

# Annual Report on the Operation of the Canadian Multiculturalism Act 2020-2021

## Purpose

Information the Bank of Canada provides in this questionnaire is used to create the *Annual Report on the Operation of the Canadian Multiculturalism Act*. This report is tabled in Parliament every year and describes the federal government's efforts in raising their workforce and society's awareness and acceptance of Canada's cultural diversity and inclusivity.

As per section 3(2) of the *Canadian Multiculturalism Act*. It is further declared to be the policy of the Government of Canada that all federal institutions shall:

- a) Ensure that Canadians of all origins have an equal opportunity to obtain employment and advancement in those institutions;
- b) Promote policies, programs and practices that enhance the ability of individuals and communities of all origins to contribute to the continuing evolution of Canada;
- c) Promote policies, programs and practices that enhance the understanding of and respect for the diversity of the members of Canadian society;
- d) Collect statistical data in order to enable the development of policies, programs and practices that are sensitive and responsive to the multicultural reality of Canada;
- e) Make use, as appropriate, of the language skills and cultural understanding of individuals of all origins; and
- f) Generally, carry on their activities in a manner that is sensitive and responsive to the multicultural reality of Canada.

While the Multiculturalism Act “promotes the acknowledgment of and respect for diverse ethnicities, cultures, races and religions”, this exercise is focused on the collection of ethnocultural data, particularly data pertaining to the lived-experience of racialized communities<sup>1</sup>, religious minority communities<sup>2</sup>, and Indigenous Peoples. Data relating to other expressions of cultural diversity such as gender, LGBTQI2S, and disability should not be included, unless there is a demonstrable intersection with ethno cultural diversity. For example, an event exploring barriers in the workplace for LGBTQI2S persons would

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<sup>1</sup> Racialization is defined as the process through which groups come to be socially constructed as races, based on characteristics such as ethnicity, language, economics, religion, culture, politics, etc.

<sup>2</sup> A minority religion is a religion held by a minority of the population of a country, state, or region. In Canada, these are people who identify as being affiliated with a non-Christian religion, for example, Muslim, Hindu, Sikh, Buddhist, Jewish, Traditional (Indigenous) Spirituality, and others.

be out of scope, unless the training explicitly dealt with subjects of intersectionality such as Indigenous employees who self-identify as two-spirit.

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## General Information

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**1. What is the name of your federal institution in Canada's Official Languages?**

**English:** Bank of Canada **French:** Banque du Canada

**2. Please, provide the name of the executive level contact responsible for approving this submission on behalf of your institution:**

Name: Alexis Corbett

Title: Managing Director and Chief Human Resources Officer

Telephone Number: 613-782-8690

Email Address: alexiscorbett@bank-banque-canada.ca

**Please provide the name of the working level contact responsible for coordinating this submission on behalf of your institution. This will be our contact person if we have further questions about this submission.**

Name: Kristine Houde

Title: HR Senior Specialist, Policies and Programs

Telephone Number: 613-782-8860

Email Address: khoude@bank-banque-canada.ca

**3. Please indicate the number of employees at your institution:**

2053 (Includes Regular, Term and Short-Term employees as of March 31, 2021)

**4. Does your institution provide direct programs and/or services to the public?**

Yes

No

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## Internal Efforts

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**5. Did your institution undertake any initiatives for employees adversely affected by the pandemic from racialized communities, religious minority communities and/or who are Indigenous?**

Yes

No

N/A

**If yes, please explain what actions were taken:**

- As the pandemic took hold in Canada, the Bank moved quickly to protect the health and wellness of our teams working onsite and from home. The Bank applied an equity and inclusion lens to its policy and program response to ensure that employees received the unique supports they need. This included providing additional flexibility to our existing flexible work hours, providing ergonomic and financial assistance to set up home offices, expanding health benefits, and conducting targeted surveys and pulse checks to identify and act on areas of concern within departments and for specific diversity groups.
- Policies were adjusted and new initiatives launched to make sure that all employees would be fully supported to meet the professional challenges of greater and more complex work, and the significant personal responsibilities and challenges they now faced.
- Leaders received coaching and training on their role in supporting workplace mental health for their employees and teams, and how to effectively manage virtual and hybrid teams through the pandemic.
- Q&A sessions were offered to leaders to support them in all aspects of the performance and development process, including special circumstances related to COVID 19. In 2020, additional guidance was provided on evaluating and conducting performance reviews for unique and challenging situations related to the pressures of the pandemic. A total of four sessions were hosted by HR's Deputy Managing Director, and all were very well attended, with close to 200 leaders at each session. Enhancements were also made to the Bank's mandatory two-day workshop for all leaders on effective performance and career coaching conversations, with tips on how to demonstrate flexibility and empathy, and create opportunities for more effective dialogue with employees on performance and development during COVID. A total of 36 leaders attended the three sessions that were offered in 2020.
- Throughout the pandemic, the Bank offered staff opportunities to explore wellness resources, webinars and interactive virtual events to help support employee physical, mental, financial, and social health. Events and awareness focused on topics such as building and maintaining resilience, nutrition seminars, how to thrive during the pandemic, meditation, and yoga classes designed with an accessibility-first lens. The Bank hosts these events during its annual Wellness Month in January, Mental Health Week in May, and at other regular periods throughout the year.
- There have been targeted communications to all staff during the pandemic to promote resources, services and programs to support their health and wellbeing and that of their family members. These resources include the Employee and Family Assistance Program (EFAP), virtual fitness classes and programs, new and enhanced mental health supports (i.e. iCBT program), and financial wellbeing tools. Information on these benefits and supports are communicated on a regular basis through Bank-wide communications and within each department to encourage uptake.

- Through our engagement surveys, the Bank consults with employees to obtain feedback on and guide enhancements to our inclusive environment. In 2020, employees responded in high numbers to the Bank’s Work Environment Check-Up (WECU) survey (deployed every three years) and two shorter pulse check surveys. These surveys aimed to better understand employee concerns during the pandemic and the findings are disaggregated by equity-seeking group. The corporate aggregate results were anonymized and analyzed at the department and diversity group levels to identify areas of concern and develop targeted solutions as needed in consultation with those who are most impacted.
- Recognizing that some pandemic restrictions such as mandatory telework may be lifted later in 2021, the Bank has started to explore what new ways of working may look like. To inform our decision-making, we’ve done research and environmental scans to learn what other organizations are doing. This includes benchmarking against 30+ organizations, and consultations with three separate analyst groups (i.e. Gartner, Deloitte and KPMG). In January 2021, we conducted a survey to gather feedback from employees on how they feel about teleworking after the pandemic and how the Bank could make effective use of its office space. About two thirds of employees responded, with the majority sharing that they want to telework more than before when we can return to the office. These results also highlighted differences among groups and departments, confirming that one size will not fit all when we are ready to return. As work progresses on defining the Bank’s new ways of working, we will continue to reach out to employees representing various diversity groups, including our employee resource groups, to help shape the Bank’s policies, programs, services, and thinking about our approaches to work.

