

# Annual Report on the Operation of the *Canadian Multiculturalism Act* 2010–2011

## FEDERAL INSTITUTION SUBMISSION TEMPLATE

In accordance with the reporting requirements of the *Canadian Multiculturalism Act*, please complete the following submission template for federal institutions for the reporting period April 1, 2010, to March 31, 2011. To assist your organization in completing the template and meeting its legislated reporting requirement, a submission guide is enclosed for your reference.

<b>ABOUT YOUR INSTITUTION</b>	
<b>Name of federal institution</b> (please provide in both official languages): Bank of Canada	
<b>Name of person responsible for approving submission</b> (on behalf of your institution): Alexis Corbett	
Title: Human Resources Director	
Address: 234 Wellington, Ontario, Canada, K1A 0G9	
Telephone number: 613-782-8690	E-mail address: acorbett@bankofcanada.ca
<b>Contact person</b> (responsible for submission): Pierre Côté	
Title: Senior Consultant Program Development Human Resources	
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Telephone number: 613-782-7775	E-mail address: pcote@bankofcanada.ca
<b>Name of Multiculturalism Champion</b> (if one has been appointed):	
Title:	
Address:	
Telephone number:	E-mail address:
<b>STATISTICAL INFORMATION</b>	
<b>Total number of employees in your institution</b> (as of March 31, 2011). "Employees" is defined as the total number of indeterminate and term employees:	1459

SECTION 1	REFLECTION OF CANADA'S MULTICULTURAL REALITY IN FEDERAL INSTITUTIONS		
Please refer to the Submission Guide for general information on the purpose of each section.		YES √	NO √
Q. 1.1	Does your institution's vision, mission, mandate or priorities statement include a reference to multiculturalism or cultural diversity?	√	
	<p>If yes, please provide the relevant section. If the reference to multiculturalism was first introduced during the 2010–2011 reporting period, <b>please highlight</b> the change.</p> <ul style="list-style-type: none"> <li>Managing and valuing diversity is a key component of a knowledge based organization such as the Bank. The Bank highlights the importance of diversity in its "Compass" an internal document detailing our role as a public institution and in our workplace - we are guided by our commitment to Canadians and to excellence, as well as by our commitment to each other.</li> <li>The Bank's statements have been presented in previous reports. No changes were made, since diversity has already been addressed</li> </ul>		
Q. 1.2	Does your institution have policies related to multiculturalism or cultural diversity?	√	
	<p>If yes, please provide the details of the relevant policies. If a policy related to multiculturalism was newly created or revised during the 2010–2011 reporting period, <b>please highlight</b> the section that is new or changed.</p> <ul style="list-style-type: none"> <li>The Bank is currently developing its policy on Diversity which will be implemented in late 2011.</li> </ul>		
Q. 1.3	Does your institution have programs related to multiculturalism or cultural diversity?	√	
	<p>If yes, please provide the details of the relevant programs. If a program was newly created or was revised during the 2010–2011 reporting period to reflect multiculturalism, <b>please highlight</b> the change.</p> <ul style="list-style-type: none"> <li>For more information, please see part 4 of the report.</li> </ul>		
Q. 1.4	Does your institution have programs related to antiracism?	√	
	<p>If yes, please provide the details of the relevant programs. If a program was newly created or was revised during the 2010–2011 reporting period to reflect multiculturalism, <b>please highlight</b> this change.</p> <p>Added to existing programs, the Bank of Canada has a "Harassment in the Workplace" policy that is designed to providing a work environment that is free of harassment, including racism and that is conducive to the professional growth, dignity and self-esteem of its employees.</p> <p>Accordingly, the Bank will not tolerate any form of harassment and will take all necessary steps to ensure that employees are not subject to harassment, be it from other employees, managers, clients or contractors.</p> <p>Employees who believe that they are being harassed or become aware of harassment are encouraged to use the procedures outlined in the policy to express their concerns.</p>		
Q. 1.5	Does your institution have programs aimed at building intercultural and interfaith understanding?		√
	<p>If yes, please provide the details of the relevant programs. If a program was newly created or was revised during the 2009–2010 reporting period to reflect multiculturalism, <b>please highlight</b> this change.</p>		

