Toronto Seniors Housing Corporation
Board of Directors Meeting Agenda
Date: Thursday, April 3,2025
Time: 3:00 pm to 4:30 pm
Location: WebEx and Livestream

Item	Time	Description	Action	Type of Item	Presenter
1.	3:00 pm 2 min	Chair's Remarks	Information	N/A	Chair
2.	3:02 pm 2 min	Land and African Ancestral Acknowledgements	N/A	N/A	Chair
3.	3:04 pm 1 min	Approval of Public Meeting Agenda	Approval	Agenda	Chair
4.	3:05 pm 1 min	Chair's Poll re: Conflict of Interest	Declaration	N/A	Chair
5.	3:06 pm 1 min	Approval of Public Session Board Minutes February 26, 2025	Approval	Minutes	Chair
6.	3:07 pm 1 min	Approval of Closed Session Board Minutes February 26, 2025	Approval	Minutes	Chair
7.	3:08 pm 1 min	Motion to move into Closed Session	Approval	N/A	Chair
8.	3:09 pm 1 min	*Confidential report dealing with matters that are not required to be disclosed under the*	Approval	N/A	Chair
9.	3:10 pm 15 min		Approval	Report	Chair

Item	Time	Description	Action	Type of Item	Presenter
10.	3:25 pm 5 min	*Municipal Freedom of Information and Protection of Privacy Act, including but not limited to personal matters about identifiable individuals, a proposed or pending transaction with a third party, and recommendations of proposed policy or processes*	Approval	Report	Carol Francis
11.	3:30 pm 15 min		Approval	Report	Tom Hunter
12.	3:45 pm 10 min		Approval	Report	Carol Francis
13.	3:55 pm 2 min		Information	Verbal	Carol Francis
14.	3:57 pm 1 min		Approval	N/A	Chair
15.	3:58 pm 2 min	Motion to Approve Closed Session Decisions	Approval	N/A	Chair
16.	4:00 pm 2 min	***Corporate Governance and Human Resources Committee Report***	Information	Verbal Report	Chair
16a	4:02 10 min	Inclusion, Diversity, Equity and Accessibility (IDEA) Strategy	Approval	Report	Carol Francis/ Gurpreet Kaur-Sodhi
17.	4:12 pm	Motion to Approve Adjournment of the Board Meeting	Approval	N/A	Chair

Toronto Seniors Housing Corporation

Toronto Seniors Housing Corporation
Board of Director's Meeting Public Minutes

The TSHC Board held its Board of Director's meeting on Wednesday, February 26, 2025 at 3:00 pm via WebEx video conference. **Part of the meeting was livestreamed and can be viewed: Part 1 and Part 2**

Members in attendance:	TSHC staff:
Fareed Amin, Chair	Tom Hunter, *Chief Executive Officer*
Lawrence D'Souza	Grant Coffey, *Director, Strategy and Business Management*
Jag Sharma	
Brenda Parris	Carol Francis, *Director, People & Culture*
Jim Meeks	Arlene Howells, *Director, Engagement, Partnership and Communications (I)*
Linda Jackson	
Councillor Crisanti	Brad Priggen, *Director, Operations*
	Dave Slater, *Strategic Consultant*
Regrets:	Vince Truong, *Interim Finance Lead*
Warren Law	Ayushman Banerjee, *Business Consultant*
	Karyn Bawden, *EA and Board Secretary*
Guests:	Fatima Mahmood and Emma Francis, *EAs*
Melanie Martin, OCHE	
Carolina Vecchiarelli, Councillor Matlow's Office	**Deputant:**
	Bill Lohman

Item 1: Chair's remarks

The Chair welcomed participating Board members, staff, and the virtual audience and thanked them for joining the first TSHC Board meeting of 2025.

He announced that the City Manager appointed Jag Sharma, Deputy City Manager - Development & Growth Services as their designate to Toronto Seniors Housing Corporation Board of Directors. Also, the Chair noted that Councillor Crisanti was been re-appointed to the TSHC Board of Directors as the Mayor's designate and

that Councillor Matlow has been appointed to the TSHC Board of Directors. The Chair noted that those appointments are 2 year terms and welcomed them to the TSHC Board. He then thanked Deputy Mayor Morley for all her work on the Toronto Seniors Housing Board of Directors.

He noted that there was a full agenda, with one deputation on Item 10 - Strategic Directions, 2025 Roadmap.

He noted that February is Black History Month, that February 26, 2025, was the last Wednesday of February, and therefore was Pink Shirt day, also known as Anti-Bullying Day. He also acknowledged that Ramadan was coming up at month's end.

The Chair then proceeded to the next Agenda Item.

Item 2: Land and African ancestral acknowledgements

The Chair began with Land and African Ancestral acknowledgements.