**6. Does your institution make a specific effort to recruit students of racialized communities<sup>3</sup>, religious minority communities, and/or who are Indigenous?**

- Yes
- No
- N/A

**If yes, select all that apply below:**

- Works proactively with post-secondary institutions, immigrant service organizations, municipalities, non-profit employment services, and/or community organizations
- Developed targeted hiring programs (e.g. internship opportunities)
- Offers training, mentoring and/or coaching for employees
- Targeted hiring through co-op or FSWEF
- Other: Scholarship programs for students who identify as Indigenous or as a member of a racialized or visible minority group

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<sup>3</sup> Also referred to as members of visible minorities in the *Employment Equity Act*.

7. **Official Language requirements can sometimes serve as a barrier to hiring employees from racialized communities, religious minority communities, and/or who are Indigenous. Has your institution developed ways to address this concern?**

Yes

No

N/A

**If yes, select all that apply below:**

Institution allows for non-imperative bilingual staffing of employees from racialized communities, religious minority communities, and/or who are Indigenous

Institution supports in-house language training for all staff

**Other. Please describe**

The Bank is committed to providing a bilingual work environment for all employees, and supporting employees in improving their second language. We achieve this through various means. An exception/training plan is put in place for employees who do not currently meet the position language requirement for their role. This training plan is reviewed with the employee and their leader to ensure joint accountability to achieve language goals. Online self-directed learning resources and Bank-sponsored training options are made available to these employees and also to employees who do not have a position language requirement attached to their role but who wish to improve their proficiency in their second official language. Through departmental events and support from the Bank's employee resource group, Franconnexions, employees have additional opportunities to practice speaking French in a social setting.

8. **Has your institution identified systemic racism or systemic barriers in its employment policies and practices (e.g. hiring and career development)?**

Yes

No

N/A

**If yes, please describe these barriers, and actions taken to address them:**

**Barrier: Access to employment**

Under-representation of employees who identify as Indigenous or as a member of a racialized group suggests that there may be potential systemic barriers in this area.

**Bank actions to address this barrier:**

- Hiring managers are given access to applicant self-identification information.
- Representation data for the two groups are shared at the department level. If either group is under-represented, goals are set to increase representation.
- The Recruitment team has expanded their outreach to universities, increasing their virtual engagements over the last year to better connect with the diverse student populations from each institution.
- The Bank's self-identification tool has been enhanced to capture more accurate data for each diversity group. Employees are now able to further self-identify through sub-categories within some diversity groups (racial identity, ethnicity, LGBTQ2S+, disability type, sexual orientation). This allows for more in-depth analysis of data to assist the Bank in identifying barriers that may exist for specific groups. This more in-depth analysis also allows the Bank to consider how intersectionality may play a role in creating additional barriers for certain groups of employees.

**Barrier: Turnover**

Indigenous turnover rates that are proportionally higher than their representation in the workforce could indicate inequities in experiences that lead employees to depart the organization.

Note: The small number of Indigenous employees at the Bank means that even small changes to the population can significantly impact the turnover rate.

**Bank actions to address these barriers:**

- A new employee resource group, embRACE, launched in 2020. This ERG brings together Black, other racialized and Indigenous employees and their allies to promote diversity, equity, inclusion and belonging via education and awareness on racialized issues. They also provide peer support and informal mentorship to other racialized and Indigenous colleagues, for example, those who may be new to the Bank or exploring career advancement opportunities.
- A roadshow about racism/anti-racism and listening sessions were held throughout the year to identify actions employees and leaders can take to promote anti-racism.

**Barrier: Equitable development and career advancement**

Under-representation of racialized and Indigenous employees at the Senior Officer level suggests the potential presence of barriers in the equitable development and career advancement of employees within these two groups.

**Bank actions to address these barriers:**

- The diversity of racialized employees in the pool of high potential employees identified across the Bank is now tracked to ensure there is equitable representation of this group. The data is based on voluntary self-identification data. Enhanced support is offered to accelerate development and mentorship. Sponsorship pairings are also established for employees.

- Conscious Inclusion (bias awareness) training for leaders has been launched to help leaders better understand their role in preventing or removing barriers for employees, including employees in these diversity groups.
- The Bank's engagement survey and pulse check include questions pertaining to professional development and career advancement. These surveys enable the Bank to more easily identify if there are barriers, and to act on feedback from employees. Data for Indigenous and racialized employees is disaggregated to better understand their experiences.

**Barrier: Lower reported inclusion among Indigenous employees**

Consistently lower scores from Indigenous employees on the Bank's engagement surveys suggests that Bank practices could be improved to foster greater Indigenous inclusion.

**Bank actions to address this barrier:**

- The Bank launched Indigenous Cultural Awareness training in 2020 and will create opportunities in 2021 for employees to come together to better understand the lived experiences of Indigenous Peoples.
- Indigenous Engagement Guidelines were launched in 2020 and provide leaders and employees guidance on Land acknowledgements and actions to be inclusive of our Indigenous peers and the Canadians we serve.
- Broader and targeted consultations are being done internally and externally to seek input from Indigenous people to inform Bank programs, products, and services.

**9. Has your institution communicated to employees their rights and avenues of complaint regarding discrimination/harassment against employees of racialized communities, religious minority communities and/or who are Indigenous?**

- Yes
- No
- N/A

**If yes, please identify the ways your institution has communicated to employees their rights and avenues of complaint:**

- On the institution's intranet/employee's emails
- Through in-person information session or meetings
- Through posters and signs
- Other, please specify:**
  - The annual compliance exercise conducted by the Bank covers the Workplace Violence and Harassment Policy, which currently outlines the process and proper channels for complaints regarding harassment within the workplace. Following new legislation released in 2021, the Workplace

Violence and Harassment Policy is being updated, and any changes will also be communicated to employees.

- To support the Bank's anti-racism response, a one-pager for leaders was developed on how to have conversations with employees about discrimination. The Diversity and Inclusion Strategy and Program Lead also shared disclosure avenues with employees in anti-racism listening sessions that were hosted through mid-late 2020.

**10. Did your employees participate in any training relating to racism or discrimination against racialized communities, religious minority communities and/or Indigenous Peoples?**

Yes

No

N/A

If yes, please identify the number of employees that participated in this training. This number should include senior management and executives. Please do not include any training that did not explicitly address these issues.

**Name of training: Leader Q&A session on anti-racism, having difficult conversations**

**Description of training:** Following the launch of the Bank's anti-racism program in the summer, Human Resources hosted an all leader Question and Answer session on racism, anti-racism and having difficult conversations. The session increased leader awareness and knowledge on these topics, and clarified Bank expectations for addressing discrimination they may observe or are made aware of through employees. Key messages from this leader session were reinforced through presentations on racism and anti-racism to every departmental leadership team. The goal was to increase understanding of racism, different forms it can take, impacts racism can have on employees, and key actions leaders can take to engage in anti-racism efforts in their respective departments.

**Number of employees who took the training: 35**

**Was the training (select all that apply):**

Mandatory

Offered internally by your institution

Offered by another government institution (for example, CSPS)

Offered by a third-party organization, such as a consultant

**Name of training: Indigenous Cultural Awareness**

**Description of training:** Indigenous cultural awareness training was piloted in 2020 and launched Bank-wide to all employees in 2021. This course is designed to help learners understand the cultural and historical differences between First Nations, Inuit, and Métis Peoples - essential knowledge given the Bank's role in



promoting economic welfare for all Canadians. From pre-contact to today's headlines, participants will also learn about the evolution of the relationship between Canada and Indigenous Peoples. Starting in June 2021, the Bank's D&I Strategy and Program lead and the training provider will host discussions throughout the year with cohorts that have completed this training to reinforce key messages, provide participants an opportunity to ask questions, share personal takeaways with each other, and promote ongoing learning to enhance individual and departmental indigenous cultural awareness.

