practices, Resources and Operations</i>	<i>/52</i>
<i>Contracting and Purchasing</i>	<i>/24</i>
<i>Communications</i>	<i>/48</i>
<i>Professional Development</i>	<i>/12</i>
<i>Engaging with all Sectors and Populations of York Region</i>	<i>/52</i>
<i>Monitoring and Performance</i>	<i>/12</i>

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APPENDIX A: SUMMARY OF A POSSIBLE MATRIX OF DATA REQUIREMENTS FOR MEASURING DIVERSITY PERFORMANCE

1. Economic Activity

- Employment rates of working age population by immigrant status and country of origin
- Unemployment rates within the above categories
- Labour force participation rates
- Part-time versus full-time work
- Income levels
- Occupational levels
- Self employment rates
- Children in poverty
- Families in poverty

2. Education

- Educational attainment of adults by immigrant status
- Enrolment in full-time education for 20-24 year olds (and the proportion not in education and training)
- High school drop-out rates

3. Health

- Mortality rates for coronary heart disease, stroke and related diseases by immigrant status, race and ethnicity
- Suicide rates, certain mental illnesses and other measures of psychological health
- Rates of diabetes, cancer

4. Community Safety

- Number of recorded hate incidents
- Use of stop and search procedures and their impact on different communities
- Percentages of police officers by race and ethnicity compared to the general population
- Levels of recruitment, retention and progression of minority police officers
- Results of public satisfaction surveys by immigrant status, race and ethnicity
- Number of complaints against the police

5. Housing

- Satisfaction levels with housing
- Satisfaction level with area in which they live
- Satisfaction levels for those in public housing
- Levels of home ownership

6. Political and Civic Participation

- Representation of elected officials in York Region of all levels of government by race and ethnicity
- Representation of citizen appointments to the Region's Agencies, Boards and Commissions
- Voting patterns
- Citizenship take-up rates
- Use of civic space (e.g. permits for parades, etc)
- State of civil society (e.g. cultural, social, religious, and recreational groups and associations) both quantitatively and qualitatively (e.g. the distinctive needs and circumstances of voluntary organizations in different immigrant communities)
- Differential levels of voluntarism

7. Cultural Life

- Representation on the boards, staff and audiences of the Region's cultural agencies
- Diversity in the audience development strategies, collection and exhibition programs, touring policies, etc. of the Region's cultural agencies
- Nominations for, and recipients of cultural awards and prizes
- An analysis of York Region's cultural calendar

8. Regional Government

- Are municipal policies and practices reflective of the Region's diversity?
- Do all municipal communications respond to the needs of immigrant communities?
- Are municipal services delivered in a manner that is appropriate and accessible to diverse needs?
- Are residents from all backgrounds able to participate in the municipal decision making process?
- Do all municipal departments support and ensure diverse immigrant communities have the capacity to identify issues facing them and to bring these into the municipal process?
- Are municipal employment practices, resources and operations responsive to diversity?
- Are municipal contracts awarded to immigrant owned businesses?
- Are the municipal grants programs administered in a manner that is reflective of the Region's diversity?

Self-Assessment Tool also available online at: www.yorkwelcome.ca

Funded by:



Citizenship and
Immigration Canada

Financé par:

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York Region Local Immigration
PARTNERSHIP 
LEADING CHANGE FOR A STRONGER COMMUNITY