SECTION 2		PRESERVING AND SHARING CULTURAL DIVERSITY	
		YES	NO
Q. 2.1	Did your institution undertake initiatives during the reporting period to foster a corporate culture that embraces diversity?	√	
Q. 2.2	Did your institution undertake initiatives during the reporting period to celebrate Canada's cultural heritage among employees?	√	
Q. 2.3	Did your institution undertake initiatives during the reporting period to celebrate Canada's cultural heritage with the general public?	√	
Q. 2.4	Did your institution undertake initiatives during the reporting period to promote exchanges and cooperation between diverse communities of Canada?	√	
Q. 2.1	If you responded yes to any of the questions above, please provide details on the most meaningful initiatives your institution undertook.		
Q. 2.1	The Bank of Canada's Strategic Plan on Diversity and Inclusion: In the Bank environment where inclusion is valued, all employees have the opportunity to maximize their contribution so that the benefits from diversity are fully realized. The Working Committee on Diversity and Inclusion has developed a 3 year plan aimed at promoting diversity and inclusion in the workplace into regular activities to encourage the inclusion of all employees, and promote collaboration and creativity.		
Q. 2.1, 2.3 & 2.4	<p><i>The Currency Museum is a great place for preserving and promoting our Canadian heritage. During the period targeted by the report, it hosted the following activities:</i></p> <ul style="list-style-type: none"> <li>• <b>Heritage Day</b> – a day featuring many cultural and heritage programs by many different organizations in Ottawa</li> <li>• <b>Wintermuse</b> – we featured money used in China (tea brick), Mexico (cocoa beans), Germany (Inflationary notes) and New France (beaver pelts)</li> <li>• <b>International Museum Day</b> – we featured emergency currency from around the world (Africa, Europe and Asia). We highlighted cocoa beans (Mexico), Swedish Daler (Sweden) and Byzantine Coins (Europe and Asia)</li> <li>• <b>TulipOmania</b> – featuring the Dutch heritage and the first speculative bubble caused by the Dutch craze about tulip bulbs</li> <li>• <b>Military Pogs</b> - a display featuring money for troops in Afghanistan</li> <li>• <b>Canada Day</b> – a day celebrating the Royal Visit and Canada's 144<sup>th</sup> birthday by hosting a British-themed garden party</li> <li>• <b>Colonel By Day</b> – celebrating Ottawa's heritage</li> <li>• <b>Siamese Gaming Tokens</b> – we highlighted the Thai heritage through a game for our March Break Library Programs</li> <li>• <b>Fakes &amp; Forgeries: Yesterday and Today</b> – a ROM-produced travelling exhibition on historical and modern fakes (display on Egyptian antiquities, Zapotec civilization in Mexico and Ancient Greece)</li> </ul> <p><b>Collections</b></p> <p><i>In 2010, the Museum partnered with the Rooms, Provincial Museum of Newfoundland and Labrador to bring islanders our 2009 exhibit and catalogue "Broken Coins and Paper Promises" which profiled the diverse monies in use on the island during the 17<sup>th</sup> century.</i></p> <p><i>The museum also mounted an exhibit at the RCNA in Saint John NB (July 2010) which profiled historic issues of paper money, both public and private, that were directly connected with the city.</i></p> <p><i>Text for the Cover Story of the Bank of Canada Review was also a relevant means to share cultural heritage. In 2010 appropriate articles dealt with early 20<sup>th</sup> century merchant scrip of Labrador (Spring 2010), base metal Spanish coins as found in 17<sup>th</sup> c. Newfoundland (Summer 2010). Military tokens used by Canadian forces in Afghanistan (Autumn 2010) and our classical heritage as</i></p>		

