

**Annual Report on the Operation of the *Canadian Multiculturalism Act* 2016–2017  
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 April 1, 2016 to March 31, 2017. Completed submissions should be returned by email to Canadian Heritage (PCH) at: [pch.ram.pch@canada.ca](mailto:pch.ram.pch@canada.ca) by **June 30, 2017**.

If you have any questions, please feel free to contact Lauren Gregus at [lauren.gregus@canada.ca](mailto:lauren.gregus@canada.ca) or 819-997-3951.

**Please note that the focus of reporting is on actual outcomes achieved, as assessed through indicators. This change reflects the government’s priority on outcomes and evidence-based reporting. Information provided through 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.**

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

- 1) fall within the requirements of the *Canadian Multiculturalism Act* (section 3.2. (a), (b), (c), (d), (e) and (f));
- 2) were undertaken during the reporting period (2016-2017);
- 3) demonstrate clear outcomes as defined by the indicators; and,
- 4) demonstrate lessons or promising new practices.
- 5) are communicated in plain language.

Note that self-ratings are requested for each indicator in the template. The objective of the self-ratings is to allow institutions to gauge their progress over time. Further, where needed, the Multiculturalism Program will provide guidance and support to help institutions improve their implementation of the *Multiculturalism Act* over time.

For Individual Indicator Self-Ratings	
Rating	Definition
4=strong	Institution has fully met the indicator requirement
3 = satisfactory	Institution is well on the way to meeting the indicator requirement
2= opportunity for improvement	Institution has started work on the indicator requirement
1= support required	Institution has not met the indicator requirements
N/A	Institutional business lines do not exist for required indicator

For Overall Obligation Self-Ratings	
Rating	Definition
4=strong	Institution has met 80% or more of the indicators
3 = satisfactory	Institution has met more than half of the indicators
2= opportunity for improvement	Institution has met under 50% of the indicators
1= support required	Institution has not met any of the indicators
N/A	Institutional business lines do not exist for any of the required indicators

**ABOUT YOUR INSTITUTION****Name of federal institution** (please provide in both official languages):

Name in English: Bank of Canada

Nom en français: Banque du Canada

**Name of person responsible for approving submission** (on behalf of your institution):

Katherine Murray

Title:

Deputy Managing Director, HR

Telephone number:

613-782-7488

E-mail address:

katherinemurray@bank-banque-canada.ca

**Contact person** (responsible for submission):

Tania Magloire

Title:

Senior Policy &amp; Program Specialist

Telephone number:

613-782-7292

E-mail address:

TMagloire@bank-banque-canada.ca

**Name of Multiculturalism Champion** (if one has been appointed):

Katherine Murray

Title:

Deputy Managing Director, HR

Telephone number:

613-782-7488

E-mail address:

katherinemurray@bank-banque-canada.ca

**SIZE OF YOUR INSTITUTION**

Please indicate whether your institution is large (500 or more employees) or small (499 employees or less).

Large: \_\_\_\_x\_\_\_\_ Small: \_\_\_\_\_

Number of staffed senior management (e.g., EX) positions: 71 <sup>1</sup>
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Number of staffed non- senior management (e.g., EX) positions: 1372 <sup>2</sup>
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<sup>1</sup> Includes positions at the Senior Officer level; the Bank of Canada's highest job levels and equivalent to the most senior levels in other organizations. This is however not equivalent to EX. levels in the federal government. It excludes the Governor, Senior Deputy Governor and the Board.

<sup>2</sup> Includes regular active and on leave employees, excluding those on LTD greater than two years, as of December 31st 2016.

