Annual Report on the Operation of the Canadian Multiculturalism Act 2021-2022

Purpose

Information collected 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.

Instructions

When completing this questionnaire please consider the following:
- 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[1], religious minority communities[2], 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

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[1] 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.

[2] 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.

demonstrable intersection with ethnocultural diversity. For example, an event exploring barriers in the workplace for LGBTQI2S persons would be out of scope, unless the training explicitly dealt with subjects of intersectionality such as Indigenous employees who self-identify as two-spirit.

- Responses should outline activities undertaken during the 2021-22 fiscal year.
- Responses should be in plain language.
- Please provide short examples (1-2 bullets) only.
- To review sample responses from last year, please refer to Part II of the 2020-21 Annual Report on the Operational of the Multiculturalism Act: https://www.canada.ca/en/canadian-heritage/corporate/publications/plans-reports/annual-report-canadian-multiculturalism-act-2020-2021.html
- For any questions on the submission, contact the Multiculturalism Annual Report team at pch.ram.pch@canada.ca.
- When the submission is completed and approved, please submit it to pch.ram.pch@canada.ca.
- Please note that any contents contained in this submission may be used in the final published report, if consent is given (see the last question in this questionnaire). However, the entire submission will not be made public, nor will any information that could identify individuals be included.

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: Katherine Murray
   Title: Deputy Managing Director, Human Resources
   Telephone Number: 613.782.7488
   Email Address: katherinemurray@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: Meghan Brooks

Title: Assistant Director, Equity, Diversity and Inclusion
Telephone Number: 613.782.8682
Email Address: mbrooks@bank-banque-canada.ca

Collection of Data

This section is designed to capture initiatives that collect and use data to design evidence-based policies, programs and practices that are sensitive and responsive to the multicultural reality of Canada.

3. **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/or services?**

    ☒Yes
    ☐No

4. **What mechanisms, if any, do you have in place to gather input from racialized communities, religious minority communities and/or Indigenous peoples on the design, development, and/or delivery of policies, programs, practices and/or services (select all that apply)?**

    ☒ Networks

    ☒ Partnerships

    ☒ Consultations

    ☒ Advisory councils

    ☒ Other outreach mechanisms: Surveys

    ☐ No mechanisms

5. **In 2021-22, did your institution gather input from racialized communities, religious minority communities and/or Indigenous peoples to gain feedback on the design, development, and/or delivery of policies, programs, practices and/or services?**

    ☒ Yes

    ☐ No

6. **If applicable, how have the efforts mentioned in Q3-5 informed the design, development and/or delivery of policy, programs, practices and/or services? In your response, please provide specific examples (specify what data was used and the context).**

- We organized engagement sessions with embRACE (our ERG for Black, other racialized and Indigenous employees) to inform our return to work approach in the pandemic and our new ways of working in hybrid mode, including ways to ensure flexibility for mental health and caregiving requirements.
- We developed inclusive leadership and engaging workplace indices to track progress against the goals of our D&I Strategy (2019-2021). The indices were created based on work environment survey questions and capture various dimensions of each focus area. The results were broken down by diversity group, including racialized employees and Indigenous employees. The initiatives of our EDI strategy and specific engagement with our employee resource groups, including new initiatives to attract and retain more Indigenous employees, were informed by the results.
- We developed a new approach to track the diversity of organizations with which we engage and prompt planners to consider diversity in our engagements with them. For example, in our relationship management system (CRM) we can identify if a contact or organization supports a specific group, including Indigenous and racialized communities.
- The Bank created an Indigenous Advisory Circle in 2020 to provide advice and recommendations on how Indigenous Peoples in Canada might be represented on future bank notes through the use of symbols, images, patterns and other forms of visual iconography. This feedback is used in the design of bank notes.
- We held a focus group session with the Bank's Diversity and Inclusion Committee and our employee resource group for racialized and Indigenous employees to enhance our self-identification questionnaire and messaging.
- We launched a highly successful corporate self-identification campaign in 2021. This data is used in the analysis of the employee lifecycle, including hiring, promotion, development, performance assessment, succession planning and departures. By applying a diversity lens, we improve our understanding of the outcomes for these groups and adapt our policies and programs to better meet their needs.

- We shared Bank and departmental representation data to support strategic workforce hiring and retention efforts. Every department received data that reflects their teams and goals to increase representation (if needed) to reflect the labour market availability. Representation and goal data is shared in a quarterly people dashboard and is used by departments in their annual planning.
- We streamlined self-identification data movement from our recruitment module into the HR system. This significantly increased the representation of racialized employees by eliminating the possibility that new hires might forget to self-identify a second time.