*embodied in ancient Roman coins (Winter 2010-11).*

*In terms of preserving Canada's cultural heritage, the transfer of the National Currency Collection to a newly built facility (May 2010) with adequate space and new environmental controls was significant. The present acquisition program for the museum puts emphasis on colonial monies and the initiative to register all of the artifacts in the Collection ensures the preservation of related information. Significant acquisitions in 2010 included rare scrip from Newfoundland, a French Regime promissory note of 1721 signed by Jacques Testard de Montigny, a group of financial documents from early 19<sup>th</sup> century P.E.I. as well as a variety of Canadian bonds and savings certificates from the period of WWII.*

*The Bank's museum also loaned artifacts to the Museum of Civilization, provided images of artifacts to various publishers (Maclean's Magazine, Pearson Education, Scholastic Canada) and answered numerous public enquiries regarding Canada's currency collection.*

*The Bank is continuing to develop its relationship with Hire Immigrant Ottawa - a community-based initiative that brings together employers, immigrant agencies, and stakeholders to create employment opportunities for skilled immigrants in the Ottawa area. Their goal is to increase the number of employers in Ottawa who hire skilled immigrants.*

*Work Environment Check-Up (WECU): The Bank is committed to a superior work environment. One way it follows through on that commitment is by conducting regular surveys that allow staff to rate their level of satisfaction on 37 aspects (scales) of a work environment. The Bank's WECU surveyed in 2005 and 2008 helped learn more about what employees value about the Bank's work environment and identify areas of strength and improvement.*

*In 2009, the Bank conducted a "WECU Pulse Check" aimed at providing the Bank with an updated perspective on current issues including some highlighted in the 2008 WECU. The Pulse Check was conducted from 21 October to 6 November 2009 and targeted the following 6 scales: Recognition – team level, Recognition – Individual level, Learning and Development, Impact of Job on Personal Life, Workload and Opportunities for Advancement.*

*Given that one of the sections of the survey, Bank of Canada Work Categories, employees were able to self-identify as being members of visible minorities, analysis from year to year and with the rest of the employees were possible.*

*The Bank recently conducted its 2011 WECU.*

SECTION 3		POLICIES, PROGRAM DELIVERY AND PRACTICES	
		YES √	NO √
Q. 3.1	Did your institution take multiculturalism and diversity into consideration when developing new or amending existing <b>policies</b> ?	√	
Q. 3.2	Did your institution take multiculturalism and diversity into consideration when developing new or amending existing <b>programs or services</b> ?	√	
Q. 3.3	Did your institution encourage employees to integrate diversity and multiculturalism into their regular activities?	√	
	If you responded yes to any of the questions above, please provide details on the most meaningful policies, programs or activities your organization developed. •		
Q. 3.1 & 3.2	As detailed in the Bank's Annual reporting on Multiculturalism 2009-2010, the committees for Diversity and Inclusion are still active and play the same roles and responsibilities.		
Q. 3.3	<p>As detailed in the Bank's Annual reporting on Multiculturalism 2009-2010, initiatives in the Bank of Canada Strategic Plan on Diversity and Inclusion 2010-2012 continues to encourage employees to integrate diversity and multiculturalism into their regular activities</p> <p>*****</p> <p><u>Multicultural Calendar</u></p> <p>The 2010 Multicultural Calendar indicates holidays and days of observance that are important in all cultures and provides background information for many of them. All employees are encouraged to download it. A printed desktop version was distributed to managers.</p> <p>Results</p> <p>The managers now have a management tool that allows them to consider the holidays and days of observance of their employees when planning meetings, setting deadlines, and organizing social activities.</p> <p>*****</p> <p><u>Accommodation policy</u></p> <p>Following literature review and an external benchmarking, an Accommodation policy is being developed integrated in a proposed Diversity &amp; Accommodation policy.</p>		
Q. 3.4	Has your institution faced particular challenges in the reporting year with respect to integrating diversity and multiculturalism considerations into policies, programs and practices?	√	
Q. 3.5	Did your institution deliver training to employees to increase awareness and knowledge of multiculturalism and diversity issues?	√	
	If yes, what sort of training was provided?		
	○ Diversity/Cross-Cultural Understanding	√	
	○ Communicating in a Multicultural Workplace		√
	○ Antiracism/Discrimination		√
	○ Policy Development and Multiculturalism		√
	○ Program Development, Delivery and Diversity		√
	○ Other (please specify)		
Q. 3.6	<p>What percentage of your work force has participated in multiculturalism or diversity training activities during the reporting period?</p> <ul style="list-style-type: none"> <li>• 7%</li> </ul>		