**SECTION I: INSTITUTIONAL OBLIGATIONS**

<b>Obligation 3.2(a)</b> – ensure that Canadians of all origins have an equal opportunity to obtain employment and advancement in those [federal] institutions																		
<b>Outcome</b>		<ul style="list-style-type: none"> <li>Canadians of all origins have equal opportunities to obtain employment and advancement in federal institutions</li> </ul>																
<b>Instructions:</b> While the 1986 <i>Employment Equity Act</i> focuses on equal opportunities for four designated groups (women, people with disabilities, Aboriginal Peoples, and members of visible minorities), the <i>Canadian Multiculturalism Act</i> relates to Canadians of all origins; this may include other groups based on factors such as religion, nationality, culture, sexual orientation, and other characteristics. Please provide details on the outcomes for each indicator. Additionally, you may describe your institution’s consultations and/or new partnerships in this regard.																		
<b>Key Factors</b>		This outcome is assessed through the following areas of measurement: <ul style="list-style-type: none"> <li>anti-racism/ discrimination measures (internal to the institution)</li> <li>employment equity (EE) measures</li> </ul>																
<b>Indicator</b>		<b>Evidence</b>																
		<b>Self-Rating</b> (See <i>Individual Indicator Self-Ratings</i> pg. 1)																
<b>Possible Data Sources:</b> <ul style="list-style-type: none"> <li>Institutional input into OCHRO’s <b>Annual report</b> on self-identified EE</li> <li>Institutional input into TBS’ Management Accountability Framework <b>Measure 2</b> on elements are covered in your human resources or integrated business plan including “workforce analysis (including “demographics, Employment Equity data, and OL data” and <b>Measures 4 – 7</b> on “proportions of representation, recruitment, promotion, and turnover for women/ visible minorities/ Indigenous peoples/ persons with disabilities”</li> </ul> (See <i>Annex 1</i> for further details)																		
1. Number of persons from each EE group in senior management/ executive positions.		As of December 31, 2016: <table border="1" data-bbox="962 1013 1575 1240"> <thead> <tr> <th>EE Group</th> <th>Number</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Women</td> <td>22</td> <td>31.4%</td> </tr> <tr> <td>VM</td> <td>6</td> <td>8.3%</td> </tr> <tr> <td>AP</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>PWD</td> <td>3</td> <td>4.2%</td> </tr> </tbody> </table> <p>*Includes positions at the Senior Officer level; the Bank of Canada’s highest job levels and equivalent to the most senior levels in other organizations. This is however not equivalent to EX. levels in the federal government. It excludes the Governor, Senior Deputy Governor and the Board.</p>		EE Group	Number	Percentage	Women	22	31.4%	VM	6	8.3%	AP	0	0.0%	PWD	3	4.2%
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<p>2. Number of persons from each EE group in non-senior management / executive positions;</p>	<p>As of December 31, 2016:</p> <table border="1" data-bbox="962 159 1776 451"> <thead> <tr> <th>EE Group</th> <th>Number</th> <th>Percentage</th> <th>Labour Market Availability</th> </tr> </thead> <tbody> <tr> <td>Women</td> <td>675</td> <td>49.2%</td> <td>43.5%</td> </tr> <tr> <td>VM</td> <td>295</td> <td>21.5%</td> <td>22.4%</td> </tr> <tr> <td>AP</td> <td>20</td> <td>1.5%</td> <td>1.8%</td> </tr> <tr> <td>PWD</td> <td>20</td> <td>1.5%</td> <td>4.7%</td> </tr> </tbody> </table> <p>*Please note that the figures include regular active and on leave employees, excluding those on LTD greater than two years, as of December 31st 2016.</p>	EE Group	Number	Percentage	Labour Market Availability	Women	675	49.2%	43.5%	VM	295	21.5%	22.4%	AP	20	1.5%	1.8%	PWD	20	1.5%	4.7%	<p>3</p>
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PWD	20	1.5%	4.7%																			
<p>3. Number of new hires from each designated EE group;</p>	<p>From January 1 to December 31, 2016:</p> <table border="1" data-bbox="962 638 1776 930"> <thead> <tr> <th>EE Group</th> <th>Number</th> <th>Percentage</th> <th>Labour Market Availability</th> </tr> </thead> <tbody> <tr> <td>Women</td> <td>33</td> <td>36.7%</td> <td>43.5%</td> </tr> <tr> <td>VM</td> <td>23</td> <td>25.6%</td> <td>22.4%</td> </tr> <tr> <td>AP</td> <td>*</td> <td>*</td> <td>1.8%</td> </tr> <tr> <td>PWD</td> <td>*</td> <td>*</td> <td>4.7%</td> </tr> </tbody> </table> <p>*For privacy reasons, additional data for Aboriginal peoples and Persons with Disabilities are not reflected in charts because of the small population size.</p>	EE Group	Number	Percentage	Labour Market Availability	Women	33	36.7%	43.5%	VM	23	25.6%	22.4%	AP	*	*	1.8%	PWD	*	*	4.7%	<p>2</p>
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**Possible Data Sources:** (See Annex 1 for further details)

- **HR training reports**
- input into TBS' Management Accountability Framework **Measure 3**: "What does the department or agency do to foster a diverse and inclusive workplace?" including:
  - Mandate training for employees on diversity & inclusion and/ or on cultural awareness
  - Conduct department-wide activities such as workshops, info sessions or group discussions
  - Appoint a champion or diversity & inclusion in the workplace
  - Recruitment strategies targeted at a designated EE group
- input into TBS' Management Accountability Framework **Measure 8**: "What does the department or agency do to foster a respectful workplace?" including:
  - Conduct department-wide activities such as workshops, info sessions or group discussions
  - Offer leadership training to develop accountability & foster an ethical culture
  - Mandate training for employees on harassment prevention and/ or respectful communication