**Number of employees who took the training: 39**

**Was the training (select all that apply):**

- Mandatory
- Offered internally by your institution
- Offered by another government institution (for example, the Canadian School of Public Service)
- Offered by a third-party organization, such as a consultant

**Name of training: Conscious Inclusion Training for Leaders**

**Description of training:** This Conscious Inclusion course, piloted in 2020 and launched Bank-wide in 2021, is targeted to leaders and consists of two, 2-hour virtual classroom sessions to deepen leader understanding of diversity and inclusion by exploring the roots of bias, where it comes from, and its effects.

**Number of employees who took the training: 58**

**Was the training (select all that apply):**

- Mandatory
- Offered internally by your institution
- Offered by another government institution (for example, CSPS)
- Offered by a third-party organization, such as a consultant

**Name of training: Conscious Inclusion Training for Employees**

**Description of training:** This Conscious Inclusion course is targeted to employees. Piloted in 2020 and launched Bank-wide in 2021, this training consists of self-paced online learning that takes approximately one hour to complete with the objective to increase employee awareness of diversity and inclusion by exploring the roots of bias, where it comes from, and its effects.

**Number of employees who took the training: 47**

**Was the training (select all that apply):**

- Mandatory
- Offered internally by your institution
- Offered by another government institution (for example, CSPS)
- Offered by a third-party organization, such as a consultant

**Name of training: Anti-racism presentation to departmental leadership teams**

**Description of training:** This session was delivered to every departmental leadership team to raise awareness on racism and anti-racism. Leaders learned about key concepts (including racism, micro-aggressions, systemic racism, privilege, allyship, whiteness), how to support employees and how to have conversations about discrimination.

**Number of employees who took the training:** 200+

**Was the training (select all that apply):**

- Mandatory
- Offered internally by your institution
- Offered by another government institution (for example, CSPS)
- Offered by a third-party organization, such as a consultant

**11. Did your institution celebrate, promote, and support events and/or distribute communication products that helped to educate employees about diversity in the workplace, specifically pertaining to racialized communities, religious minority communities and/or Indigenous Peoples?**

- Yes
- No
- N/A

If yes, please identify the events and/or communication products your institution offered to help educate employees about diversity in the workplace, and the total number of employees that participated in each event:

| MTH-YR | Type    | Name of message or event  | # Employees |
|--------|---------|---|-------------|
| MAY-20 | Message | <b>An “Indspiring” day at the Bank</b><br>Article sharing highlights from the Bank’s event welcoming approximately 40 Indigenous high school students across the country as part of the Bank’s diversity and inclusion partnership with Indspire, who hosted the larger event, <i>Soaring: Indigenous Youth Empowerment Gathering</i> | ALL         |
| MAY-20 | Message | <b>Apply for the Bank’s general scholarship awards</b><br>Announcement linking to the Bank’s scholarship page and application portal for the general scholarships for students with disabilities, Indigenous students, and students who identify as a member of a visible minority or racialized group, or as a person of colour.     | ALL         |
| JUN-20 | Message | <b>We have no tolerance for hatred or racism</b><br>Message from the Bank’s Governor and Executive Council considering injustices faced by black and racialized communities in the US, Canada, and across the world.  | ALL         |

| <b>MTH-YR</b> | <b>Type</b>       | <b>Name of message or event</b>   | <b># Employees</b> |
|---------------|-------------------|---|--------------------|
| JUN-20        | Message           | <b>Coming together against racism and discrimination</b><br>Anti-racism statements and reflections from the Bank's Employee Resource Groups on the need to stand together and dismantle barriers and biases   | ALL                |
| JUN-20        | Message           | <b>Taking action against racism</b><br>Message from the Bank's Diversity and Inclusion Lead and suggested immediate ways to get involved  | ALL                |
| JUN-20        | Message           | <b>A celebration of Indigenous heritage</b><br>A Métis employee shares his story, including his journey to learn more about Métis culture and history   | ALL                |
| JUN-20        | Message           | <b>One Bank – a thousand faces</b><br>To mark Multiculturalism Day on June 27, the Bank took this occasion to share some of the ways we can all honour our diverse heritage.  | ALL                |
| JUN-20        | Message           | <b>Next steps to combat racism</b><br>Message from the Governor and Executive Council reporting on next steps to support diversity and inclusion at the Bank, including representation of equity seeking groups, and strategies to address discrimination.  | ALL                |
| JUN-20        | Message           | <b>Meet our new Indigenous Advisory Circle</b><br>Message introducing the Indigenous Advisory Circle who will provide advice and recommendations on how Indigenous Peoples in Canada are represented on future bank notes, and to the Bank of Canada Museum on its collections, programs and exhibitions that relate to Indigenous Peoples. | ALL                |
| SEP-20        | Message           | <b>embRACE: a new employee resource group for racial equity</b><br>Message from the executive sponsor for embRACE ERG which brings together Black, other racialized and Indigenous employees and their allies to promote an inclusive workplace that is free from all forms of racism, hatred and bigotry.                                  | ALL                |
| SEP-20        | Message And Event | <b>Our Diversity and Inclusion Strategy launches today</b><br>Diversity and Inclusion Town Hall hosted by the Governor, SDG, CHRO, and D&I Lead to discuss the Bank's commitment to diversity and inclusion, and formally launch the D&I strategy.  | ALL                |
| SEP-20        | Message           | <b>Your feedback is shaping our priorities</b><br>Message from the Governor sharing the main messages he heard from departments and employee-led groups and how that feedback has helped the Bank set the course for 2020-2021.   | ALL                |
| SEP-20        | Message           | <b>ICYMI: diversity and inclusion town hall</b><br>Message sharing highlights from the Bank's event unveiling the D&I strategy  | ALL                |