7. **Are there any success stories and/or challenges your institution would like to highlight regarding its data collection efforts? If yes, please share.**

- We leveraged our self-identification data to set representation goals for racialized employees in senior leadership positions. The corporate? goal, originally set in 2020 for the period of 2020-2024, was recently increased because it was nearly met by the end of 2021. The goal facilitated conversations around succession planning and hiring at senior levels and contributed to the positive change we saw over the two-year period.
- At the end of 2021, 29.8% of our employees identified as a member of a visible minority group. The overall representation of this designated group continues to increase, up from 20.9% in 2016. This was partly because:
  - We held a highly effective corporate self-identification campaign which saw a 1.8 percent increase in the representation of racialized employees.
  - We posted high hiring rates for racialized employees, at 48% in 2021, which was well-above our current representation of 30%.
- We have a very high self-identification participation rate (91%) and excellent participation in our most recent campaign, which strengthened our data to show an increased representation of racialized employees.
- We updated a testimonial video featuring employees telling why they self-identify, added context to definitions for designated groups e, shared new internal messaging on the importance of self-id and how it benefits individuals, and we enhanced our data on subgroups by adding racial identity to our existing questions on ethnocultural background and Indigenous group/nation.

- We also developed a draft EDI dashboard to refine further this year. It will include a view for executives and a view for HR analysis. The next steps include automating data flows the dashboard and sharing it as a tool with departmental leadership teams.

Education and Awareness

This section is designed to capture initiatives that educate and raise awareness on ethnocultural diversity and the challenges diverse groups face, and efforts to promote social inclusion.

8. **Did your employees participate in any training relating to racism or discrimination against racialized communities, religious minority communities and/or Indigenous peoples?**
   ☒Yes
   ☐No

If yes, please provide relevant and brief examples of training delivered. In your response, please note whether the training was mandatory/optional, who the training was for (e.g., senior management, frontline workers), and who delivered the training:

- To increase employee knowledge of Indigenous Peoples, we provided access to online Indigenous Cultural Awareness training available to all employees. The objective is to increase knowledge on Indigenous Peoples, including their cultures, histories and contributions, and their relationship to what is now known as Canada.

9. **Did your institution organize any initiatives (e.g., events or communication products), either within or outside the workplace, to educate and raise awareness on ethnocultural diversity and the challenges diverse groups may face (select all that apply)?**
    ☒Yes, internal initiatives for employees
    ☐Yes, external initiatives for the public
    ☐No

   If yes, please provide relevant and brief examples of these initiatives:

   - We launched **Indigenous Engagement Guidelines** which outline the recommended land acknowledgements and protocols approach for events (in-person and virtual) and speaking engagements, on and off-site. Our approach seeks to demonstrate our respect for Indigenous Peoples, their stories and cultures and raise awareness of Indigenous heritage among Bank employees and stakeholders.

10. **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

    a) **If yes, how has the presence of such committees, groups or forums shaped education and awareness efforts? Please provide relevant and brief examples.**

    - We have a corporate Diversity and Inclusion Committee with representatives from each department. The composition of the committee is diverse, including racialized and Indigenous members. The committee meets every other month and members share activities and participate in brainstorming sessions on EDI initiatives and HR policies and programs. The Committee has also shared blogs and resources on EDI-related topics like anti-hate.
    - Along with Indigenous partners, the Bank of Canada, Te Pūtea Matua (Reserve Bank of New Zealand) and the Reserve Bank of Australia formed a voluntary network in January 2021, the Central Bank Network for Indigenous Inclusion, to foster ongoing dialogue and raise awareness of Indigenous economic and financial issues. In 2022, the Bank of Canada is serving as chair of this group.

b) If applicable, does your institution provide financial support to such committees, groups or forums for public education and awareness efforts?