<p>- Ensure easily accessible mechanisms for reporting &amp; resolving incidents of harassment or discrimination</p>		
<p>4. Number of all staff (including senior management/ executives) participating in diversity and anti-discrimination/ racism training;</p>	<p>In 2014, the Bank began offering half-day workshops on <b>Becoming Bias Aware</b>. Since its launch, <u>156 managers</u> have completed this training; a figure which represents approximately 65% of all managers at the Bank. Of these managers <b>4</b> were Senior Officers (the Bank’s highest level managers). Additionally, in 2016 52 Senior Officers (including the Governor and Senior Deputy Governor) participated in a “Managing Mental Health” workshop that focused on how to support an employee with mental health issues while continuing to manage performance for the organization.</p>	<p>3</p>
<p><b>Possible Data Sources:</b> (See <i>Annex 1</i> for further details)</p> <ul style="list-style-type: none"> <li>• input into TBS’ <b>Annual Report</b> on the Public Servants Disclosure Protection Act</li> <li>• input into TBS’ Management Accountability Framework <b>Measure 3</b>: “What does the department or agency do to foster a diverse and inclusive workplace?” including: <ul style="list-style-type: none"> <li>- Mandate training for employees on diversity &amp; inclusion and/ or on cultural awareness</li> <li>- Hold department-wide activities such as workshops, info sessions or group discussions</li> <li>- Appoint a champion or diversity &amp; inclusion in the workplace</li> <li>- Recruitment strategies targeted at a designated EE group</li> </ul> </li> </ul>		
<p>5. Active promotion of events, such as an anti-racism week, that help to highlight and inform employees of what constitutes racism/ discrimination.</p> <p><b>Please do not exceed 200 words.</b></p>	<p>In 2016-17, the Bank took the following actions in an effort to help employees better understand the possible barriers faced by some designated groups:</p> <ul style="list-style-type: none"> <li>• A “Diversity and Inclusion Road Show” was presented to all departmental leadership teams across the Bank. It focused on two key objectives. First, to reinforce the Bank’s support for diversity including employment equity goals and second, to sensitize leaders to the barriers faced by people with disabilities and encourage them to participate in key programs. Presentations included a status update on the Bank’s employment equity plan, and on special initiatives put in place to support an inclusive and representative workforce. It was also an opportunity to highlight the Bank’s Scholarship and Work Placement Program for Students with Disabilities and the Indigenous Students and the Work Experience Program for People with Disabilities. Bank leaders were encouraged to keep these programs in mind when recruiting and considering individuals for employment opportunities. As well, a Bank employee, who is a person with a disability hired through the Bank’s Work Experience Program<sup>3</sup>, talked about the challenges she has had to overcome while seeking meaningful employment.</li> <li>• The Bank invited managers to “Raising Awareness About Hiring Persons with Disabilities”, a lunch and learn hosted by an external consultant specializing in disability management and human resources. The objective was to help debunk some of the most common myths about hiring persons with disabilities.</li> </ul>	<p>3</p>

<sup>3</sup> Program which provides managers with an alternative option to meet short-term staffing requirements and provides work experience opportunities for persons with disabilities.

	The 25 managers who attended had the opportunity to learn what they can do to overcome some of these unintentional barriers.	
<b>Possible Data Source:</b> (See <i>Annex 1</i> for further details)		
• input into TBS' <b>Annual Report on the Public Servants Disclosure Protection Act</b>		
6. Clear communication of employee rights and the complaints process related to discrimination.	<p>During the 2016-17 reporting year, the Bank took the following measures in order to ensure that employees have a clear understanding of their rights and the complaints process related to discrimination:</p> <ul style="list-style-type: none"> <li>• As part of the annual exercise, all employees were asked to review and acknowledge the Bank's Code of Conduct. The code speaks generally to employee rights.</li> <li>• Employees were asked to review and acknowledge the Prevention of Violence in the Workplace policy. This exercise is conducted every 3 years.</li> <li>• 27 new employee orientation sessions were held, as well as 2 manager orientation sessions with a total of 33 managers attending the sessions. The sessions have content on Harassment, Bilingualism, Diversity and Employment Equity.</li> <li>• 2 targeted awareness training sessions were held on Work Environment which included a review of conduct related policies (including harassment), as well as leader responsibilities.</li> <li>• Improvements were made to the information found in the Work Environment section on the Bank's intranet, giving the employee a holistic view of all aspects of their work environment (this includes information about for instance, the Employment Equity Plan, Diversity, Bilingualism, Accommodations as well as information on Employee Relations and contact information for the Diversity Committee).</li> <li>• Job posters were reworded and the Bank's career webpage was updated to reflect the Bank's commitment to diversity and equal opportunity.</li> </ul>	3
7. Number of complaints related to ethno-cultural, gender or religious discrimination that are heard and resolved in a timely manner.	In 2016-17, the Bank received 1 informal complaint related to ethno-cultural, gender or religious discrimination and it has since been resolved.	4
<b>Overall Rating for Section 3.2(a)</b>		3
(See <i>Overall Obligation Self-Ratings</i> pg. 1)		

