

Annual Report on the Operation of the *Canadian Multiculturalism Act* 2018–2019

FEDERAL INSTITUTION SUBMISSION TEMPLATE

INSTRUCTIONS:

In accordance with institutional reporting obligations under section 32 of the *Canadian Multiculturalism Act*, please complete the following submission template for the reporting period of April 1, 2018 to March 31, 2019.

- **Completed submissions** should be filled out in Word and emailed to Canadian Heritage (PCH) at: pch.ram.pch@canada.ca by **June 28, 2019**.
- For open-ended questions, please limit your entries to the specified word count.
- If you have any questions, contact Nickola Selby at pch.ram.pch@canada.ca or 437-991-7647.

Thank you very much for your participation in this process.

Please note that the focus placed on reporting is for the outcomes that were achieved by your department. This would be assessed through the corresponding indicators. Establishing outcomes through evidence-based reporting is a change that reflects the Government's priorities. Information provided throughout this process will be included in the *Annual Report on the Operations of the Canadian Multiculturalism Act* and will serve as a tool to help the program support institutions in meeting their obligations under the Act.

Section 3.2. of the *Canadian Multiculturalism Act* requires that federal institutions carry their activities in a way that is sensitive to the multicultural reality of Canada. As such, and in accordance with the Government's focus on evidence-based reporting, we ask that your submission focus on actual outcomes achieved, as assessed through the indicators.

Submission information coordinators will be responsible for:

- sending the Word template out to all those responsible for reporting on the operation of the *Multiculturalism Act* in your institution,
- developing a coordinated response,
- seeking necessary signoff's and
- emailing their institutions response, using the Word submission form, back to Canadian Heritage (PCH) at pch.ram.pch@canada.ca by **June 28, 2019**.
- ensure that images/pictures provided have the proper clearance to be published and are 300dpi

Key information to include in reporting, are programs, policies, practices, or services implemented:

- 1) Fall within the requirements of the *Canadian Multiculturalism Act* (section 3.2. (a), (b), (c), (d), (e) and (f)) found here:

3.2 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.
- 2) Submission responses should outline activities that were undertaken during the 2018-2019 reporting period.
 - 3) Responses should demonstrate clear outcomes as defined by the indicators.
 - 4) Responses should demonstrate lessons learned and/or promising new practices.
 - 5) Responses should be communicated in plain language.
 - 6) Images/pictures should have proper clearance to be published and are no smaller than 300dpi.

Part One: About Your Institution

1. What is the name of your federal institution in both Official Languages?

English [Bank of Canada](#) French [Banque du Canada](#)

2. What is the name of the person responsible for approving this submission on behalf of your federal institution?

Name: [Katherine Murray](#)

Title: [Deputy Managing Director, HR](#)

Telephone Number: [613-782-7488](#)

Email address: katherinemurray@bank-banque-canada.ca

3. What is the name of the contact person responsible for coordinating the submission response on behalf of your federal institution?

Name: [Heather Scott](#)
Title: [HR Analyst](#)
Telephone Number: [613-782-8525](#)
Email address: hscott@bankofcanada.ca

4. What is the name of your institution's champion responsible for Multiculturalism?

Name: [Katherine Murray](#)
Title: [Deputy Managing Director, HR](#)
Telephone Number: [613-782-7488](#)
Email address: katherinemurray@bank-banque-canada.ca

5. Does your institution have a board, commission, council, body, office, portfolio and/or crown organization?

Yes _____ No _____

[Instruction: If more than one, please copy and paste question and response area(s).]

If **yes**, please provide the following information for each institution:

- Name of board, commission, council, body, office, portfolio and/or crown institution:
- Name of contact person: _____
- Title: _____
- Contact details:
 - Telephone number: _____
 - Email address: _____

6. For the purposes of this submission form a large institution is defined as one with 500+ employees, please identify if your institution is a large or small organization?

- Large: _____ or Small: _____

Part Two: Institutional Obligations

Part 3.2(a) of the *Multiculturalism Act*

- **Outcome:** For Canadians of all origins to have equal opportunities in obtaining employment and advancement in federal institutions.
- **Key Factors:** This outcome is assessed through the following areas of measurement:
 - anti-racism/ discrimination measures (internal to the institution)
 - employment equity (EE) measures (as they pertain to Visible Minorities)
- **Possible Data Sources (for use in response):**
 - Institutional input into OCHRO's Annual report on self-identified EE
 - Institutional input into TBS' Management Accountability Framework
 - Institutional input into TBS' Annual Report on the Public Servants Disclosure Protection Act
 - Ombudsman for your institution

(See Annex 1 for further details)

Questions:

7. What initiative(s) has your federal institution carried out in order to address and/or reduce obstacles that prevent ethnic, racial and religious minorities from entering into your institution's workplace, as well as promote their upward mobility within your institution? (Using the format below, please provide example(s) of initiatives and plans)

[Instruction: If more than one, please copy and paste question and response area(s).]