☒Yes

☐No

11. **Are there any success stories and/or challenges your institution would like to highlight regarding its education and awareness efforts (e.g., on training, initiatives, committees)? If yes, please share.**

- On November 29-30, 2021, the Bank of Canada, in partnership with the Tulo Centre of Indigenous Economics and Te Pūtea Matua (Reserve Bank of New Zealand), hosted the inaugural Symposium on Indigenous Economies. The goal of the bi-annual conference is to share research, engage in meaningful discussion, and enhance collaboration among central banks and Indigenous partners.
- A virtual session for National Indigenous History Month that focused on the Truth and Reconciliation Commission's 94 'calls to action' and the steps we can all take to contribute to reconciliation with Indigenous Peoples in Canada. The event featured special guest and reconciliation expert Bob Watts and was organized by embRACE.
- Sharing the voices of racialized employees and their allies has been an effective means to raise awareness on racism and other forms of hate, as it has helped people understand the forms discrimination can take and build empathy for people who may have different experiences.
- Engaging senior leadership in EDI and in particular, our anti-racism efforts, has created visibility and helped us prioritize these efforts across the organization. Setting the tone from the top generates buy-in and ensures sustainability.
- The Bank supports employee resources groups like embRACE by providing a modest budget, communications and event support, and strategic advice. This support ensures that ERGs have a strong foundation to deliver meaningful engagement.
- We shared messages from senior leadership with employees that condemned racism in all its forms and facilitated the creation of a new employee resource group for Black, other racialized and Indigenous employees—**embRACE.** We brought in speakers and held listening sessions with employees, developed a collection of resources on racism and anti-racism. In 2021, embRACE celebrated its first anniversary with an event opened by the Governor. Planning was also started for an April 2022 event on anti-racism in the workplace in collaboration with the Black North Initiative.

This section is designed to capture initiatives that promote and celebrate the historical contribution and heritage of communities of all origins to Canadian society.

12. Did your institution implement any initiatives to promote and celebrate the historical contribution and heritage of communities of all origins to Canadian society (e.g., events or communication products) (select all that apply)?

☐X Yes, internal initiatives for employees

X Yes, external initiatives for the public

☐ No

If yes, please provide relevant and brief examples of these efforts.

- **Our blogposts**
    - Holding strong together: Renewing commitment to anti-racism
    - Reflections on a tragedy: Tragic legacy of residential schools
    - The Verdict is In: Where do we go from here?
    - Kicking off Asian Heritage Month
    - Kicking of Black History Month
    - Kicking off Indigenous Awareness month
    - Holocaust Remembrance Day

- **Our Events**
    - Activities celebrating Asian and Indigenous heritages
        - Panel event exploring the Asian Canadian experience
        - Activities to honour the history, heritage and diversity of Indigenous peoples in Canada, including recognition of Indigenous Peoples Day (June) and National Day for Truth and Reconciliation (Sept)
    - Activities honouring the contributions of Black Canadians during Black History month
        - Workshop exploring contributions of Black Canadians
        - Showcase of Black Canadians who inspired employees
- **Our Museum**
    - The Bank of Canada Museum features exhibits and information on the contributions to our society of prominent Black and Indigenous Canadians, including Viola Desmond, featured on our 10 dollar note.

13. **Are there any success stories and/or challenges your institution would like to highlight regarding its promotion and celebration efforts? If yes, please share.**

- Following several of our blog posts, employees reached out to share how much the posts meant to them. In one case, a racialized employee reached out to say how meaningful it was that the Bank recognized the impacts of racist events on employees and their communities. In another, a Jewish colleague shared that seeing a post on Holocaust remembrance made them feel truly seen as a person.

Preventions and Solutions

This section is designed to capture initiatives that ensure the full and equitable access of individuals and communities of all origins.

Recruitment and Career Development

14. **Does your institution have a process in place to identify systemic racism or systemic barriers in its employment policies and practices (e.g., hiring and career development)?**
    ☒Yes
    ☐No

    If yes, please provide relevant and brief examples of these processes and elaborate on actions taken to address the issues identified:

- We leverage self-identification data to understand whether, and to what extent, barriers exist for racialized and Indigenous employees.
- We annually review hiring, promotion and departure data for racialized and Indigenous employees. Our findings suggest that there are no significant and persistent barriers on this front:
  - o Promotions are proportional to representation in our workforce
  - o Hires are above labour markets levels for racialized and only slightly below for Indigenous hires
  - o Departures for racialized employees are slightly above their proportion in the workforce and below proportion for Indigenous employees

- To proactively mitigate barriers in hiring, leaders are given access to applicant self-identification information and representation data at the department level. If either group is under-represented, goals are set to increase representation and leaders are supported in including applicants from these groups in their competitions.
    - We also track employee engagement survey responses related to development and career advancement and disaggregate it for the two groups to assess if there are perceived barriers. If we see lower scores for diverse groups, we conduct further analysis. For example, we conduct targeted consultations internally and externally to seek input from Indigenous people to inform Bank programs, products, and services.