**Obligation 3.2(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*

<b>Outcome</b>	• Internal and external policies, programs, practices and services promote inclusion, diversity and equitable participation
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<p><b>Instructions:</b> For the 2015-2016 reporting year, briefly describe new and/or existing: a) <i>internal</i> policies, programs, services or practices and b) <i>external</i> policies, programs, services or practices aimed to promote inclusion, diversity and equitable participation of Canadians of all origins that your institution developed. Please provide details on the outcomes for each indicator. Additionally, you may describe your institution’s consultations and/or new partnerships in this regard.</p>		
<p><b>Key Factors</b></p>	<p>This outcome is assessed through the following areas of measurement:</p> <ul style="list-style-type: none"> <li>• <i>internal</i> policies, practices, programs and services that promote inclusion, diversity and equitable participation of Canadians of all origins</li> <li>• <i>external</i> policies, practices, programs, and services that promote inclusion, diversity and equitable participation of Canadians of all origins</li> <li>• funding, resources and/ or in-kind support given to initiatives that promote inclusion, diversity and equitable participation</li> </ul>	
<p><b>Indicator</b></p>	<p><b>Evidence</b></p>	<p><b>Self-Rating</b> (See <i>Individual Indicator Self-Ratings</i> pg. 1)</p>
<p><b>Possible Data Sources:</b></p> <ul style="list-style-type: none"> <li>• GBA+ analyses performed</li> <li>• Analyses of differential impact of policies/ programs/ services on different ethno-cultural/ racial/ religious groups</li> </ul> <p>(See <i>Annex 1</i> for further details)</p>		
<p>9. Policies/ programs/ practices/ services are developed with “multiculturalism lens” (promote diversity, inclusion and equitable participation of cultural/ religious/ linguistic communities);</p> <p><b>Please do not exceed 200 words.</b></p>	<p>When developing policies, programs, practices or services the Bank considers the different perspectives and opinions of its employees in order to ensure that they are inclusive and meet diverse needs of its workforce.</p> <p>For instance, in 2016, the Bank renewed its approach to performance and development. Extensive consultation with over 200 leaders and employees provided wonderful insight into the redesign of the much simpler approach focusing on setting clear goals, and providing just in time frequent and useful feedback to employees, on their key achievements (the what) and how they achieve (the how, key core competencies aligned with the Bank’s culture and values). The new approach launched in February 2017. Additionally, as part of a total compensation review, an employee survey was conducted in 2016 to obtain feedback on options being considered for changes to the Bank’s existing benefits package to help understand what aspects of the current package are most important to employees and their families. Along with the survey, a video was created to explain the flexible benefits program so employees have a better understanding of all the benefits and options available to them to better meet their needs.</p> <p>Lastly, following the development and launch of our leadership competencies in 2015, the Bank developed a set of five core employee competencies in 2016. Similarly, to the leadership competencies, these new core competencies (officially launched in January 2017) were developed through extensive consultations with Bank leaders and place a focus on diversity of thought and respect for different opinions and perspectives.</p>	<p>3</p>



<p><b>Possible Data Sources:</b></p> <ul style="list-style-type: none"> <li>Records of discussions with partners on issues of promoting diversity and inclusion (e.g., ensuring that joint products/ initiatives take into consideration issues that differentially impact genders and ethno-cultural/ racial/ religious groups).</li> </ul> <p>(See <i>Annex 1</i> for further details)</p>		
<p>10. Partnerships with relevant bodies (provinces/ territories; stakeholder organizations) to promote diversity and inclusion in institutional business lines;</p> <p><b>Please do not exceed 200 words.</b></p>	<p>In 2016-17, the Bank leveraged partnerships with various organizations to promote diversity and inclusion measures. For instance:</p> <ul style="list-style-type: none"> <li>Ten employees from the Bank’s IT Services (ITS) department volunteered to mentor young women in grades 7-12 participating in the Ottawa “Technovation” technology entrepreneurship competition. In addition, the Bank partnered with Deloitte’s technology practice to form a “Women in Technology” networking group, providing opportunities to meet other women in the profession and explore topics of common interest.</li> <li>In December, the Employer Accessibility Resource Network (EARN) hosted an expo aimed at highlighting the benefits and the business case for hiring people with disabilities and the Bank was showcased as a positive example. At the event, a United Way video featuring a Bank manager and an employee hired through the Bank’s Work Placement Program for Persons with Disabilities was presented followed by a panel discussion to highlight both of their perspectives. The Bank manager described her experience managing a person with a disability, the benefits to the workplace and offered specific advice to other employers about any perceived risks or biases that employers may have regarding hiring and working with people with disabilities. The Bank employee described the potential barriers faced by an individual with a disability as a job seeker and also described the meaningful work experience gained at the Bank.</li> <li>To reach the greatest number of Aboriginal communities for the Bank’s Scholarship and Work Placement Program for Aboriginal university students, we continue to partner with Indspire, a well-established organization that manages scholarships for Aboriginal students.</li> </ul>	<p>3</p>
<p><b>Possible Data Sources:</b></p> <ul style="list-style-type: none"> <li>Review and analysis of the various languages of materials available to the public.</li> <li>canvas of policy/ program/ service branches</li> <li>canvas of regional, satellite, and/or service delivery offices</li> </ul> <p>(See <i>Annex 1</i> for further details)</p>		
<p>11. Proportion of institutional programs/ services that have materials/ websites translated into multiple languages;</p>	<p>In the 2016-17 reporting year, the Bank of Canada’s External Stakeholder Management Team continued 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:</p> <ul style="list-style-type: none"> <li>Korean</li> </ul>	<p>3</p>