| <b>MTH-YR</b>           | <b>Type</b>             | <b>Name of message or event</b>   | <b># Employees</b> |
|-------------------------|-------------------------|---|--------------------|
| SEP-20                  | Message                 | <b>Take part in embRACE's kick-off event</b><br>Message inviting employees to register and learn about embRACE, our newest employee resource group, and participate in a discussion on the importance of being an ally.   | ALL                |
| SEP-20<br>and<br>OCT-20 | Message<br>and<br>Event | <b>Take part in embRACE's kick-off event</b><br>The Bank's newest employee resource group, embRACE, hosts its official kick-off event which included a discussion on the importance of being an ally.   | ALL                |
| NOV-20                  | Message                 | <b>Enhancing our diverse and inclusive workforce</b><br>Message from the Governor introducing new goals to increase representation of diversity groups at the Senior Officer (SO) level   | ALL                |
| NOV-20                  | Event                   | <b>Pride ERG Speak OUT series</b><br>Pride ERG's first Speak OUT series guest, an indigenous entrepreneur, shared how he drew on his settler and Indigenous traditions, and two-spirit teachings of Indigenous cultures, to guide him on his entrepreneurial journey.   | ALL                |
| NOV-20                  | Event                   | <b>Calgary Operational Site town hall</b><br>This Town Hall for employees at the Bank's Calgary Operational Site featured the D&I lead and embRACE ERG co-chairs who introduced their work and D&I goals at the Bank.   | 92                 |
| NOV-20<br>and<br>DEC-20 | Message<br>and<br>Event | <b>Different walks of life</b><br>Interactive event hosted by embRACE ERG where employees gained a better understanding of the life experiences of others and were given an opportunity to reflect on their own experiences.  | 129                |
| JAN-21                  | Message                 | <b>2021 Multicultural Calendar</b><br>Message inviting Bank employees to download and use the 2021 Multicultural Calendar which highlights days observed by Indigenous Peoples as well as days celebrated by different religions across Canada  | ALL                |
| FEB-21                  | Message                 | <b>Celebrate Black History Month</b><br>embrace ERG blog post celebrating Black History Month and Black excellence  | ALL                |
| FEB-21                  | Message                 | <b>Honouring the contributions of Black Canadians</b><br>Message from the deputy governor, executive sponsor for embRACE, inviting employees to register embRACE for a workshop that will explore important contributions of Black Canadians and discuss how to approach conversations about race in the workplace. | ALL                |
| FEB-21                  | Event                   | <b>CEA Departmental Town Hall</b><br>CEA departmental town hall featuring a panel discussion on Diversity and Inclusion with representatives from some of the Bank's ERGs (Pride, EmbRACE, and PotentiELLE).  | 100                |

| <b>MTH-YR</b> | <b>Type</b> | <b>Name of message or event</b>  | <b># Employees</b> |
|---------------|-------------|--|--------------------|
| FEB-21        | Message     | <b>Tips to host inclusive meetings and events, with guidance for Indigenous land acknowledgements</b><br>Enabled ERG blog post to share resources and tips from a recent Bank-wide event.  | ALL                |
| FEB-21        | Message     | <b>Meet our 2021 scholarship program winners</b><br>Message announcing the winners of the Master's Scholarship Award for Women in Economics and Finance, and the general scholarships for Indigenous students, students with disabilities, and students who identify as a person of colour or as a member of a visible minority or racialized group. | ALL                |
| FEB-21        | Message     | <b>Driving diversity and inclusion forward: new training and guidelines</b><br>Message from the Bank's D&I lead announcing new Indigenous cultural awareness training and Indigenous engagement guidelines   | ALL                |
| FEB-21        | Event       | <b>Let's talk about race and celebrate Black excellence</b><br>Event hosted by embRACE ERG to celebrate Black History Month.   | 139                |
| FEB-21        | Event       | <b>Audit departmental events</b><br>Audit hosted departmental events to increase awareness and celebrate Black History Month and Lunar New Year  | 19                 |
| FEB-21        | Message     | <b>Reinforcing our commitment to diversity and inclusion</b><br>Video message from the governor sharing the four overarching goals in the D&I strategy that will help strengthen our foundation at the Bank of Canada.   | ALL                |
| FEB-21        | Event       | <b>Toastmasters Club Themed Meeting</b><br>The Toastmasters Club hosted a 1-hour virtual session to bring awareness and to celebrate Black History Month with two speeches: 1-Silence is not an option 2-Avez-vous déjà rêvé de changer le monde?  | 39                 |
| MAR-21        | Message     | <b>We're one of Canada's Best Diversity Employers</b><br>Message from the governor highlighting some of the reasons the Bank was selected as one of Canada's Best Diversity Employers, and encouraging employees to get involved to combat racism and promote inclusion.   | ALL                |
| MAR-21        | Message     | <b>Let's celebrate International Women's Day</b><br>Invitation from the Bank's PotentiELLE ERG to participate in a webinar focused on exploring the pandemic's impact on women and what we can do to help those who have been negatively affected, with links to the Bank's financial wellbeing resources.   | ALL                |
| MAR-21        | Message     | <b>Bank-sponsored survey explores equity, diversity and inclusion in the economics field</b><br>Blog post sharing key takeaways from a Bank-sponsored survey by the Canadian Women Economics Committee to collect attitudinal and behavioural measures on equity, diversity, and inclusion in the field of economics in Canada.                      | ALL                |

| MTH-YR  | Type    | Name of message or event  | # Employees |
|---------|---------|---|-------------|
| MAR-21  | Message | <b>A virtual space for diversity and inclusion</b><br>Announcement about the launch of the Bank's new D&I site with resources on racism, LGBTQ2S+ and Indigenous peoples, including two new guides for leaders and employees.   | ALL         |
| MAR-21  | Event   | <b>Town Hall: Promise and Values</b><br>Event to unveil the Bank's new corporate values   | ALL         |
| MAR-21  | Event   | <b>Audit departmental event</b><br>Audit departmental event with the Currency team to discuss future planned indigenous imagery to be used on Bank notes  | 19          |
| Ongoing | Event   | <b>Toastmasters Club weekly meetings</b><br>The Bank's Toastmasters Club members are encouraged to explore and deliver speeches and ice breakers on a wide variety of culturally relevant topics at their weekly meetings.  | 31          |
| Ongoing | Message | <b>Message regarding cultural and religious protocols in preparation of meal services</b><br>Communications from Executive and Legal Services to remind meeting and event planners of the Bank's protocol for considering internal and external guests' culture and religious beliefs in the preparation of meal services | ALL         |

In-person event: N/A for reporting period – APR 1, 2020 to MAR 31, 2021

**12. Does your institution leverage the multilingual capacity (other than English or French), cultural competency (the ability to understand, communicate and interact with people across cultures) and/or cultural expertise of its employees to inform and/or improve your institution's policies, programs, practices and services?**

- Yes
- No
- N/A

If yes, please provide the name and description of the initiative, and explain how it helped inform and/or improve your institution's policies, programs, practices and/or services.

**Name of initiative: Indigenous Stakeholder Working Group**  
**Description of the initiative:** The Bank consults with representatives and teams from a range of departments (Currency, Human Resources, Executive & Legal Services, Communications and Canadian Economic Analysis) representing business lines that engage with external Indigenous communities.  
**How has the leveraging of your employee's multilingual capacity (other than English or French), cultural competency and/or cultural expertise helped to inform and/or improve your institution's policies, programs,**

**practices and/or services?** In addition to providing input to help guide and enhance the Bank's current engagements with external Indigenous communities, this group was advised on strategies to promote the recruitment and retention of Indigenous employees at the Bank. The group also contributed to the development of guidelines for Indigenous engagements and land acknowledgements. From this group, an Indigenous Advisory Circle is also being launched to provide input on the visual aspects of our bank notes and Museum programming.

**Name of initiative: Consultations with Employee Resource Groups to inform policies, services and programs**

**Description of the initiative:** Over the last year, the Bank and departments including Human Resources have consulted with employee resource groups (ERG) and gathered their feedback on a number of topics including policies and guidelines related to telework and return to work, and the Bank's engagement survey and diversity and inclusion pulse check. ERG input helped shaped the strategies and solutions to ensure that the Bank is inclusive of the diversity groups they represent. Two guides were also developed in collaboration with member representatives from each ERG, a Guide for Supporting Trans Employees which is intended to contribute to a safe, respectful and inclusive work environment for all employees, and a Guide to Being an Ally to enhance leader and employee support and allyship for equity-seeking groups at the Bank.