Item 3: Approval of Public meeting Agenda

The Chair asked if there were any amendments to the public meeting Agenda. Being none, the Chair asked for a motion to approve the Board Public Agenda of February 26, 2025, as presented.

> **Moved**: Linda Jackson
> **Seconded**: Brenda Parris

With All in favour, it was resolved that the Board Public Agenda of February 26, 2025, was approved as presented .... **Carried**

Item 4: Chair's poll re: Conflict of Interest

The Chair asked the members of the Board whether they were in conflict of interest with any agenda item. With no conflicts of interest being declared, the Chair continued to next Action Item.

Item 5: Approval of Board Public minutes of December 16, 2024

The Chair asked if there were any edits or changes to the public meeting Minutes of December 16, 2024. Being none, the Chair asked for a motion to approve the public meeting Minutes of December 16, 2024, as presented.

> **Moved**: Linda Jackson
> **Seconded**: Brenda Parris

With All in favour, it was resolved that the public session Minutes of December 16, 2024, were approved as presented .... **Carried**

Item 6: Approval of Board Closed session minutes of December 16, 2024

The Chair asked if there were any edits or changes to the Board closed session Minutes of December 16, 2024. Being none, the Chair asked for a motion to approve the Board closed session Minutes of December 16, 2024, as presented.

> **Moved**: Linda Jackson
> **Seconded**: Brenda Parris

With All in favour, it was resolved that the Board closed session Minutes of December 16, 2024, were approved as presented .... **Carried**

Item 7: Action item review

The Board reviewed the action item list and the status of the items. With no further action items discussed, and the Board satisfied, the Chair proceeded to next Agenda Item.

Item 8: CEO Update

At the Chair's invitation, Tom Hunter gave his CEO Update, highlighting:
- Black History Month
  - Black Legacy and Leadership: Celebrating Canadian History and Uplifting Future Generations"

- o Staff Spotlights (Newsletters)
- o Lunch and Learn Sessions , stating they were well-attended)
- o Seniors Speak Feature (Winter Edition):
- o Organizational Commitment

- Mayor Chow's Lunar New Year Visits
  - o Nine TSHC buildings visited over two days.
  - o Hundreds of residents participated and enjoyed the celebrations.
  - o Mayor's engaging interactions were a highlight for residents.
  - o Entertainment and singing added to the festive atmosphere at several buildings.

- Director Recruitment Update
  - o Recruitment process for Director position progressing well.
  - o Second round of interviews successfully completed.
  - o Currently conducting reference checks for top candidates.

- Acknowledgment of Arlene Howells
  - o acknowledged her exceptional service and unwavering commitment to TSHC.
  - o Expressed sincere gratitude for her incredible contributions.

- TCHC, TSHC and Ontario Health Meeting Update
  - o Service Delivery Assessment Update (January 9th Meeting):
  - o Met with representatives from TCHC and Ontario Health
    - Attendees: Nadia Gouveia, Ada Wong (TCHC)**,** Scott Ovenden, Wilfred Cheung (Ontario Health)
  - o Key Discussion Point: Critical need for a comprehensive current state assessment of service delivery. This will inform understanding of:
    - Existing services
    - Available resources
    - Identified challenges
  - o Action Item: Wilfred Cheung (Ontario Health) will lead the

development of a robust data collection and analysis plan, accessible via a shared dashboard.

- o Next Steps: Regular meetings with stakeholders from TCHC and Ontario Health will be organized.

- Rent Duplication - January Rent Payment Issue:
  - o Problem: Pre-authorized payments resulted in 502 tenants being overcharged (totaling $137,000).
  - o Response: Staff demonstrated exceptional teamwork and dedication in rectifying the situation.
  - o Key Actions:
    - Hand-delivered notices to all affected tenants (information and reassurance).
    - Distributed grocery cards to tenants requiring immediate financial assistance.

- TSHC United Way Campaign Success (2024):
  - o Awards Received:
    - "Outstanding Employee Engagement Award" - City of Toronto
  - o "Local Leader" recognition - United Way of Greater Toronto
  - o Successful fundraising events and Significant increase in employee participation
  - o Effective promotion of automatic payroll deductions.

- 193 Wilson Fire Update
  - o Investigation concluded by Fire Marshal.
  - o Cause determined: Reckless smoking.
  - o Ongoing efforts to promote fire safety awareness among tenants.
  - o Gratitude expressed to staff for their on-site support of residents during the difficult time.

- Completed the Annual Unit Process and supported the City Rapid Rehousing initiative to assist those moving from homelessness to housing,

along with the Complex Tenancy Teams to support vulnerable tenancies.
  - o it was highlighted in the Service Model report on the ISM taken to the City Economic and Community Development Committee (ECDC), demonstrating progress for TCHC and opportunities for where the City has and can also continue to support TSHC

The Chair thanked Mr. Hunter and opened for comments or questions. Ms. Parris inquired about the Ontario Health data sets and what they would be. Mr. Hunter noted there will be two sets: TSHC aligning with TCHC and Health Data for tenants (Ontario Health has the information, where TSHC does not).