	<ul style="list-style-type: none"> <li>• Punjabi</li> <li>• Standard Chinese</li> <li>• Simplified Chinese</li> </ul>	
<b>Possible Data Sources:</b> <ul style="list-style-type: none"> <li>• canvas of policy/ program/ service branches</li> <li>• canvas of regional, satellite, and/or service delivery offices</li> </ul> <i>(See Annex 1 for further details)</i>		
12. Proportion of institutional programs/ services to the public that can access translators where needed;	The Bank does not have a separate pool of translators for the public to access as we do not have many external services to the public. That said, all services to the public that we do offer (ex: museum tours) are available in both official languages and when there is an internal requirement for a document to be translated to a language other than English or French, the Bank's translation services departments can fulfill this request.	n/a
<b>Possible Data Sources:</b> <ul style="list-style-type: none"> <li>• canvas of branch responsible for awards</li> </ul> <i>(See Annex 1 for further details)</i>		
13. Institution recognizes outstanding contributions by staff, citizens or organizations who actively promote diversity and inclusion (related to their business lines) of Canada's diverse communities (cultural/ religious/ ethnic/ linguistic).  <b>Please do not exceed 200 words.</b>	As part of the annual Employee Conference, the Bank presents the Awards of Excellence. This program allows employees to nominate colleagues to receive an award for contributions that demonstrate excellence, contribute to corporate objectives, and reflect the Bank's values. The <i>Work Environment</i> category recognizes achievement in creating conditions for employees that inspire and motivate people to do their best. This can include contributions made toward promoting diversity and inclusion. For instance, an employee who was hired through the Bank's Work Experience Program for Persons with Disabilities was nominated in 2016 for fearlessly sharing her personal story across the Bank and helping change how we view people with disabilities.	3
<b>Overall Rating for Section 3.2(b)</b>  <i>(See Overall Obligation Self-Ratings pg. 1)</i>		3
<b>Obligation 3.2(c) – promote policies, programs and practices that enhance the understanding of and respect for the diversity of the members of Canadian society</b>		
<b>Outcome</b>	<ul style="list-style-type: none"> <li>• Policies, programs, practices and services promote the understanding of and respect for the diversity of Canadians</li> </ul>	
<b>Instructions:</b> For the 2016-2017 reporting year, briefly enumerate internal or external policies, programs, practices and/or services that your institution developed or revised to promote inter-cultural and inter-faith understanding and respect for Canada's diversity. Please include the outcomes of those initiatives. Additionally, you may describe your institution's consultations and/or new partnerships in this regard. Please provide details on the outcomes for each indicator.		
<b>Key Factors</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	