1. Name of initiative/plan: [Introducing new training for recruiters and hiring managers.](#)
 - Description of initiative/plan:
 - [In-house training was developed to guide hiring managers, recruiters and Business Partners from HR who are supporting hiring managers, involved in the recruitment process. It includes a step-by-step tutorial that spells out the expectations of leaders at each step of the hiring process – including what needs to be taken into consideration in their decision-making and how to reduce bias. It serves to support the Bank's employment equity objectives and remove barriers in the hiring process. The information is readily available on the Bank's intranet website.](#)
2. Name of initiative/plan: [New self-identification campaign.](#)
 - Description of initiative/plan:
 - [The Bank revamped its self-identification questions to include voluntary questions about visible minority group or origin as well as languages spoken \(other than French and English\) for employees. The list of options shared with all staff include visible minority origins and common immigrant languages spoken in Canada \(informed by Statistics Canada\). Overall, our evolving self-identification practices \(i.e. offering an expanded list of options and promoting self-identification through regular campaigns\) are intended to help employees better see themselves included and therefore, self-identify. The Bank continues](#)

to encourage employees to feed into programs and initiatives for a more inclusive and barrier-free workplace. In addition, having more accurate representation information of the Bank's workforce helps us to identify gaps and areas of focus so that we can put the right programs in place to address them and eliminate any barriers which could limit an employee in their professional development at the Bank.

3. Name of initiative/plan: Exit Interviews.

- Description of initiative/plan:

- Through our exit interview process, the Bank gathers feedback from departing employees to help identify areas of improvement and potential concern. In 2018, exit interview scores were highest for the themes of Ethics and Honesty and Working Conditions (average of 4.31 and 4.34 out of 5). Both sections include questions related to discrimination, harassment and feelings of safety within one's work environment. Termination rates are also reviewed annually to flag any potential issues of systemic discrimination for different diversity groups.

- If no, in 100 words or less please specify why?

8. In 2018-2019, how many employees participated in anti-racism/racial discrimination training? This number should include senior management and executives.

- What types of anti-racism/racial, ethnic, and religious discrimination training did employee(s) attend? (Please answer the following questions per course)

[Instruction: If more than one, please copy and paste question and response area(s).]

1. Name of anti-racism/racial discrimination training course: Communicating and training on the updated Prevention of Harassment and Workplace Violence Policy to all staff.
 - Name of institution offering the training course: Bank of Canada – in house training from representatives from Employee Relations and Executive Legal Services.
 - Description of training course employees attended:
 - An interactive presentation sharing the refreshed and updated Prevention of Harassment and Workplace Violence Policy to all staff, to ensure they understood the new policies and implications and were informed of the support in place if needed. It was led by two representatives from Employee Relations and Executive Legal Services, who crafted an engaging presentation with realistic scenarios and shared it in person and via Skype 25 times. As well, they travelled to the regional offices to convey to all staff that, through the policy, the Bank was making a strong statement of its values and supporting a work environment conducive to professional growth, dignity and self-esteem.

- Training was mandatory for all leaders and many open sessions were held for employees at head office and at the regional offices.
- The employees who led these communications were nominated for the Bank's Award of Excellence in the category of "work environment".
- Percentage of the training course that was dedicated to anti-racism/racial discrimination?
- Although there were no scenarios specifically on racial discrimination, the Bank has a zero-tolerance approach to any form of harassment or violence.
- Number of employees from your intuition that attended (please provide a number and not a percentage): **Upwards of 200 employees.**
- If **no**, in 100 words or less please specify why?

9. Does your institution celebrate, promote and support events that help to educate employees about racial, ethnic and religious diversity in the workplace?

- Yes: X or No: _____

[Instruction: If more than one, please copy and paste question and response area(s).]

- If **yes**, in 100 words or less please outline using the following format:

1. Type of racial, ethnic and religious diversity event celebrated, promoted and/or supported in the workplace:

- Name of racial, ethnic and religious diversity event celebrated, promoted and/or supported in the workplace: **Expert Talk - Viola Desmond.**
- Description of event:
 - **The Bank's newest bank note features Canadian human rights icon Viola Desmond. On April 4, 2018, employees were invited to hear from advisor and University of Ottawa Distinguished Professor Dr. Constance Backhouse, who talked about Ms. Desmond's historic challenge to racial segregation in Canada.**
- Number of employees that attended: **Approximately 50 employees.**

2. Type of racial, ethnic and religious diversity event celebrated, promoted and/or supported in the workplace:

- Name of racial, ethnic and religious diversity event celebrated, promoted and/or supported in the workplace: **Launching Canada's vertical \$10 note.**
- Description of event:
 - **On November 19, 2018, the Bank issued its new \$10 polymer bank note. It is the first vertical bank note issued by the Bank,**

and the first regularly circulating note to feature a Canadian woman as the portrait subject: social justice icon Viola Desmond. The launch was held at the Canadian Museum for Human Rights (CMHR) in Winnipeg, which is depicted on the back of the note. With its depictions of Ms. Desmond and the Canadian Museum for Human Rights, it acknowledges the past and continuing efforts to achieve rights and social justice for all Canadians.

- Regional events also took place in Halifax, Montréal, Toronto, Edmonton and Vancouver.