Q. 3.7	Were multiculturalism or diversity elements further incorporated into other training courses and learning events during the reporting period?	√	
	<p>If yes, please provide details.</p> <p>The concept of diversity is included in our leadership and orientation programs such as the Management Leadership Program course curriculum. Specifically, one of the events is called “Diversity in the Workplace” – See section 8.2 for more details.</p>		
Q. 3.8	Is senior management in your institution responsible for implementing multiculturalism in your institution?	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>• A Steering Committee on Diversity and Inclusion, consisting of two Advisors to the Governor, a Director and the Director of Human Resources</li> </ul>		

SECTION 4		EMPLOYMENT OPPORTUNITIES IN FEDERAL INSTITUTIONS	
		YES √	NO √
Q. 4.1	Throughout your institution, does your work force represent Canada's diversity as regards race, national or ethnic origin, colour and religion?	√	
	If yes, please provide details on the diversity of your work force. <ul style="list-style-type: none"> <li>• With respect to employment equity, the Bank is able to state that 16% of its workforce self identified as being members of visible minorities.</li> </ul>		
Q. 4.2	Does your institution have <b>goals</b> for any specific groups as regards race, national or ethnic origin, colour and religion for: <ol style="list-style-type: none"> <li>employment;</li> <li>advancement; and</li> <li>retention?</li> </ol>	√ √ √	
Q. 4.3	Did your institution undertake <b>initiatives</b> in the reporting period for any specific groups as regards race, national or ethnic origin, colour and religion for: <ol style="list-style-type: none"> <li>employment;</li> <li>advancement; and</li> <li>retention?</li> </ol>	√ √ √	
Q. 4.4	Did your institution undertake any <b>other</b> initiatives in the reporting period to better support employees from ethnocultural backgrounds?		√
	If you responded yes to Questions 4.3 or 4.4, please provide details on the most meaningful initiatives your institution undertook.		

SECTION 5		LANGUAGE AND CULTURAL UNDERSTANDING IN FEDERAL INSTITUTIONS	
		YES	NO
		√	√
Q. 5.1	Has your institution undertaken initiatives to incorporate the language skills of employees from various backgrounds?		√
Q. 5.2	Has your institution undertaken initiatives to incorporate the cultural insights of employees to improve policy-making functions or enhance service delivery?		√
Q. 5.3	Did your institution undertake other initiatives related to the use of language skills and cultural understanding?	√	
	<p>If you responded yes to one of the questions above, please provide details on the most meaningful initiatives your institution undertook.</p> <ul style="list-style-type: none"> <li>• Same answers as reported in the Bank's Multiculturalism Annual report 2009-2010.</li> </ul>		

SECTION 6		DATA COLLECTION AND RESEARCH FOR POLICY AND PROGRAM DEVELOPMENT	
		YES	NO
		√	√
Q. 6.1	Did your institution conduct research with multicultural components?		√
	If yes, please provide examples of research activities and, if possible, how the research results were used.		
Q. 6.2	Did your institution undertake other initiatives related to collecting statistical data with multicultural components?		√
	If yes, please provide examples.		