**How has the leveraging of your employee's multilingual capacity (other than English or French), cultural competency and/or cultural expertise helped to inform and/or improve your institution's policies, programs, practices and/or services?** By consulting with the various ERGs, the Bank is able to gather diverse perspectives, and better understand how culture, race, and intersectionality need to be considered in the design and delivery of our policies, programs, and services to be inclusive of our diverse workforce.

**13. Does your institution have any committees, groups or forums to represent the concerns and ideas of employees of racialized communities, religious minority communities and/or who are Indigenous?**

Yes

No

N/A

**If yes, please describe:** The Bank regularly engages and consults with the Diversity and Inclusion Network comprised of DE&I Champions (senior leaders), the Diversity and Inclusion Committee comprised of representatives from each of the Bank's departments, and the Employee Resource Group Advisory Committee (ERG leads and executive sponsors). The composition of these committees is quite diverse and brings together representatives from different equity groups, backgrounds, and cultural experiences to ensure that concerns and ideas of employees from racialized communities, religious minority communities, or those who are Indigenous are represented in these discussions. This network provides input on various policies, programs, initiatives and services including the Bank's Diversity and Inclusion Plan, and Employment Equity, Multiculturalism and Official Languages legislative reports. In addition to providing input on these legislated diversity reports, representatives participate in the interview and selection process for the Bank's scholarship programs and are consulted on the Bank's D&I Strategy and Diversity and Inclusion pulse check. Starting in 2020, Diversity and Inclusion committee members representing each department are being equipped to support the development of their annual departmental plans, including departmental commitments to reach representation goals and to apply a diversity and inclusion lens to other work environment actions. Consultations with all three groups has increased awareness across the Bank of the barriers faced by different diversity groups within our workforce to support the design of our policies, programs, practices and services.

**14. Does your institution have any committees, groups or forums to represent the concerns and ideas of employees of racialized communities, religious minority communities and/or who are Indigenous?**

Yes

No

N/A



**If yes, please describe:** The Bank regularly engages and consults with the Diversity and Inclusion Network comprised of DE&I Champions (senior leaders), the Diversity and Inclusion Committee comprised of representatives from each of the Bank's departments, and the Employee Resource Group Advisory Committee (ERG leads and executive sponsors). The composition of these committees is quite diverse and brings together representatives from different equity groups, backgrounds, and cultural experiences to ensure that concerns and ideas of employees from racialized communities, religious minority communities, or those who are Indigenous are represented in these discussions. This network provides input on various policies, programs, initiatives and services including the Bank's Diversity and Inclusion Plan, and Employment Equity, Multiculturalism and Official Languages legislative reports. In addition to providing input on these legislated diversity reports, representatives participate in the interview and selection process for the Bank's scholarship programs and are consulted on the Bank's D&I Strategy and Diversity and Inclusion pulse check. Starting in 2020, Diversity and Inclusion committee members representing each department are being equipped to support the development of their annual departmental plans, including departmental commitments to reach representation goals and to apply a diversity and inclusion lens to other work environment actions. Consultations with all three groups has increased awareness across the Bank of the barriers faced by different diversity groups within our workforce to support the design of our policies, programs, practices and services.

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## External Efforts

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- 15. Did your institution implement or utilize programs, policies, or practices to address the specific needs of racialized communities, religious minority communities and/or Indigenous Peoples adversely affected by the pandemic?**

- Yes  
 No  
 N/A

If yes, please explain what actions were taken, and how these addressed the specific needs of racialized communities, religious minority communities and/or Indigenous Peoples: N/A

**16. Does your institution have any transfer payment programs (e.g. Grants and Contributions) that directly address systemic racism or systemic barriers<sup>4</sup> in the areas of employment, justice, social participation<sup>5</sup>, or other aspects of Canadian society?**

Yes

No

N/A

If yes, please provide the name of the program, website link, program description, and indicate what systemic barriers the program addresses (if applicable):

**Program name:** Bank of Canada Scholarship Program

**Link to website (if applicable):**

<https://www.bankofcanada.ca/careers/scholarship-awards/>

**Program description:** The general scholarship program is designed to assist students with disabilities, Indigenous students, and those who identify as a member of a racialized group or visible minority in furthering their education and encouraging them to take an interest in fields related to the work of the Bank, including: Economics and Finance, Administration and Operations, Information Technology and Cyber Security, Human Resources, and Accounting. Award recipients receive a \$4,000 CAD scholarship renewable up to four years, and the candidates who are short-listed for interviews are also considered for paid summer or part-time work placements at the Bank. The Master's Scholarship Award for Women in Economics and Finance promotes, among women at the undergraduate level or who have completed an undergraduate degree, the pursuit of graduate studies in Economics and Finance. This Master's scholarship proactively contributes to building a gender-balanced talent pool for the Economics and Finance professions in central banking. In addition to the \$10,000 CAD award, successful candidates are offered summer employment, internship, or term employment with the Bank, mentorship by a Bank employee, and the possibility to attend a learning event at the Bank of Canada related to central banking, economics or finance (e.g. lecture, conference, networking event). These two scholarship programs help remove systemic barriers to education and employment and support greater diversity in our workforce.

**Systemic barriers addressed (if applicable):**

Employment

Justice

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<sup>4</sup> Systemic barriers are institutional-level policies, practices, traditions and/or values that result in some individuals from underrepresented groups receiving unequal access to or being excluded from participation in employment, services or programs.

<sup>5</sup> Social participation is the involvement in meaningful activities (social, cultural, physical, educational, recreational, etc.) that increase one's sense of belonging and well-being.

- Social Participation
- Other. Explain: Access to Education

**17. How many consultations did your institution hold with racialized communities, religious minority communities/or and Indigenous Peoples to gain feedback on the design, development, and/or delivery of policies, programs, practices and/or services?**

**Total number of consultations held:** 44

**Total number of consultations held with racialized communities, religious minority communities and/or Indigenous Peoples:** 13

N/A

If applicable, please provide up to three examples of consultations held with racialized communities, religious minority communities and/or Indigenous Peoples:

**Name of consultation:** Canadian Economic Analysis (CEA) consultations in partnership with Statistics Canada

**Description of the consultation:** CEA's Business Support team has participated in four discussions with Statistics Canada, the First Nations Financial Management Board, the Tulo Centre of Indigenous Economics, and the First Nations Tax Commission to explore and implement adding First Nations, Métis and Inuit financial information to Statistics Canada's Canadian Government Finance Statistics program.

**How did the consultation inform the policies, programs, practices and/or services?** These discussions are in the preliminary/exploratory stages, and will help confirm next steps and overall direction and planning to guide the Bank's work to create a more complete macroeconomic picture of Indigenous Governments in Canada.

**Name of consultation:** Indigenous Stakeholder Relations Working Group

**Description of the consultation:** The Bank consults with representatives and teams from a range of departments (Currency, Human Resources, Executive & Legal Services, Communications and Canadian Economic Analysis) representing business lines that engage with external Indigenous communities.

**How did the consultation inform the policies, programs, practices and/or services?** In addition to providing input to help guide and enhance the Bank's external engagements with Indigenous communities, this group was advised on strategies to promote the recruitment and retention of Indigenous employees at the Bank. From this group, an Indigenous Advisory Circle is also being launched to provide input on the visual aspects of our bank notes and Bank of Canada Museum programming.