- Number of employees that attended: n/a

3. Type of racial, ethnic and religious diversity event celebrated, promoted and/or supported in the workplace:

- Name of racial, ethnic and religious diversity event celebrated, promoted and/or supported in the workplace: National Indigenous Peoples Day.
- Description of event:
 - In honour of National Indigenous Peoples Day (June 21), an online article was shared with staff written by the winner of the Bank's Scholarship and Work Placement Program for Indigenous Students, who shared his thoughts about the significance of the day and what it means to him as a proud Labrador Inuk.

- Number of employees that attended: n/a

4. Type of racial, ethnic and religious diversity event celebrated, promoted and/or supported in the workplace:

- Name of racial, ethnic and religious diversity event celebrated, promoted and/or supported in the workplace: Departmental Gathering.
- Description of event:
 - December 2018 - in one of the Bank's Corporate Administration departments, the theme for a quarterly departmental gathering was sharing of employees' holiday traditions. Volunteers spoke informally for 2-3 minutes to the department about their experiences.

- Number of employees that attended: Approximately 45

- If no, in 100 words or less please specify why?

10. Has your institution developed a complaint's process for employees to disclose issues of racism and/or racial discrimination/harassment in the workplace?

- Yes: X or No: _____

- If **yes**, in 100 words or less, please outline the racial/ethnic/religious discrimination/harassment complaint process in your institution (please use words only, no charts, tables or graphs):
 - Employees who believe that they have been harassed or subjected to violence, or who become aware of harassment or workplace violence that is taking place, have several options which allow them to raise their concerns without fear of reprisal. One of the principles guiding our Resolution Policy is, unless it is inappropriate to do so in the circumstances, to first address issues by informal means before moving to formal resolution methods.

The process for addressing inappropriate conduct is divided into stages, each of which consists of an action or actions that can be taken in response to conduct that violates Bank policy. Employees can begin at whatever stage is appropriate for their circumstance and can seek guidance from their leader or HR.

Stages:

- Stage 1 – Employees are encouraged to express their objection directly to the individual concerned, explaining the problem and asking that the conduct stop (if they are comfortable doing so). If the conduct stops following the request, there may be no further action required.
 - Stage 2 – Seek advice or guidance from their leader, a higher-level leader, or Employee Relations with respect to possible approaches to address the matter.
 - Stage 3 – Report the conduct or incident without delay to one of the following, at their discretion: their leader; Managing Director or equivalent; an Employee Relations Specialist; a leader (Director level or above) in Human Resources; Compliance; the General Counsel and Corporate Secretary; Audit; the Audit Committee of the Board.
 - Stage 4 – Submit a formal complaint to Employee Relations or to the Managing Director, Human Resources, or the General Counsel and Corporate Secretary.
- What is the process of making a complaint(s) in your institution? (Please outline in 200 words or less)
 - In addition to the above four stages, other channels to process a complaint related to the Code of Business and Conduct of Ethics are to report suspected breaches to a supervisor, an Employee Relations Specialist, the Compliance and Ethics Office or the General Counsel and Corporate Secretary. If an employee feels uncomfortable reporting a breach or an improper activity to the individuals mentioned above, the employee can send a confidential email to an internal mailbox. In suspected cases of fraud or misappropriation of funds, concerns may also be reported to the Chief Internal Auditor or to the Chair of the Audit and Finance Committee of the Board. Serious wrongdoing in the workplace can also be disclosed to the Public Sector Integrity Commissioner (disclosure methods outlined in the Disclosure of Wrongdoing Policy). The Bank also has a process in place for complaints related to the Disclosure of Wrongdoing Policy and Corporate Security Policy.
 - If **no**, in 100 words or less, please describe why?

11. Has your institution communicated to employee's their rights and avenues of complaint regarding issues of racism and/or racial discrimination/harassment in the workplace?

- Yes: X or No: _____

[Instruction: If more than one, please copy and paste question and response area(s).]

- If **yes**, please specify:
 - What communication tool did your institution use to communicate to employee's their rights and avenues of complaint, when faced with an issue of racism and/or racial discrimination/harassment in the workplace?
 - Please list the type(s) of communication(s) tool used (e.g., via the intranet, team meetings, information session, lunch and learns, the union, etc.):
 - Type of communication tool used:
 - **Intranet:**
On joining the Bank, and annually thereafter, and in the case of a significant change in duties or personal circumstances, Bank employees must complete a Code of Business Conduct and Ethics certification process, attesting to their awareness and compliance with the Code. The Code contains a section on the reporting of breaches, the disclosure of wrongdoing and the related procedures. They are asked specifically, in the annual Code Certification, whether they have witnessed a breach of the Code or other Bank policy.
 - Type of communication tool used:
 - **In person and through Skype:**
Following a refresh of workplace conduct policies, including the Prevention of Harassment and Workplace Violence Policy which addresses harassment and bullying on the grounds of race or gender, all Senior Leaders, including the Governor and the Senior Deputy Governor, attended an interactive, scenario-based workshop which helped them understand the enhanced policy framework for conduct in the workplace. The following month, sessions for leadership teams got underway on the same topic. Finally, employees had the opportunity to attend sessions before being asked to read and acknowledge the policies as part of the annual Code of Business Conduct certification exercise.
 - Type of communication tool used:
 - **Television monitors:**
A reminder about reporting harassment including where to find the relevant information on the intranet. The Prevention of Harassment and Workplace Violence Policy was mentioned in

the messaging that was sent out with the annual Code of Conduct exercise.