With no further comments or questions, the Chair moved on to the next Agenda item.

Item 9: OCHE Bi-Annual Report - July – Dec 31, 2024

At the invitation of the Chair, Melanie Martin went through the OCHE Bi-Annual July – Dec 31, 2024 Report, highlighting:

- Referrals by Region
- Arrears at the Time of Referral
- Arrears Collection Process Compliance
- OCHE Case Management Highlights
- Arrears Managed by the OCHE
- Arrears Managed Through Local Repayment Agreements
- Breached OCHE Brokered Local Repayment Agreements
- Community Partnerships
- Year End Highlights

The Chair thanked Ms. Martin and asked for any questions. Brenda Parris inquired about the rent back money and whether it is a grant or a loan that is to be paid back. Ms. Martin confirmed that it was a grant and used to be a loan. She also noted that it used to be 4 months of rent up to $5,000; now it is $5,000. Ms. Parris

inquired if this was funded through the City and Ms. Martin confirmed it was funded through the City at this time.

Ms. Jackson made a comment with respect to the low arrears and being pleased with that and also the noting the partnerships with WoodGreen Community Services and Toronto Rent Bank and the contribution they are doing. Ms. Martin thanked Ms. Jackson and noted since TSHC is able to send the arrears at such a low amount, it is eliminating the need for repayment agreements, and arrears are being paid in full for tenants, which is great for everyone.

The Chair thanked Ms. Martin and the Board members for their comments; and with no further questions or comments, the Chair proceeded to the next Agenda Item.

Item 10: Quality and Tenant Engagement Committee Report

Through the Chair, Linda Jackson gave a verbal update on the Quality and Tenant Engagement Committee (QTEC), noting that at the last QTEC meeting on February 10, 2025, the Agenda focused on:

- QTEC 2025 Work Plan
- Operational Dashboard as well as Annual Unit Inspections Report
- Rapid Re-Housing Report
- OCHE Bi-Annual July – Dec 31, 2024, Report
- Tenant Experience Survey Action Plan
- Strategic Directions Q4 2024 Progress Report, and our Strategic Directions, 2025 Roadmap that was approved by QTEC
- Quality Improvement Projects Q4 2024 Progress Report
- Engagement and Partnerships Update

Ms. Jackson also noted that the TSHC Strategic Directions, 2025 Roadmap would be brought to the Board for approval and would also discuss the Strategic Directions Q4 2024 Progress Report.

**Toronto Seniors
Housing Corporation**

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The Chair thanked Ms. Jackson and noted that we had a Deputation, from Mr. Bill Lohman on the Strategic Directions, 2025 Roadmap, and welcomed Mr. Lohman.

Mr. Lohman thanked the Board Chair and Board members and Mr. Tom Hunter. He then proceeded with his deputation, highlighting:

- Amount of work going through and implementing the framework to the 83 seniors buildings, was impressive
- Extended his gratitude to Arlene Howells for the amount of work she has done
- Transformation
    - Community Connect+ model, integrating it to the operational aspects for each building
- Buildings with demographics with tenants with walkers (building ADO)
- Maintenance requests that aren't finished
- New tenants circle model and tenants that are to promote ideas

The Chair thanked Mr. Lohman for his comments and asked for any questions.

Through the Chair, Grant Coffey presented the Strategic Directions, 2025 Roadmap. There was a wholesome conversation, noting that identifying and focussing on programs in certain areas with partnerships.

The Chair then asked for a motion to approve the Strategic Directions, 2025 Roadmap as presented.
> **Moved**:   Councillor Crisanti
> **Seconded**:   Linda Jackson

With all in favour, it was resolved that the Strategic Directions, 2025 Roadmap was approved as presented .... **Carried**

The Chair then proceeded to the Corporate Governance and Human Resources Committee Report.

Item 11: Corporate Governance and Human Resources Committee Report

Through the Chair, Councillor Crisanti gave a verbal update on the Corporate Governance and Human Resources Committee (CGHRC), noting there has not been a CGHRC meeting since the last Board of Directors meeting on December 16, 2024. He did note that at the upcoming CGHRC meeting on March 19, 2025, there was a full agenda focusing on:

- CGHRC 2025 Work Plan
- 2023 Annual Report
- Governance Work Plan update
- IDEA Strategy/Diversity Lens
- IDEA Committee Terms of Reference
- TSHC Employee Onboarding

The Chair thanked Councillor Crisanti and went to the next Agenda Item.