**Name of consultation:** Bank of Canada Annual Public Awareness Survey

**Description of the consultation:** The Bank's annual Public Awareness Survey seeks to assess the Canadian public's awareness, understanding, and trust in the Bank as a public institution. When Canadians know, understand and trust our actions and policies, it helps make them more effective. In 2020, an Indigenous sample (n=200) was added to the sample of respondents surveyed by the Bank to identify their knowledge, attitudes, and trust in the Bank, and identify differences in opinions and/or communications needs.

**How did the consultation inform the policies, programs, practices and/or services?** While the responses from this expanded Indigenous sample are not representative of the opinions of all Indigenous people across Canada, it did provide a better understanding of Indigenous Peoples' views of the Bank, and take these views into account when developing external-facing policies, communications, programs, practices and/or services.

**18. Did your institution develop or maintain partnerships with stakeholders or external associations to learn more about the experiences of racialized communities, religious minority communities, and/or Indigenous Peoples or raise awareness about racism and discrimination?**

Yes

No

N/A

If yes, please provide up to three examples, including the name(s) of the stakeholder/external association, descriptions of the partnership, and the benefits provided to the development of policies, programs, practices and/or services.

**Name(s) of partner/stakeholder:** Indspire

**Description of the partnership and initiative:** For the Bank's Scholarship Program for Indigenous Students, we partner with Indspire, a well-established charitable organization managing scholarships for Indigenous students across Canada. This partnership enables the Bank to tap into Indspire's network to reach more Indigenous youth across Canada and encourage them to apply for our scholarship. Last spring, the Bank sponsored and participated in Indspire's 2020 Soaring: Indigenous Youth Empowerment Gathering. The initiative's main objective is to give Indigenous high school students the opportunity to learn about educational and career opportunities. It is also intended to inspire them to pursue post-secondary studies and explore different career paths. In addition to the one-day conference in early March, the Bank also hosted 40 of the students for a day of learning. The Bank will be sponsoring the 2021 Soaring: Indigenous Youth Empowerment Gathering in early May which will be delivered virtually.

**What benefits did the partnership provide to the development of policies, programs, practices and/or services?** For the general scholarship program,

the partnership with Indspire enables the Bank to connect with Indigenous youth through Indspire's vast network of Indigenous Peoples across Canada. It also encourages youth to explore studies and a career related to central banking that they may not consider otherwise. Students who are ultimately selected for a scholarship award are also matched with a paid summer job or internship. Through the Soaring conference and day of learning, Bank employees are able to gather perspectives from Indigenous youth on how to tailor our various initiatives to be more inclusive of their groups, for example, considerations in the program design of a Central Bank Digital Currency.

**Name(s) of partner/stakeholder:** Central Bank Network for Indigenous Inclusion

**Description of the partnership and initiative:** This group is comprised of central banks and their Indigenous partners. The Network's goal is to foster ongoing dialogue and raise awareness of Indigenous economic and financial issues, share knowledge and best practices, and promote engagement and education on Indigenous economy and history in partnership with Indigenous Peoples. As part of these commitments, the network will plan a recurring Central Bank Symposium on Indigenous Economics. The first symposium will be hosted by the Bank later in 2021.

**What benefits did the partnership provide to the development of policies, programs, practices and/or services?** Increased awareness and knowledge sharing among central bank partners that will inform our public-facing and internal programs and policies, and the development of best practices to better support Indigenous Peoples, including strategies to increase Indigenous representation within central banks. Our partnership with other central banks has the added benefit of strengthening our relationships with the Indigenous organizations and groups that we partner with to inform our work and policies.

**Name(s) of partner/stakeholder:** External partners including Acorn Canada, the Black Business and Professional Association (BBPA), and the National Aboriginal Capital Corporations Association (NACCA)

**Description of the partnership and initiative:** In recent years, the Bank has further expanded the number of organizations and people with whom it consults. In 2020, various outreach activities, roundtables and consultations were completed with the external partners listed above to support and inform policy and program decisions.

**What benefits did the partnership provide to the development of policies, programs, practices and/or services?** These expanded consultations have enabled the Bank to gather diverse perspectives from Black and Indigenous people across Canada on a number of key topics that help inform our programs, services and communications. For example, the development of customized briefings for target groups; identifying the Bank's role in promoting the Indigenous

economy, and in supporting its recovery and growth; and, seeking the perspective of lower-income groups on the current economic situation.

**19. Does your institution have policies, programs, practices and/or services (such as materials and websites) translated into languages other than English and/or French?**

Yes

No

N/A

If yes, please outline the policy, program, practice and/or service that was translated:

**Name of policy, program, practice and/or service with material translated:**

Polymer Note Information Leaflets

**Description of policy, program, practice and/or service:** The Bank of Canada's External Stakeholder Management Team offers a leaflet that outlines the security features of polymer notes in an effort to leverage the assistance of Canadians of different backgrounds to better identify counterfeit bills.

**What languages was the policy, program, practice and/or service translated into?** In addition to English and French, the leaflet is also produced in Korean, Punjabi, Standard Chinese, and Simplified Chinese.

**How has the policy, program, practice and/or service improved the quality of service that your institution is providing to Canadians?** By engaging Canadians whose first language is other than English or French, we ensure that a greater number of Canadians can play an active role in helping to reduce the negative effects of counterfeiting on Canadian society.

**20. Does your institution provide the public with access to translation or interpretation services (other than English or French) so that they may gain a better understanding of your institution's programs, policies, practices and/or services (if requested)?**

Yes

No

N/A

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## Data Collection & Other Relevant Initiatives

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**21. Does your institution collect statistical data on racialized communities, religious minority communities, and/or Indigenous Peoples (other than Employment Equity data) to develop and/or improve policies, programs, practices and services?**

Yes

No

N/A

**If yes, please list the data gathered:**

Internal;  External

**Name of the policy, program, practice and/or service the data is used to improve:** Self-Identification Program

**Description of data gathered:** The Bank currently tracks the representation of women, members of visible minorities, Indigenous peoples, persons with disabilities, LGBTQ2S+ peoples and veterans through voluntary self-identification in SuccessFactors, our HR Information System. In 2020-2021, subcategories were added under each of the four designated employment equity groups to help employees better see themselves reflected in the six major equity-seeking groups. For example, racialized employees can now specify a racial identity or ethnic/cultural background, and Indigenous employees can now specify if they are First Nations, Inuit, Metis, or non-status First Nations.

**Description of the policy, program, practice and/or service:** The purpose of the Bank's Self-Identification Program is to collect representation information on the four designated employment equity groups in compliance with the Employment Equity Act, and to better understand who is at the Bank so that programs and practices can be developed or enhanced to deliver the best possible work experience for everyone. We leverage the ability to ask additional questions within our self-identification tool to better understand our workforce and the experiences of employees.

**How has the collection and use of this data helped to improve the policy, program, practice and/or service?** The addition of the subcategories under each of the six equity-seeking groups identified by the Bank has led to a greater number of employees opting to self-identify on the Bank's self-identification questionnaire, especially for those in racialized groups. This has provided a more accurate view of the Bank's workforce, and will help inform the Bank's work, from designing workspaces and tools to developing more inclusive policies, programs, services, and training. It also allows the Bank to identify if inequalities and barriers exist among certain subcategories within each equity group, and if yes,

to develop more targeted actions to address these barriers. Starting in 2021, we will be leveraging this data to a greater extent to inform our work.