- How many racial, ethnic, religious discrimination and/or harassment complaints did your intuition address in 2018-2019?
 - Total number of complaints received: 0
 - Total number of complaints resolved: 0
 - Total number of complaints that are ongoing: 0

- If **no**, in 100 words or less, please describe why?

Part 3.2(b) of the *Multiculturalism Act*

- **Outcome:** Internal and external policies, programs, practices and services promote inclusion, diversity and equitable participation.
- **Key Factors:** This outcome is assessed through the following areas of measurement:
 - *internal* policies, practices, programs and services that promote inclusion, diversity and equitable participation of Canadians of all origins.
 - *external* policies, practices, programs, and services that promote inclusion, diversity and equitable participation of Canadians of all origins.
 - funding, resources and/ or in-kind support given to initiatives that promote inclusion, diversity and equitable participation.
- **Possible Data Sources:**
 - GBA+ analysis performed.
 - Analyses of differential impacts of policies/ programs/ services with different ethno-cultural/ racial/ religious groups.
 - Records of discussions with partners on issues related to multiculturalism.
 - Review and analysis of the various languages of materials available to the public.
 - Canvass of policy/ program/ service branches.
 - Canvass of regional, satellite, and/or service delivery offices.

Questions:

12. Has your federal institution taken into consideration the perspectives of cultural, ethnic, linguistic, racial and religious communities in the development of policies, programs, practices and services?

[Instruction: If more than one, please copy and paste question and response area(s).]

- **Internal** policies, programs, practices and services: Yes: X or No: _____
- If **yes**, in 100 words or less please outline using the following format:
 1. Name of policy, program, practice and service: **Employee Resource Groups (ERG) and the Diversity and Inclusion Consultative Committee.**
- Description of policy, program, practice and service:
 - **An exciting development in 2018 was the independent formation of a number of employee-led groups to promote learning and sharing, and to raise awareness to foster and support a more diverse and inclusive workplace. These groups are also a way for senior leadership to better understand possible roadblocks to meeting shared challenges or needs, and to identify any systemic barriers that could affect the Bank's ability to attract, engage and retain top talent. Four Employee Resource Groups have launched so far:**

- Enabled-Épauler is focused on ensuring a barrier-free workplace, raising awareness of visible and non-visible disabilities, and providing peer-to-peer support.
 - NGen seeks to help integrate new Bank employees to the workplace and foster a sense of community between the Bank and external young professional groups.
 - PotentiELLE supports the professional growth and development of women at the Bank.
 - Pride-Fierté is a community of LGBTQ2S employees and their allies that raises awareness and provides education and social support on LGBTQ2S issues.
- Consultations with ERG, employees and leaders, and the Diversity & Inclusion Committee about self-identification and development of a new questionnaire which covers employment equity groups and broader diversity (i.e. ethnicities, languages spoken), were held.
 - During the self-identification campaign, members of visible minorities and Indigenous employees reached out with further recommendations, which we will take into consideration for our next campaign.

2. Name of policy, program, practice and service: _____

- Description of policy, program, practice and service:
- **External** policy, program, practice and service: Yes: X or No: _____

● If **yes**, in 100 words or less please outline using the following format:

1. Name of policy, program, practice and service: **Indigenous Stakeholder Relations Working Group.**

● Description of policy, program, practice and service:

- An Indigenous Stakeholder Relations Working Group was formed to help determine how the Bank should proceed in its engagement with Indigenous peoples. This group includes leaders from a range of departments (Currency, Human Resources, Executive & Legal Services, Communications, and Canadian Economics and Analysis) representing business lines where there is an opportunity to enhance engagement with Indigenous communities.
- The working group conducted a benchmarking exercise intended to inform the Bank's approach to Indigenous stakeholder engagement. During the exercise, nine crown corporations were contacted. The findings suggest:
 - The Bank could find several approaches helpful for forming a long-term strategy, including not just traditional roundtables and consultations with National Indigenous Organizations, but also newer digital

technologies such as video chatting, social media, and online surveys. This kind of grassroots communicating with individual people or the leaders of individual nations across Canada is incredibly beneficial, as it helps avoid a prescriptive, generalized approach that only addresses the concerns of some Indigenous nations.

- Communicating in accessible, plain language and being mindful of terminology are both vital in making sure our messages get heard by all Indigenous Canadians.

- The Bank is a member of a Crown corporations' community of communications best practice. We hosted a workshop in June and half of it was devoted to engagement with Indigenous groups. We learned a great deal from other organizations that have more experience in this area, such as CMHC and the NCC.

- The Group's action and priorities moving forward will focus on the following key areas:
 - Improving understanding of the Indigenous economy – a conference on the topic is being planned.
 - Raising awareness of Indigenous heritage and the Indigenous economy at the Bank.
 - Engaging Indigenous Canadians as part of outreach and consultations. In March 2019 a roundtable was held in Kamloops with First Nations chiefs and other Indigenous leaders. Following that, a roundtable was held in Iqaluit.
 - Integrating Indigenous cultural considerations in bank note design and the Museum.
 - Improving recruitment, retention and inclusion of Indigenous Canadians at the Bank.
 - Developing a protocol for Indigenous territorial acknowledgement at Bank events and speaking engagements.