<b>Indicator</b>	<b>Evidence</b>	<b>Self-Rating</b> (See <i>Individual Indicator Self-Ratings</i> pg. 1)
<b>Possible Data Sources:</b> Consultations with Multiculturalism Champion (See <i>Annex 1</i> for further details)		
14. Active multiculturalism champion;	Katherine Murray, Deputy Managing Director of Human Resources Tania Magloire, Senior Human Resources Policy and Program Specialist	n/a
<b>Possible Data Sources:</b> Consultations with Diversity Champion (See <i>Annex 1</i> for further details)		
15. Active diversity champion;	Katherine Murray, Deputy Managing Director of Human Resources Tania Magloire, Senior Human Resources Policy and Program Specialist	n/a
<b>Possible Data Sources:</b> <ul style="list-style-type: none"> <li>• Consultations with HR/ training branch</li> <li>• Consultations with diversity/ EE committees</li> </ul> (See <i>Annex 1</i> for further details)		
16. Other examples of support for events that promote diversity and inclusion  <b>Please do not exceed 200 words.</b>	<p>To ensure a continuous focus on diversity and inclusion, the Bank established a Working Committee on Diversity and Inclusion. Led by the Human Resources Department, the Committee helps promote a work environment where employees appreciate diversity and understand how it supports the Bank’s vision and strategic objectives. Members meet regularly (at least quarterly) to:</p> <ul style="list-style-type: none"> <li>• develop plans and activities (with due consideration for legislative requirements) that promote education and acceptance of the diversity of our employees;</li> <li>• provide input into the Bank’s annual reports on employment equity, multiculturalism and official languages; and</li> <li>• represent the diversity of Bank employees by raising awareness, voicing concerns and identifying and sharing best practices.</li> </ul> <p>The Committee consists of eight employees and managers who represent a cross-section of departments and job grade levels, the four designated groups and the union bargaining agents. It is overseen by the Bank’s Human Resources Oversight Committee, which supervises the Bank’s employment equity planning and progress.</p> <p>In 2016, in addition to providing input on the annual reports noted above, committee members participated in the interview and selection process for the Scholarship and Work Placement Programs for both Indigenous Students and Students with Disabilities, provided feedback on the “Diversity and</p>	3

	Inclusion Road Show” (see section 3.2a indicator 5 for more information) prior to the content being officially presented to departmental leaders and took part in focus groups to help identify any root causes for the underrepresentation of visible minorities, Aboriginal peoples and persons with disabilities (see section 3.2(d) indicator 17 for more information).	
<b>Overall Rating for Section 3.2(c)</b> <i>(See Overall Obligation Self-Ratings pg. 1)</i>		3

<b>Obligation 3.2(d)</b> – <i>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</i>		
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Development of policies, programs, practices and services make use of statistical data to ensure sensitivity and responsiveness to Canada’s multicultural reality</li> </ul>	
<b>Instructions:</b> For the 2016-2017 reporting year, did your institution collect data to support the development of policies, programs, services and practices that are sensitive and responsive to Canada’s multiculturalism (as defined in obligations a, b, c, e and f of this document). Please provide descriptions of the data used for each purpose. Additionally, you may describe your institution’s consultations and/or new partnerships in this regard.		
<b>Key Factors</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	
<b>Indicator</b>	<b>Evidence</b>	<b>Self-Rating</b> <i>(See Individual Indicator Self-Ratings pg. 1)</i>
<b>Possible Data Sources:</b> Canvas 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.). <i>(See Annex 1 for further details)</i>		
17. Collection of statistical diversity data to develop and/ or improve policies, programs, practices and services.	In the 2016-17 reporting year, the Bank engaged a third party consulting firm to help investigate potential root causes for:	3

	<ul style="list-style-type: none"> <li>the lower overall satisfaction scores of Aboriginal employees and employees with disabilities on the 2014 Work Environment Check Up (WECU) survey<sup>4</sup> compared to the rest of the Bank population and;</li> <li>the underrepresentation of employees who self-identified as a visible minority, Aboriginal people or person with a disability.</li> </ul> <p>Qualitative research was conducted by gathering direct feedback from employees in these three designated groups as well as from members of the Bank’s Working Committee on Diversity and Inclusion. The study will help the Bank identify how to better support members of these designated groups and ensure that we continue to offer an inclusive work environment for all employees.</p>	
<b>Overall Rating for Section 3.2(d)</b> (See <i>Overall Obligation Self-Ratings</i> pg. 1)		3

<b>Obligation 3.2(e) – make use, as appropriate, of the language skills and cultural understanding of individuals of all origins</b>			
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Language skills and cultural understanding are used, as appropriate, to support the development of policies, programs, practices and services to Canadians</li> </ul>		
<b>Instructions:</b> For the 2016-2017 reporting year, briefly describe how your institution leveraged the language skills and cultural understanding of employees or external stakeholders of diverse origins in support of program and policy development and service delivery to Canadians. Describe the impact or results achieved through leveraging employee language skills. Please provide details on the outcomes for each indicator. Additionally, you may describe your institution’s consultations and/or new partnerships in this regard.			
<b>Key Factors</b>	<ul style="list-style-type: none"> <li>Language statistics internal to the reporting institution</li> </ul>		
<b><u>Indicator</u></b>	<b><u>Evidence</u></b>	<b><u>Self-Rating</u></b> (See <i>Individual Indicator Self-Ratings</i> pg. 1)	