**Does your institution disaggregate the data (e.g. by gender, geographic location, income, cultural or ethnic background, language, age, etc.)?**

Yes, please specify: We disaggregate employment equity data against variables such as location, gender, job grade, language, and generation to better understand intersectional gaps. In 2021, we offered our employees the opportunity to share self-identification information for new subcategories, including racial identity. We intend to complete further data analysis in 2021.

No

**If yes, please list the data gathered:**

Internal;  External

**Name of the policy, program, practice and/or service the data is used to improve:** Work Environment Check Up (WECU)

**Description of data gathered:** The Bank conducts employee surveys to track engagement, collecting both quantitative and qualitative responses.

Respondents are asked to voluntarily self-identify in the following groups where applicable: women, members of visible minority or racialized groups, Indigenous Peoples, persons with disabilities, LGBTQ2S+ peoples.

**Description of the policy, program, practice and/or service:** The Bank conducts regular employee engagement surveys. We use a multi-faceted survey approach that includes: 1) A comprehensive corporate engagement survey that is aligned to the Bank's vision, focuses on key corporate engagement drivers, and helps reinforce the Bank's evolving culture and values. The survey takes place every three years to align with the Bank's three-year strategic plan and was most recently conducted in February 2020; 2) Targeted annual or periodic WECU pulse checks focusing on key areas such as performance and development and departmental progress checks on specific priorities. Some of the topics covered so far have been Leadership, Wellness and Diversity and Inclusion; and, 3) Planned and ad-hoc thematic pulse checks for both corporate and departmental priorities. Reporting of results is at several levels, including organization-wide, by department, and by diversity group (listed above).

**How has the collection and use of this data helped to improve the policy, program, practice and/or service?** WECU results are used by the Bank to measure and improve internal programs, services, and policies and to support employee engagement. Themes addressed in the survey include physical workspaces, coaching and feedback, leadership, career development, well-being, and diversity and inclusion. Analysis of results by different groups has enabled the Bank to take a more focused approach to action planning, making changes at the local level where appropriate. The data is also used in the development of the Bank's D&I Strategy and its initiatives, and to inform departmental strategic plans.



**Does your institution disaggregate the data (e.g. by gender, geographic location, income, cultural or ethnic background, language, age, etc.)?**

**Yes, please specify** Analysis of results is conducted by diversity groups (as indicated above), age, language, leader/non-leader, job grade, generation, and length of service. This has enabled the Bank to better understand the different workplace experiences of employees who identify as part of these groups, and it also allows the Bank to put in place programs and initiatives to improve the experience of employees within these groups to enhance their overall engagement.

No

**If yes, please list the data gathered:**

Internal;  External

**Description of data gathered:**

**Name of the policy, program, practice and/or service the data is used to improve:** Survey of Indigenous Business

**Description of the policy, program, practice and/or service:** In 2020, the Bank partnered with Global Affairs Canada and the Canadian Council for Aboriginal Business (CCAB) to develop a **survey of Indigenous business**. This survey is being undertaken by the CCAB together with its contractor Environics, with data collection to begin in May 2021. The Bank will be given access to the anonymized dataset. This partnership will help the Bank improve its understanding of the Indigenous business sector and, more generally, conditions in the Indigenous economy, a growing segment of the Canadian economy for which there is limited data. The results will further enhance the Bank's economic research and policy decisions.

**How has the collection and use of this data helped to improve the policy, program, practice and/or service?** Greater understanding of the Indigenous sector in Canada and enhanced economic research and policy decisions.

**Does your institution disaggregate the data (e.g. by gender, geographic location, income, cultural or ethnic background, language, age, etc.)?**

**Yes, please specify :**

No

**If yes, please list the data gathered:**

Internal;  External

**Name of the policy, program, practice and/or service the data is used to improve:** Bank of Canada Annual Public Awareness Survey

**Description of data gathered:** In 2020, an Indigenous sample (n=200) was added to the sample of respondents surveyed by the Bank to identify the public's knowledge, attitudes, and trust in the Bank.

**Description of the policy, program, practice and/or service:** The Bank's annual Public Awareness Survey seeks to assess the Canadian public's awareness, understanding, and trust in the Bank as a public institution. When Canadians know, understand and trust our actions and policies, it helps make them more effective.

**How has the collection and use of this data helped to improve the policy, program, practice and/or service?** Including an Indigenous sample helps the Bank better understand Indigenous views of the Bank.

**Does your institution disaggregate the data (e.g. by gender, geographic location, income, cultural or ethnic background, language, age, etc.)?**

Yes, please specify:

No

**22. *Optional:* Are there any other relevant policies, programs, or practices pertaining to racialized communities, religious minority communities, and Indigenous Peoples not already included in this submission that you would like to share?**

- The four goals outlined in the Bank's 2018-2021 Diversity and Inclusion strategy - to support inclusive leadership, to promote a diverse workforce, to create an inclusive and engaging workplace, and to enhance the diversity of our external partnerships - serve as the blueprint to inform all our policies, programs and practices in support of our employees and the Canadians we serve. As the current strategy is nearing its end, consultations are already under way with employee resources groups and representatives from across the organization to help shape the Bank's D&I strategy for 2022 and beyond.
- The Bank provides flexibility for statutory holidays. Employees can make a request to their Leader to replace a statutory holiday with another day to meet operational requirements and deadlines, to meet personal needs, or if the employee does not celebrate that particular religious or cultural holiday. Respecting operational requirements, the individual can request to replace the statutory holiday with another day, for example, a holiday that they do celebrate.
- The Bank's Healthy and Safe Workplace policy outlines the Bank's commitment to providing a work environment that is physically and psychologically safe, healthy, free of harassment and violence, and conducive to the professional growth, dignity and self-esteem of all its employees.
- The Bank's accommodation guidelines outline the Bank's principles, responsibilities and options available to employees (and candidates applying for jobs at the Bank) for accommodation requests related to the protected grounds of discrimination, including race and creed (religion). As part of the accommodation guidelines, and also communicated on the Bank's intranet, employees are encouraged to use the Bank's wellness spaces for prayer.