2. Name of policy, program, practice and service: _____

● Description of policy, program, practice and service: _____

- If your institution has responded **no** for both internal and external policy, program, practice and service, in 100 words or less please describe why? :

13. In 2018-2019, has your institution developed partnerships with relevant stakeholders to promote multiculturalism and/or to learn more about multiculturalism communities?

- Yes: X _____ or No: _____

[Instruction: If more than one, please copy and paste question and response area(s).]

- If **yes**, please outline the partnership using the following format:
 - Name(s) of partner/stakeholder: [Canadian Centre for Diversity and Inclusion \(CCDI\)](#)
 - Description of the partnership and initiative:
 - [The Bank decided to become an Employer Partner with the CCDI which provides several benefits that will support learning and awareness of diversity and inclusion topics through direct access to an online knowledge repository, monthly newsletters, educational webinars and best-practice forums and Community of Practice events.](#)
 - What benefits did the partnership provide to the development of policies, programs, practices and/or services?
 - [Allows for informed decision making as employees can access updated research and other resources, when providing information for updating Bank policies, programs and services.](#)
- If your institution has responded **no**, in 100 words or less please describe why? :

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

- Yes: _____ or No: _____

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

- Yes: _____ or No: _____

[Instruction: If more than one, please copy and paste question and response area(s).]

- If **yes**, please outline the policy, program, practice and/or service that was translated using the following format:
 1. Name of policy, program, practice and/or service with material translated: [Polymer banknotes security leaflet.](#)
 - Description of policy, program, practice and/or service:
 - [The Bank of Canada's External Stakeholder Management Team continues to offer a leaflet that outlines the security features of polymer notes. This leaflet allows Canadians and Canadian retailers to better identify counterfeit bills, which gives them the opportunity to help reduce the negative effects of counterfeiting on Canadian society. In an effort to leverage the assistance of Canadians of different backgrounds, the leaflet is produced in English and French, as well as the following languages:](#)

- Korean
- Punjabi
- Standard Chinese
- Simplified Chinese

- What languages was the policy, program, practice and/or service translated into? [Korean, Punjabi, Simplified and Standard Chinese](#)
- How has the policy, program, practice and/or service improved the quality of service that your institution is providing to Canadians?
 - [It reached an audience that might not have been able to get bank note information in English or French.](#)

2. Name of policy, program, practice and/or service with material translated: _____

- Description of policy, program, practice and/or service
- What languages was the policy, program, practice and/or service translated into?
- How has the policy, program, practice and/or service improved the quality of service that your institution is providing to Canadians?

16. Does your institution provide the public access to translators (other than English or French) so that they may gain a better understanding of your institutions programs, policies, practices and services (if requested)?

- Yes: _____ or No: X¹ _____

[Instruction: If more than one, please copy and paste question and response area(s).]

- If **yes**, in 100 words or less please outline using the following format:
 1. Name of policy, program, practice and/or service: _____
Description of policy, program, practice and/or service: _____
- If your institution has responded **no** for questions 19, 20, and 21, in 100 words or less please describe why? :

Part 3.2(c) of the *Multiculturalism Act*

- **Outcome:** Policies, programs, practices and services promote the understanding of and respect for the diversity of Canadians.
- **Key Factors:** This outcome is assessed through all initiatives, both internal and external to the institution, that promote inter-cultural and inter-faith understanding as well as respect for diversity.
- **Possible Data Sources:** Consultations with Champion responsible for issues related to multiculturalism, diversity and EE committees; HR/ training branch.

¹Bank communications occurs primarily via the Bank of Canada's website, which is accessible in both official languages. All members of the public have the option to request additional information or provide feedback in either English or French.

Question:

17. Does your institution have a “Champion” in place who is responsible for issues related to multiculturalism?

- Yes: X or No: _____

[Instruction: If more than one, please copy and paste question and response area(s).]

- If **yes**, please outline using the following format:
 - The title(s) of the “Champion” (e.g., Multiculturalism Champion, Champion for Visible Minorities, Diversity Champion, Employment Equity Champion, etc.): **Diversity and Inclusion Executive Champion.**
 - What responsibilities does the role of the “champion” entail?
 - **To build awareness and understanding of the importance of multiculturalism and the importance of diversity and inclusion in general.**
 - **To stress the importance of diversity and inclusion, including multiculturalism, in the development and implementation of policies, programs and practices of their institutions.**
 - **Play a leadership role as an agent of change within their institutions.**
- If your institution has responded **no**, in 100 words or less please describe why? :

Part 3.2(d) of the *Multiculturalism Act*

- **Outcome:** Development of policies, programs, practices and services make use of statistical data to ensure sensitivity and responsiveness to Canada’s multicultural reality.
- **Key Factors:** This outcome is assessed through the extent to which data on the differential impact to various groups is used in the development of policies, programs, practices and services.
- **Possible Data Sources:** Canvass of policy/ program/ service branches to obtain information on the nature and examples of statistical data collected to support diversity in the development or improvement of policies, programs, practices and services (e.g., data collected in GBA+ analyses, Statistics Canada reports, TBS reports, private sector or think tank reports, etc.).