<sup>4</sup> The Bank’s tri-annual employee engagement survey

<p><b>Possible Data Sources:</b></p> <ul style="list-style-type: none"> <li>• Institutional language statistics, if existing</li> <li>• Canvas of staff providing services</li> <li>• Consult institution’s programs and policies</li> </ul> <p><i>(See Annex 1 for further details)</i></p>		
<p>18. Number of front-line or regional staff who are multilingual (other than both official languages). Alternatively, how does your institution leverage linguistic diversity and cultural competency in your programming and policy, for example to provide better services?</p>	<p>The Bank’s Currency department has regional teams, consisting of 12 people, who are able to communicate to the Canadian public in the following languages (other than English and French):</p> <ul style="list-style-type: none"> <li>• Arabic</li> <li>• Romanian</li> <li>• Vietnamese</li> <li>• Tamil</li> <li>• Spanish</li> <li>• Portuguese</li> </ul> <p>Additionally, due to the high level of diversity within the population of Economists, the Bank is able to leverage those who speak other languages and/or come from different cultural backgrounds to create relationships for research purposes with other international institutions.</p>	<p>3</p>
<p><b>Possible Data Sources:</b></p> <ul style="list-style-type: none"> <li>• Canvas of policy/ program/ service branches</li> <li>• Contracts with consultants</li> <li>• Partnerships or consultations with academics</li> </ul> <p><i>(See Annex 1 for further details)</i></p>		
<p>19. Use of “cultural experts” in the development of programs, policies, and services for diverse communities/ populations.</p> <p><b><i>Please do not exceed 200 words.</i></b></p>	<p>In the 2016-17 reporting year, the Bank made use “cultural experts” for a number of initiatives related the development or design of policies, programs and services for diverse communities. These included:</p> <ul style="list-style-type: none"> <li>• Partnering with Catalyst<sup>5</sup> to complete a review of university recruitment posters, careers content, process, and practices to address the underrepresentation of women in the Bank’s economic and financial sector specialization roles. Although no significant gaps in the Bank’s approaches were identified, some small adjustments and new initiatives were implemented in support of creating a more inclusive recruitment experience for women applicants. These were used as part of the Bank’s 2016 -17 University Recruitment campaign, to introduce and attract more women from Canadian universities to the Bank’s Economist and Financial Sector Specialist (Eco/FSS) careers.</li> </ul>	<p>3</p>

<sup>5</sup> A non-profit research and advocacy organization dedicated to creating opportunities for women and employers in Canada, and promoting the advantages of a diverse talent profile in the workforce.

	<ul style="list-style-type: none"> <li>Partnering with the Council on Inclusive Work Environments (CIWE)<sup>6</sup> to conduct a benchmarking exercise to help further develop and formalize the Bank’s Work Experience Program for People with Disabilities. In particular, this exercise will provide details such as what work placement programs other organizations have in place to promote the inclusion of Persons with Disabilities in their workplace, how these programs are structured and administered and any “lessons learned”.</li> </ul>	
<b>Overall Rating for Section 3.2(e)</b> (See <i>Overall Obligation Self-Ratings</i> pg. 1)		3
<b>Obligation 3.2(f) – generally, carry on their activities in a manner that is sensitive and responsive to the multicultural reality of Canada</b>		
<b>Instructions:</b> Given the individual ratings for all of the indicators above, how would your institution rate its overall success in implementing its obligations under the <i>Canadian Multiculturalism Act</i> ? Please provide any specific examples undertaken during the reporting year that you would like highlighted in the 2016-2017 Annual Report on the Operation of the <i>Canadian Multiculturalism Act</i> . (300 words maximum) <ul style="list-style-type: none"> <li>To what extent do you feel that your institution understands its obligations under the <i>Act</i>?</li> <li>Is there additional information that you wish to provide that would help us to better understand your institution’s approach to multiculturalism?</li> <li>Other examples of what your institution did to address Canada’s racial, cultural, ethnic, and religious diversity</li> </ul>		
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Institution’s activities are carried out in a manner that is sensitive ad responsive to Canada’s multicultural reality</li> </ul>	
<u><b>Indicator</b></u>	<u><b>Global Self-Rating</b></u> (See <i>Overall Obligation Self-Ratings</i> pg. 1)	<u><b>Global Rating Rationale</b></u>
Overall self-rating for reporting institutions of the accumulated activities under Sections 32 (a) to (e), taking into account all areas of implementation of the <i>Multiculturalism Act</i> .  <b>Please do not exceed 400 words.</b>	3	As illustrated in the previous sections of this report, the Bank of Canada is committed to providing an inclusive, equitable, and respectful work environment for its employees. Below are some additional examples reinforcing this commitment: <ul style="list-style-type: none"> <li>In 2016, the content on the careers section of the Bank’s site was updated and now includes videos profiling Bank employees and their roles as well as subsections that address Employment Equity groups and veterans. In addition, in order to make our job application more inclusive we updated the question in the form on gender identity from “What is your gender? (Options:) Male or Female” to “Which gender do you identify as? (Options:) Male, Female or Other”. This small change allows applicants to select the option which truly reflects their gender identity.</li> </ul>

<sup>6</sup> A forum led by the Conference Board of Canada for diversity professionals to share innovative practices in fostering diverse and inclusive work environments.