15. **Does your institution make a specific effort to recruit or retain students of racialized communities, religious minority communities, and/or who are Indigenous?**

    ☒Yes, efforts to recruit students (select all that apply):

    ☒Works proactively with post-secondary institutions, immigrant service organizations, municipalities, non-profit employment services, community organizations, and/or other third-party organizations

    ☒Uses existing targeted hiring or recruitment programs (including internship programs)

    ☒Hires through co-op and/or FSWEP

    ☐Attends career fairs

    ☒Offers scholarships, bursaries, and awards

    ☐Other:

    ☒Yes, efforts to retain students (select all that apply):

    X Offers training, mentoring and/or coaching for students

    ☒Other: Extensions to current employment offers to students who are still in school.

    ☐No specific efforts

16. **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 (select all that apply):

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

☒Supports language training for all staff (in-house and/or external)

☐Conducts periodic reviews of the linguistic profile of positions

☒Offers self-directed learning resources/self-directed online learning

☒Offers unilingual English or French positions

☐Provides access to language coaches

☐Other:

☐No

17. **Are there any success stories and/or challenges your institution would like to highlight regarding its efforts to make recruitment and career development practices more equitable? If yes, please share.**

   o We have encouraged all hiring managers to form diverse hiring panels, including racialized and/or Indigenous panel members where possible.
   o We assess the diversity of our leadership succession ladders to ensure the proportional representation of racialized employees and put in place tailored strategies, including training or mentorship, to support the development of these individuals.
   o We also supported leaders in recognizing and addressing bias by offering Bias Awareness training and providing resources to embed an inclusion lens into their one-on-one engagements with their employees.

Translation and interpretation of services

18. **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

19. **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

20. **Are there any success stories and/or challenges your institution would like to highlight regarding its efforts to make services more accessible through translation and interpretation services? If yes, please share.**

Leveraging language skills and cultural understanding

21. **Does your institution leverage the multilingual capacity (other than English or French), cultural competency[3] and/or cultural expertise of its employees to inform and/or improve your institution's policies, programs, practices and services?**
☒Yes
☐No

If yes, please provide brief examples of how your institution leveraged the language skills and cultural understanding of employees, and the results of these efforts:

- Indigenous Stakeholder Working Group: 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 and facilitates the sharing of knowledge to enhance our engagement with Indigenous partners and topics.
- Consultation with embRACE (ERG): 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.

22. **Are there any success stories and/or challenges your institution would like to highlight regarding its efforts to leverage skills, cultural expertise and/or cultural competency of employees? If yes, please share.**

Programs

23. **Did your institution implement any initiatives to address the specific needs of racialized communities, religious minority communities and/or Indigenous peoples adversely affected by the pandemic (select all that apply)?**
☐ Yes, internal initiatives for employees

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[3] The ability to understand, communicate and interact with people across different cultures

☐ Yes, external initiatives for the public

X No

If yes, please provide brief examples of what actions were taken, how these addressed the specific needs of racialized communities, religious minority communities and/or Indigenous peoples, and how these needs were identified:

24. **Are there any anti-racism and/or anti-hate initiatives currently planned or underway that your institution would like to highlight (e.g. key mandate letter items)?**

☒Yes

☐No

If yes, briefly describe these programs. In your response, please include the name of the initiative and a description:

- We hosted a panel event in partnership with the Black North Initiative on "Anti-racism in the workplace." Internal and external participants were invited to learn how we can all remove barriers, tackle racism and include everyone, through the expertise and experience of our moderators and panelists
- We joined the Canadian Human Rights Commission and Indigenous Works project on increasing the inclusion of Indigenous Peoples in the banking and finance sector as a member of their working group.
- We shared blog posts:
  - o Holocaust Remembrance Day post highlight key resources on anti-Semitism, Jewish inclusion and the Holocaust
  - o Anti-hate tools published on our Equity, Diversity and Inclusion section on the Bank's intranet site

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

☒Yes

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[4] 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.
[5] Social participation is the involvement in meaningful activities (social, cultural, physical, educational, recreational, etc.) that increase one's sense of belonging and well-being.

☐No

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: <u>Post-Secondary Scholarships</u> are awarded to assist students with disabilities, **Indigenous**, LGBTQ2S+, Francophone and those who identify as a **member of a visible minority or racialized** group to help remove barriers to education and support greater diversity in our workforce. In addition to the award, successful candidates may be offered a work opportunity at the Bank, with mentorship by a Bank employee. <u>Masters Scholarship Award</u> are awarded to women specializing in economics and finance. In addition to the award, successful candidates may be offered a work opportunity, with mentorship by a Bank employee.