Questions:

18. Does your institution collect statistical racial, ethnic and religious diversity data (other than EE data) to develop and/ or improve internal and/or external policies, programs, practices and services?

- Yes: X or No: _____

[Instruction: If more than one, please copy and paste question and response area(s).]

- If **yes**, please outline using the following format:
 1. Internal: X or External: _____
 - Name of the policy, program, practice and/or service the data is used to improve: **Updated self-identification campaign.**
 - Description of the policy, program, practice and/or service:
 - **A questionnaire designed to collect representation data, including self-identification to an ethnic group and languages spoken.**
 - How has the collection and use of statistical racial, ethnic and religious diversity data helped to improve the policy, program, practice and/or service?
 - **One of the objectives was to obtain more accurate representation information so that we could have a truer view of the diversity of the Bank's workforce. This helps to identify gaps and areas of focus so that the right programs are put in place to address them and eliminate any barriers which could limit an employee in their professional development at the Bank. Another objective of the campaign was, by providing further options, we wanted to make people feel more respected, included and thus more inclined to self-identity.**

- If your institution has responded **no**, in 100 words or less please describe why and outline the types of racial, ethnic and religious statistical data your institution would like to see? : _____

Part 3.2(e) of the *Multiculturalism Act*

- **Outcome:** Language skills and cultural understanding are used, as appropriate, to support the development of policies, programs, practices and services to Canadians.
- **Key Factors:** Language statistics internal to the reporting institution.
- **Possible Data Sources:**
 - Institutional language statistics
 - Canvass of policy/ program/ service branches
 - Consult institution's programs and policies
 - Contracts with consultants
 - Partnerships or consultations with academics

Question:

19. Does your institution leverage the multilingual capacity (other than English or French), cultural competency and/or cultural expertise of its employees to inform and/or improve your institution's policies, programs, practices and services?

- Yes: X² _____ or No: _____

[Instruction: If more than one, please copy and paste question and response area(s).]

- If **yes**, please outline using the following format:
 1. Name of initiative: [Updated self-identification questionnaire.](#)
 - Description of the initiative:
 - [In late 2018 the Bank's Self-identification questionnaire was updated to include languages spoken based on top immigrant languages spoken in Canada.](#)
 - 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 policy, program, practices and/service?
 - [As described in the previous question, the information provided by the questionnaire will help to identify gaps and areas of focus so that the right programs are put in place to address any gaps and eliminate any barriers which could limit an employee in their professional development at the Bank.](#)
 - If your institution has responded **no**, in 100 words or less please describe why and outline the barriers to doing so? :
-

² The Bank does not have a formal initiative in place, but we leverage our employees' multilingual capacities as well as cultural competencies and expertise as required.

Part Three: Additional Input

Part 3.2(f) of the *Multiculturalism Act*

- **Outcome:** Institution's activities are carried out in a manner that is sensitive and responsive to Canada's multicultural reality.

Questions:

20. Has your organization identified any external/internal policies, programs, practices and/or services that create barriers for racial, ethnic, and/or religious minorities?

- Yes: X or No: _____

[Instruction: If more than one, please copy and paste question and response area(s).]

- If **yes**, please outline using the following format:
 - Barrier: *A need for greater awareness about differences, whether they be cultural or otherwise, particularly about cultural beliefs and practices.*
 - Description of the barrier:
 - *Communications coming from the employee engagement survey, as well as observations coming from our employment equity practices, show there is an identified need for additional awareness to gain a better understanding of cultural differences and preferences.*
 - How will your institution address it?
 - *Education and awareness programs (still to be developed).*
 - What resources and/or tools are needed to address the identified barrier?
 - *Videos, simple documents, a website for reference purposes which offers explanations of cultural differences, to help initiate dialogue. For example, to help a manager prepare to welcome a new team member who may be from a unique cultural background.*

21. Does your institution have additional information, such as examples, initiatives, successes and/or challenges to the implementation of the *Multiculturalism Act* that it would like to provide?

- Yes: X or No: _____

[Instruction: If more than one, please copy and paste question and response area(s).]

- If **yes**, please outline using the following format:
 1. Name of example/initiative/challenge: *The Economy, Plain and Simple*
 - Description of the example/initiative and/or challenge:

- Communicating with Canadians is essential to our work and in 2018 we launched an annual public opinion research program to enable us to better understand our audiences and therefore meet their communications needs. In 2018, the public indicated a keen interest in learning more about the Bank and the economy but also a clear preference for plain and simple visual and digital communications. As a result of that feedback, we provided more educational information in clear and easy-to-understand ways on economic issues. In 2018, this included the launch of The Economy, Plain and Simple, the Bank's new digital magazine that uses short, simple articles and visual content to make key economic concepts accessible and engaging; and, the Financial System Hub, which complements our now fully digital Financial System Review and offers more timely access to the Bank's analysis and research on financial stability issues.
2. Name of example/initiative/challenge: Viola Desmond exhibit at the Bank of Canada Museum
- Description of the example/initiative and/or challenge:
 - The Viola Desmond exhibit at the Bank of Canada Museum featured unique artifacts that merge the life of Viola Desmond with the story of the \$10 note, including many on loan from other organizations such as the Black Cultural Centre of Nova Scotia and the family collection of Wanda Robson. Its purpose was to bring the importance of Ms. Desmond's story to the public in the broader context of the fight for civil rights and racial equality in Canada. A ceremony was held to open the exhibit and was attended by Senior Deputy Governor Carolyn Wilkins, Executive Director of the Black Cultural Centre for Nova Scotia Russel Grosse, Federal Minister of Women and Gender Equality Maryam Monsef, and Wanda Robson, representing the Desmond family.
3. Name of example/initiative/challenge: Unconscious Bias Training
- Description of the example/initiative and/or challenge:
 - Since its launch in 2014, more than 175 leaders have attended the Bank's "Becoming Bias Aware" training. As this figure represents more than 65% of all leaders at the Bank we decided to pause this training in 2018. Instead we focused our efforts on planning the enhancement of our Diversity and Inclusion training and awareness by reviewing the latest literature, discussing best practices with other organizations and exploring similar training programs offered by various diversity and inclusion training vendors. New diversity and inclusion training will be rolled out in 2019 and beyond.

4. Name of example/initiative/challenge: [Métis cultural workshop held at Bank of Canada Museum](#)

- Description of the example/initiative and/or challenge:
 - [During Winterlude, 2018 the Museum hosted a Métis elder who led a workshop on the history of the fur trade.](#)

5. Name of example/initiative/challenge: [Low turnover and no growth.](#)

- Description of the example/initiative and/or challenge:
 - [Given low turnover and lack of growth, shifts in the Bank's workforce profile are gradual.](#)

Annex A

Data Sources

Data Source	Objectives	Timing	Participation
OCHRO's annual report on self-identified EE	President of the Treasury Board is required to submit a report to Parliament on the state of employment equity pursuant to the <i>Employment Equity Act</i> .	Submitted annually to cover previous fiscal year. <ul style="list-style-type: none"> • TBS annual call-out request is around the end of May with a 2 week deadline for input. • TBS sends draft for modification/changes in August • Report is published by the end of the fiscal year. 	Core Public Administration (FAA schedules I and IV) – comprised of 77 departments, agencies and commissions. Under the <i>Employment Equity Act</i> , separate employers that have more than 100 employees (e.g., the Canada Revenue Agency and the Canadian Food Inspection Agency) are required to provide their reports to the Office of the Chief Human Resources Officer (OCHRO) only for the purposes of tabling in Parliament at the same time as the CPA report.
TBS' Annual Report on the Public Servants Disclosure Protection Act	Section 38.1 of the Public Servants Disclosure Protection Act (PSDPA) requires that the Chief Human Resources Officers prepare an annual report for the President of the Treasury Board to table in Parliament. The report must provide information on activities related to the disclosures made in public sector organizations that are subject to the Act.	Subsection 38.1(1) of the Act requires chief executives to prepare a report on the activities related to disclosures made in their organizations and to submit it to the Chief Human Resources Officer within 60 days after the end of every fiscal year. <ul style="list-style-type: none"> • Call out sent in late March or early April • Consolidated report sent to the president of TBS by September 30th • Report published in October following its tabling to Parliament 	All 134 active organizations in the federal public sector are subject to the Act. Three organizations are excluded from the PSDPA: Canadian Armed Forces (CAF), the Canadian Security Intelligence Service (CSIS) and Communications Security Establishment Canada (CSEC). However, under section 52 they are required to establish procedures applicable to their organization for the disclosure of wrongdoing, including the protection of persons who disclose wrongdoing. In accordance with paragraph 11(1)(c) of the Act , it is the responsibility of organizations to provide public access to information describing findings of wrongdoing and any follow-up action taken.

Data Source	Objectives	Timing	Participation
Management Accountability Framework (MAF)	<p>The objectives of the MAF are:</p> <ul style="list-style-type: none"> • To obtain an organizational and government-wide view of the state of management practices and performance; • To inform Deputy Ministers and Heads of Agencies about their organizations' management capacity; • To inform the Treasury Board of Canada Secretariat about the state of policy implementation and practices; • To identify areas of management strength and any areas that require attention; • To communicate and track progress on government-wide management priorities; and, • To continuously improve management capabilities, effectiveness and efficiency government-wide. 	<p>Annual assessment by TBS (1st call-out letter during the summer with consultations on methodology; official call-out in September with responses due in November via the MAF portal).</p> <ul style="list-style-type: none"> • Draft results released mid-January giving departments/ agencies a 5 week validation period to review and submit new evidence. • Final results sent to DMs at the end of April. 	<p>All departments and agencies with the following exceptions:</p> <ul style="list-style-type: none"> • Small agencies (organizations with 50 – 500 employees and an annual budget of less than \$300 million) are only subject to a full MAF assessment every three years, completed on a cyclical basis. • Micro agencies (organizations with less than 50 employees and an annual budget of less than \$10 million) are subject to a questionnaire, which informs an interview with TBS senior representatives with the submission of supporting documents, as applicable.
Public Service Employee Annual Survey (PSEAS)	<p>To provide departments and agencies with evidence on key people management issues and on measuring employees' opinions on different aspects within employee engagement, such as:</p> <ul style="list-style-type: none"> • Diversity • Harassment • Discrimination 	<p>The PSEAS is a short survey, which complements the more comprehensive survey that is completed every three years. This year's survey was conducted between August 20 to October 5, 2018.</p>	<p>All departments and agencies with the following exceptions:</p> <ul style="list-style-type: none"> • Ministers' exempt staff • Private sector contractors or consultants • Employees on leave without pay