## Annex

### List of Key Terms

| Term                      | Definition  |
|---------------------------|---|
| <b>Antisemitism</b>       | Antisemitism is a certain perception of Jews, which may be expressed as hatred or blame. Rhetorical and physical manifestations of it are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.  |
| <b>Disaggregated Data</b> | In the context of race-based data, this means breaking down composite ("aggregate") categories such as "visible minority" into component parts, such as Black, Chinese, Arab etc.   |
| <b>Discrimination</b>     | Treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics.   |
| <b>Diversity</b>          | A term used to encompass all the various national, racial, ethnic, religious and other backgrounds of people, and increasingly used in Canada to describe workplace programs aimed at reducing discrimination, promoting equality of opportunity and outcomes for all groups. The term is also used to describe the presence of a wide range of human qualities and attributes within a group, organization, or society. Diversity encompasses acceptance and respect of individual differences, which includes, but are not limited to, the dimensions of race, language, ethnicity, gender identity and expression, sex, sexual orientation, socio-economic status, age, physical abilities or appearance, religious beliefs, political beliefs or other ideologies, ancestry, culture, race, geographic background, and socio-economic status. |
| <b>Equality</b>           | Equality refers to the notion that all humans are equal in fundamental worth. In Canada, the concept of equal treatment is protected by Section 15 (1) of the 1982 <i>Canadian Charter of Rights and Freedoms</i> which states that every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.   |
| <b>Equity</b>             | Fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals and using this understanding to achieve substantive equality in all aspects of a person's life.   |

| Term   | Definition  |
|--|---|
| <b>Equity-deserving individuals and groups</b> | <p>Equity-deserving individuals and groups are defined as those facing significant barriers to participation in different facets of society, primarily due to policies and practices that produce inequitable treatment. This marginalization could be created by attitudinal, historic, social, economic, legal and/or environmental obstacles, based on such factors as age, ethnicity, disability, economic status, gender, nationality, sexual orientation and transgender status. Equity-deserving individuals and groups are those who face barriers to equal access, opportunities and resources due to disadvantage and discrimination created by institutions, systems, narratives and individuals in power.</p> <p>Equity-deserving individuals and/or groups could be those identifying as:</p> <ul style="list-style-type: none"> <li>• Indigenous (in Canada and from around the world)</li> <li>• Racialized including racialized immigrants/migrant workers</li> <li>• member of a religious minority</li> <li>• LGBTQI2S</li> <li>• Women and Gender Diverse</li> <li>• A Person with a Disability (physical, mental, intellectual or sensory impairments)</li> </ul> <p>This is a non-exhaustive list.</p> |
| <b>Ethnocultural group</b>                     | <p>Refers to a group of people having a common heritage or ancestry, or a shared historical past, often with identifiable physical, cultural, linguistic and/or religious characteristics.</p>  |
| <b>Federal Institution</b>                     | <p>Under the <i>Canadian Multiculturalism Act</i>, “federal institution” means any of the following institutions of the Government of Canada: (a) a department, board, commission or council, or other body or office, established to perform a government function by or pursuant to an act of Parliament or by or under the authority of the Governor in Council; and (b) a departmental corporation or Crown corporation as defined in Section 2 of the <i>Financial Administration Act</i>.</p>   |
| <b>Inclusion</b>                               | <p>Inclusion is an active, intentional, and continuous process to address inequities in power and privilege, and build a respectful and diverse community that ensures welcoming spaces and opportunities to flourish for all.</p>  |
| <b>Intersectionality</b>                       | <p>Acknowledges the ways in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers or opportunities.</p>  |

| Term                                    | Definition   |
|---|--|
| <b>Islamophobia</b>                     | Includes racism, stereotypes, prejudice, fear or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a greater security threat on an institutional, systemic and societal level.  |
| <b>Members of Visible Minorities</b>    | Members of visible minorities are defined based on the <a href="#">Employment Equity Act</a> (1995), which indicate persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour. According to Statistics Canada’s 2006 census, every one in six Canadians belong to a visible minority group.   |
| <b>Multicultural Perspective (lens)</b> | A perspective that takes into consideration various social and cultural dimensions in order to juxtaposition individual and collective identities. Adopting this lens is meant to expand conceptions of identity development and representation, through adopting a more inclusive and fluid approach through intersectionality.   |
| <b>Multiculturalism</b>                 | A federal policy announced in 1971 and enshrined in law in the <i>Canadian Multiculturalism Act</i> of 1988. It promotes the acknowledgment of and respect for diverse ethnicities, cultures, races and religions, and supports the freedom of these groups to preserve their heritage. The <i>Act</i> also confirms the rights of Aboriginal people and the status of Canada’s official languages. Most Canadian provinces and territories also have multiculturalism legislation and/or policies. The Canadian experience has shown that multiculturalism promotes social cohesion through cultural/interfaith understanding; the full participation of all Canadians in the social, political, civic and economic spheres of Canadian society; and strives to the ideal of equality and mutual respect. Multiculturalism is also used as a term to describe a society characterized by its demographic diversity. Canada has become a multi-ethnic, multi-racial and multi-faith society, and is expected to become more diverse in the upcoming decades. |
| <b>Prejudice</b>                        | A state of mind; a set of attitudes held, consciously or unconsciously, often in the absence of legitimate or sufficient evidence; means literally to “pre-judge”; considered irrational and very resistant to change, because concrete evidence that contradicts the prejudice is usually dismissed as exceptional. Frequently, prejudices are not recognized as false or unsound assumptions or stereotypes, and, through repetition, become accepted as common sense notions.   |
| <b>Privilege</b>                        | The experience of freedoms, rights, benefits, advantages, access and/or opportunities afforded some people because of their group membership or social context.  |

| Term                         | Definition  |
|------------------------------|---|
| <b>Race</b>                  | Race is a "social construct." This means that society forms ideas of race based on geographic, historical, political, economic, social and cultural factors, as well as physical traits, even though none of these can legitimately be used to classify groups of people.   |
| <b>Racial Discrimination</b> | Racial discrimination is an action or decision which treats a person or group in a prejudiced manner on the basis of their race. The <a href="#">Canadian Human Rights Act (1985)</a> in section 2, outlines that all individuals are equal members of society and are subject to liberties of which should not be hindered on race. Section 3 of the Act makes it illegal for federally regulated employers and service providers to discriminate against people, or treat them unfairly based on race. Additionally, subsection 15 (1) of the <a href="#">Charter of Rights and Freedoms</a> , prohibits racial discrimination, as it states equal protection is granted "...without discrimination based on race." |
| <b>Racialization</b>         | The process through which groups come to be socially constructed as races, based on characteristics such as ethnicity, language, economics, religion, culture, politics, etc.   |
| <b>Religious Minority</b>    | A minority religion is a religion held by a minority of the population of a country, state, or region. In Canada, these are people who identify as being affiliated with a non-Christian religion, for example, Muslim, Hindu, Sikh, Buddhist, Jewish, Traditional (Indigenous) Spirituality, and others. In some instances, this can also include those affiliated with a minority Christian denomination (i.e. non-Catholic, non-Protestant, and non-Orthodox).   |
| <b>Social Participation</b>  | Involvement in meaningful activities (social, cultural, physical, educational, recreational, etc.) that increase one's sense of belonging and well-being.   |
| <b>Stereotype</b>            | A preconceived generalization of a group of people. This generalization ascribes the same characteristic(s) to all members of the group, regardless of their individual differences.  |
| <b>Systemic Barriers</b>     | Policies or practices that result in some individuals from underrepresented groups receiving unequal access to or being excluded from participation in employment, services or programs. These barriers are systemic in nature, meaning they result from institutional-level practices, policies, traditions and/or values that may be "unintended" or "unseen" to those who do not experience them, but that have serious and long-lasting impacts on the lives of those affected (e.g., on their career trajectories and/or mental and physical health).  |

| Term                   | Definition   |
|------------------------|--|
| <b>Systemic Racism</b> | Consists of patterns of behaviour, policies or practices that are part of the social or administrative structures of an organization, and which create or perpetuate a position of relative disadvantage for racialized persons. These appear neutral on the surface but, nevertheless, have an exclusionary impact on racialized persons. |