SECTION 7	CONSULTATION AND COLLABORATION WITH COMMUNITIES		
		YES	NO
		√	√
Q. 7.1	Did your institution undertake initiatives to improve federal services for ethnocultural groups?	√	
Q. 7.2	Did your institution collaborate or partner with ethnocultural community organizations to help promote federal programs or services?	√	
Q. 7.3	Did your institution collaborate or partner with ethnocultural community organizations to help deliver federal programs or services?	√	
Q. 7.4	Did your institution consult ethnocultural communities?		√
Q. 7.5	Did your institution undertake other initiatives that promote policies, programs and practices to enhance contributions from diverse communities?		√
	<p>If you responded yes to one of the questions above, please provide details on the most meaningful initiatives your institution undertook.</p> <ul style="list-style-type: none"> <li>• The Bank's commitment to all Canadians is to promote the economic welfare of the country. We are focused on preserving the value of the currency and keeping inflation low, stable, and predictable.</li> <li>• Hiring immigrants (see section 2.4)</li> </ul>		

SECTION 8		SUCSESSES AND CHALLENGES	
		YES √	NO √
Q. 8.1	<p>Considering your responses to the preceding questions, please highlight one or two initiatives that you would like to <b>showcase</b> as an example of how your institution furthered the principles of the <i>Canadian Multiculturalism Act</i>.</p> <p>Please provide a description of the initiatives or activities (maximum 100 words) and explain how Canadians are better served as a result of this initiative or activity (maximum 100 words).</p> <p>Currency Museum</p> <p>In keeping with its mandate, the Museum is the guardian of the history of currencies for all of the cultures in our Canadian mosaic. A series of original and creative expositions presented the different forms and roles of currency throughout the histories of the various communities that make up Canada.</p> <p>In 2010 appropriate articles in the Bank of Canada Review dealt with early 20<sup>th</sup> century merchant scrip of Labrador (Spring 2010), base metal Spanish coins as found in 17<sup>th</sup> c. Newfoundland (Summer 2010). Military tokens used by Canadian forces in Afghanistan (Autumn 2010) and our classical heritage as embodied in ancient Roman coins (Winter 2010-11).</p>		
Q. 8.2	<p>Last year, in your submission to the 2009–2010 Annual Report, you were asked the following: “What steps will your organization take to advance the <i>Canadian Multiculturalism Act</i> in fiscal year 2010–2011?”</p> <p>Did your institution implement the planned initiatives?</p>	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>• Same answers as reported in the Bank's Multiculturalism Annual report 2009-2010.</li> </ul> <p>Results Participant Feedback show a high level of satisfaction with this workshop (average is 4.6 / 5).</p>		
	<p>If no, please provide details.</p> <ul style="list-style-type: none"> <li>•</li> </ul>		
Q. 8.3	<p>Does your institution face barriers or challenges with respect to the implementation of the <i>Canadian Multiculturalism Act</i>?</p>	√	
	<p>If yes, please provide details.</p> <ul style="list-style-type: none"> <li>• A low staff turnover rate (4,9 per cent in 2010) reduces the opportunities for increasing representativeness.</li> </ul>		
Q. 8.4	<p>Are there activities your institution would like to carry out but that it has been unable to undertake?</p>		√
	<p>If yes, please describe activities.</p> <ul style="list-style-type: none"> <li>•</li> </ul>		
	<p>If yes, what has prevented your organization from carrying out these activities?</p> <ul style="list-style-type: none"> <li>•</li> </ul>		
Q. 8.5	<p>In fiscal year 2011–2012, what initiatives does your institution plan to undertake to further advance the <i>Canadian Multiculturalism Act</i>?</p> <p>The Bank's 2010 – 2011 Strategic plan on Diversity and Inclusion continues to be in effect.</p>		

Accordingly, the Bank continues to plan the following initiatives for implementation:

- Added a diversity section to the Exit Interviews and onboarding 3-month interview
- Revise the Competency dictionary to include the 'Inclusive Leader' competencies
- Update the internal and external websites to show that managers and employees support diversity.
- Create an internal Bank of Canada Diversity and Inclusion Calendar
- Create a Diversity and Accommodation policy
- Give sensitivity training sessions on Diversity to employees and managers

SECTION 9		COMMENTS/SUGGESTIONS	
		YES √	NO √
Q. 9.1	Can the process for submissions to the Annual Report be improved?		√
	If yes, please provide suggestions for improving the process.		
Q. 9.2	Can the Annual Report be improved (content, structure, length, etc.)?		√
	If yes, please describe.		
Q. 9.3	Do you have additional comments or suggestions?		√
	If yes, please provide.		