Data Source	Objectives	Timing	Participation
	<p>The results provide timely insight into employee’s opinions on various aspects of the workplace across the federal public service.</p>		
<p>Treasury Board of Canada Secretariat’s report on Employment Equity (EE) groups in the Federal Government</p>	<p>To detail the ongoing developments made by federal departments that measure the designated groups under the Employment Equity Act. These groups include:</p> <ul style="list-style-type: none"> • Women • Indigenous Persons • Persons with disabilities • Members of visible minorities <p>Indicators of progress include salary ranges as well as shares of hires, promotions and terminations. The most common indicator is the representation rate, which provides insights on employment equity overall.</p>	<p>Subsection 4(4) of the Employment Equity Act requires the President of the Treasury Board to report to Parliament on the state of employment equity in the core public administration. Submitted annually, it analyzes data from the previous fiscal year.</p>	<p>The Office of the Chief Human Resources Officer and the Treasury Board of Canada Secretariat work closely with four stakeholders:</p> <ul style="list-style-type: none"> • Employment and Social Development Canada, responsible for the Employment Equity Act and for monitoring compliance and submitting a report to Parliament on the status of employment equity in the federally regulated private sector • Public Service Commission of Canada, responsible for identifying and eliminating barriers in recruitment and staffing • Canadian Human Rights Commission, responsible for conducting compliance audits of all organizations subject to the Employment Equity Act, and last; • Bargaining agents, which work with each federal organization to develop and implement an employment equity plan <p>To ensure the consistency of data presented in this report, the Office of the Chief Human Resources Officer uses information on all employees for whom the Treasury Board is the employer, in accordance with Schedules I and IV of the Financial Administration Act.</p>

Data Source	Objectives	Timing	Participation
GBA+	<p>GBA+ is an analytical tool that assesses the multiple identity factors that intersect. It takes into account gender, sex, race, ethnicity, religion, age, mental and physical disability. As such, it takes into account how initiatives will affect Canadians.</p>	<p>In 1995, the Government of Canada committed to using GBA+ to advance gender equality, as part of the ratification of the United Nations' Beijing Platform for Action. Additionally, subsection 15 (1) of the Charter of Rights and Freedoms, ensures the right for women not to be discriminated against based on their sex/gender. The Action Plan on Gender-Based Analysis of 2016-2020 states that the "rigorous" analyses can be further honed; developed and delivered, through trainings and enhancing delivery approaches. This Action Plan was a renewed commitment to strengthen implementation across departments.</p>	<p>GBA+ is a tool that aims to be used across all governmental departments and agencies. This pertains to the development, renewal and assessment of policy, legislative and program initiatives.</p> <p>All federal officials should incorporate GBA+ into their work by asking some basic questions and challenging personal assumptions about diverse groups of women, men and gender-diverse people. When GBA+ is not being implemented in a certain department, follow-up actions should be addressed to tackle barriers that prevent departments and agencies from taking gender-based analysis into consideration.</p>

Annex B

List of Key Terms

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.
Ethno-cultural	A term used in relation to people and communities that define themselves by at least one of the following: language or culture, religious affiliation, race, ethnic identity, or country or geographic region of origin.
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 <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.
Equity	A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same (equal) without regard for individual differences. In Canada, the concept of equity is outlined within an equality framework in Section 15 (2) of the 1982 <i>Canadian Charter of Rights and Freedoms</i> which states that equality rights do not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.
Federal Institution	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> .
Multiculturalism	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.

Racialized Communities	The National Welfare Council's Poverty Profile: Special Edition (2009) defines racialized persons as "...persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour" which belong to communities that face high levels of poverty. Statistic Canada's 2006 Census illustrated that the overall poverty rate in Canada was 11%, but for racialized persons it was 22% as compared to 9% for non-racialized persons. Poverty in racialized communities is a growing problem, stating that the problem is "especially severe" among more recent immigrants, the vast majority of whom belong to racialized groups.
Ethno-racial and ethno-cultural groups	According to Canada for All: Canada's Action Plan Against Racism (2005), published by the Department of Canadian Heritage, race must be compared with other factors, such as gender, age, education and income. This provides a more intersectional standpoint pertaining to the economic, social and political nature of race and its impact on different groups.
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."
Intersectionality	This term, coined by Kimberlé Crenshaw, is the recognition of the overlapping systems of subordination, as it relates to the multiple factors of identity including the various interactions of race and gender. Intersectionality can be used as a tool, which mediates the tensions between assertions of multiple identity factors within social constructions of group politics.
Members of Visible Minorities	Members of visible minorities are defined based on the Employment Equity Act (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.
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.