Systemic barriers addressed (if applicable):
☒Employment
☐Justice
☒Social Participation
☒Other. Explain: Access to Education

26. **Are there any success stories and/or challenges your institution would like to highlight regarding anti-racism and/or anti-hate initiatives? If yes, please share.**

   - We hosted a panel event on anti-racism in the workplace in partnership with the Black North Initiative. After the event, we received an email from one of our department heads who was inspired by the allyship shown in the event and pledged to learn more about how they could be a better ally and to make their commitment more visible.

Conclusion

27. **Optional:** This year, Canadian Heritage welcomes the addition of photographs, images or pictures in or attached to your submission that correspond to initiatives that you would like to highlight (e.g. a photograph of an event that was held, a digital poster, an icon representing a consultative body within your institution). Please include a caption or description in one official language for each included item.

Note: If applicable, please ensure that you have the written consent of any identifiable individuals that appear in any items you are including in or attaching to this submission.

Did you include or attach any photographs, images, or pictures in your institution's submission?
☐Yes
☒No

28. Do you consent to the content contained in this submission to potentially be used in the writing and publication of this year's Annual Report on the Operation of the *Canadian Multiculturalism Act*? Note: The Multiculturalism Annual Report team may make minor edits to your text for proofreading purposes but will contact your institution if they make major edits.
☒Yes
☐No

Annex

List of Key Terms

Anti-Asian Racism	In Canada, anti-Asian racism refers to historical and ongoing discrimination, negative stereotyping, and injustice experienced by peoples of Asian descent, based on others' assumptions about their ethnicity and nationality. Peoples of Asian descent are subjected to specific overt and subtle racist tropes and stereotypes at individual and systemic levels, which lead to their ongoing social, economic, political and cultural marginalization, disadvantage and unequal treatment. This includes perceptions of being a "Yellow Peril," a "Perpetual Foreigner," a "Model Minority," "exotic," or "mystic." These stereotypes are rooted in Canada's long history of racist and exclusionary laws, and often mask racism faced by peoples of Asian descent, while erasing their historical contributions to building Canada. The term Asian encompasses a wide range of identities that the very term Asian can obscure. While all may experience being "otherized," specific experiences of anti-Asian racism vary. Some are constantly being perceived to be a threat, some face gendered exotification and violence, some are more likely to be subjected to online hate and racist portrayals in the media, while others face Islamophobia and other forms of religious-based discrimination.
Anti-Black Racism	Prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, such that anti-Black racism is either functionally normalized or rendered invisible to the larger white society. Anti-Black racism is manifested in the legacy of the current social, economic, and political marginalization of African Canadians in society such as the lack of opportunities, lower socio-economic status, higher unemployment, significant poverty rates and overrepresentation in the criminal justice system.
Antisemitism	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.
Colonialism	A practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the

	territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their cultures, traditions and ties to the land.
Disaggregated Data	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.
Discrimination	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.
Diversity	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.
Equality	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 *Canadian Charter of Rights and Freedoms* 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.
Equity	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.
Equity-deserving individuals and groups	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.
	Equity-deserving individuals and/or groups could be those identifying as: • Indigenous (in Canada and from around the world) • Racialized including racialized immigrants/migrant workers; • A member of a religious minority • LGBTQI2S • Women and Gender Diverse • A Person with a Disability (physical, mental, intellectual or sensory impairments) This is a non-exhaustive list.
Ethnocultural group	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.
Federal Institution	Under the *Canadian Multiculturalism Act*, "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 *Financial Administration Act*.
Inclusion	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.
Intersectionality	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.
Islamophobia	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.
Multicultural Perspective (lens)	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.
Multiculturalism	A federal policy announced in 1971 and enshrined in law in the *Canadian Multiculturalism Act* 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 *Act* 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.
Prejudice	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.
Privilege	The experience of freedoms, rights, benefits, advantages, access and/or opportunities afforded some people because of their group membership or social context.
Race	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.

Racial Discrimination	Racial discrimination is an action or decision which treats a person or group in a prejudiced manner on the basis of their race. The Canadian Human Rights Act (1985) 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 Charter of Rights and Freedoms, prohibits racial discrimination, as it states equal protection is granted "…without discrimination based on race."
Racialization	The process through which groups come to be socially constructed as races, based on characteristics such as ethnicity, language, economics, religion, culture, politics, etc.
Religious Minority	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).
Social Participation	Involvement in meaningful activities (social, cultural, physical, educational, recreational, etc.) that increase one's sense of belonging and well-being.
Stereotype	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.
Systemic Barriers	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.
Systemic or Institutional Racism	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.