- The Bank continued to offer its scholarship and work placement program for Indigenous students and students with disabilities in 2016. The program, which includes a potential work placement, helps students further their education and encourages them to take an interest in the Bank as a future employer of choice. Since the program was introduced in the 2015/16 academic year, eight students have received scholarships: three completed work placements in 2016 and three will be completing a 2017 summer work placement. In addition, the Bank’s Work Experience Program for Persons with Disabilities – which was piloted in 2015 - was promoted Bank-wide in 2016. As part of this roll-out, an employee hired through the pilot program participated in a “Diversity Road Show” presented to department leaders to discuss barriers faced by people with disabilities and to promote the program. Both of these programs are gaining profile as participants are sharing their experiences and shedding light on barriers faced in finding gainful employment. The personal interactions that have occurred via the work placements complement the Bank’s bias awareness training for managers and the organization’s leadership competencies.

Efforts to nurture a workforce that can leverage from the diversity of thought that emanates from a diverse employee population will be prioritized in 2017 and early 2018. In addition to the Senior Deputy Governor’s plan to play a larger leadership role to attract more women to education and careers in economics and finance, the Bank will continue to enhance its programs and practices to promote diversity and be more inclusive. This includes continuing to work toward achieving the objectives and measures established in our Employment Equity Plan. The focus is to remove potential barriers and increase the proportion of underrepresented groups so the Bank’s workforce better reflects the Canadian population. Our ultimate goal is to achieve diversity of thought and approach to enable the Bank to best achieve its mandate.



## SECTION II: ADDITIONAL INPUT

### Challenges and Areas of Cooperation

#### Instructions:

Please describe the challenges that your institution has faced with respect to implementing the *Canadian Multiculturalism Act* and describe what opportunities and tools could help your institution further implement its objectives. (300 words maximum)

- Are there areas of cooperation (internal or external) that could be explored?
- What supports would you like to see?

For example:

- Partnering with one or more federal institutions to develop and offer a new anti-discrimination training
- Sharing your institution's best practices through the Multiculturalism Champions Network
- Reaching out to specific cultural communities to increase understanding and awareness of specific needs

***Please do not exceed 400 words.***

The Bank of Canada's principal role is to promote the economic and financial well-being of Canadians through four core functions: monetary policy, financial system, currency and funds management. The achievement of this mandate relies mostly on research and work that is performed in-house by employees so there is limited opportunity for interaction with the Canadian public. As a result, it can sometimes be challenging to address certain sections of the Multiculturalism Act which seem to be heavily geared toward organizations with external facing services. To address this challenge, we will leverage the Multiculturalism Champions Network to share and learn about the best practices of other organizations who may experience similar challenges. Other possibilities include recognizing special celebration months in a more meaningful way; partnering with other professional organizations representing diverse groups; and exploring options for communicating the Bank's reports on Diversity and Inclusion (including the multiculturalism report) in a more engaging way, for example having senior leaders describe the highlights in a video format.

## ANNEX 1

### 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"> <li>• TBS annual call-out request is around the end of May with a 2 week deadline for input.</li> <li>• TBS sends draft for modification/changes in August</li> <li>• Report is published by the end of the fiscal year.</li> </ul>	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	<a href="#">Section 38.1 of the Public Servants Disclosure Protection Act</a> (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.	<a href="#">Subsection 38.1(1) of the Act</a> 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"> <li>• Call out sent in late March or early April</li> <li>• Consolidated report sent to the president of TBS by September 30<sup>th</sup></li> <li>• Report published in October following its tabling to Parliament</li> </ul>	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 <a href="#">section 52</a> 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 <a href="#">paragraph 11(1)(c) of the Act</a> , it is the responsibility of organizations to provide public access to information describing findings of wrongdoing and any follow-up action taken.

<p>Management Accountability Framework (MAF)</p>	<p>The objectives of the MAF are:</p> <ul style="list-style-type: none"> <li>• To obtain an organizational and government-wide view of the state of management practices and performance;</li> <li>• To inform Deputy Ministers and Heads of Agencies about their organizations' management capacity;</li> <li>• To inform the Treasury Board of Canada Secretariat about the state of policy implementation and practices;</li> <li>• To identify areas of management strength and any areas that require attention;</li> <li>• To communicate and track progress on government-wide management priorities; and,</li> <li>• To continuously improve management capabilities, effectiveness and efficiency government-wide.</li> </ul>	<p>Annual assessment by TBS (1<sup>st</sup> 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"> <li>• Draft results released mid-January giving departments/agencies a 5 week validation period to review and submit new evidence.</li> <li>• Final results sent to DMs at the end of April.</li> </ul>	<p>All departments and agencies with the following exceptions:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
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