Item 12: Audit, Finance and Risk Committee Report

Through the Chair, Lawrence D'Souza gave a verbal update on the Audit, Finance and Risk Committee (AFRC), noting items discussed at the January 30, 2025, meeting, being:

- TSHC AFRC 2025 Workplan
- TSHC Whistle Blower and Fraud Prevention Policies
- Procurement Change Orders
- 2025 TSHC Budget

Mr. D'Souza noted that most of those were on the agenda for approval, as well as discussing the 2024 Preliminary Financial Result and an update on the 2025 TSHC Budget.

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The Chair thanked Mr. D'Souza and noted that there were several conversations on the TSHC Whistle Blower and Fraud Prevention Policies, and that staff did address those comments.

The Chair then asked for a motion to approve the TSHC Whistle Blower Policy and Fraud Prevention Policy as presented.

> **Moved**:   Brenda Parris
> **Seconded**:   Jag Sharma

With all in favour, it was resolved that the TSHC Whistle Blower Policy and Fraud Prevention Policy was approved as presented .... **Carried**

The Chair then proceeded to the next Agenda Item**: 12b Procurement Change Order.**

Through the Chair, Vince Truong went through the Procurement Change Order. The Chair noted that conversations were also had at the last AFRC meeting. Then, the Chair asked for a motion to approve the Procurement Change Order as presented.

> **Moved**:   Linda Jackson
> **Seconded**:   Brenda Parris

With all in favour, it was resolved that the Procurement Change Order was approved as presented .... **Carried**

The Chair then proceeded to the next Agenda Item: **12c 2022 Operating Surplus Settlement.**

Through the Chair, Vince Truong went through the 2022 Operating Surplus Settlement. The Chair asked for a motion to approve the 2022 TSHC Operating

Surplus settlement with TCHC in the amount of $1,443,725 as outlined in the Transition Agreement section 10.2(b).

> **Moved**:   Councillor Crisanti
> **Seconded**: Jim Meeks

With all in favour, it was resolved that the 2022 TSHC Operating Surplus settlement with TCHC in the amount of $1,443,725 as outlined in the Transition Agreement section 10.2(b) was approved .... **Carried**

The Chair then proceeded to the next Agenda Item: **12d: 2024 Preliminary Financial Result.**

Through the Chair, Mr. Truong went through the 2024 Preliminary Financial Result. There was a fulsome conversation among the Board and the Chair thanked Mr. Truong and went to Motion to approve moving into Closed Session**.**

Item 13: Approval to Move into Closed Session

The Chair asked for a motion to approve the Board meeting move into Closed Session, under the TSHC By-law 1-2021 Section 4.19, Subsection 1A, 1J and 1L

> **Moved**:   Brenda Parris
> **Seconded**: Jim Meeks

With all in favour, it was resolved that the Board public meeting be terminated, and move into a Closed Session .... **Carried**

The meeting went to Closed Session.

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Upon the return to the Public Realm, the Chair welcomed back our virtual audience and proceeded to the next Agenda Item.

**Toronto Seniors
Housing Corporation**

Item 19: Motion to Approve Closed Session Decisions

The Chair asked for a motion for the Board of Directors to approve the Enterprise Risk Management Framework as presented

> **Moved**: Jag Sharma
>
> **Seconded**: Brenda Parris

With all in favour, it was resolved that the Board approved the Enterprise Risk Management Framework as presented .... **Carried**

The Chair then proceeded to the final agenda item, Adjournment

Item 20: Adjournment

The Chair thanked the Board members, staff and all online attendees, then asked for a motion to adjourn the meeting.

> **Moved**: Brenda Parris
>
> **Seconded**: Linda Jackson

With all in favour, it was resolved that the TSHC Board meeting of February 26, 2025, terminate .... **Carried**

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Fareed Amin, Chair
TSHC Board of Directors

Toronto Seniors Housing Corporation (TSHC)
Board of Directors Meeting

Meeting Date: April 3, 2025

Topic: Inclusion, Diversity, Equity and Accessibility (IDEA) Strategy

Item Number: 16a

To: TSHC Board of Directors

From: Carol Francis, Director, People and Culture

Date of Report: March 24, 2025

Purpose: For Approval

Recommendation: It is recommended that the Board of Directors receive the Inclusion, Diversity, Equity and Accessibility (IDEA) Strategy for approval.

Reason for Recommendation:

On March 19, 2025, the Inclusion, Diversity, Equity and Accessibility (IDEA) Strategy was presented to the TSHC Corporate Governance and Human Resources Committee who recommended the TSHC Board of Directors receive for approval.

In 2023, Toronto Seniors Housing Corporation began a planned effort to foster an environment of Inclusion, Diversity, Equity, and Accessibility (IDEA). The journey began with a comprehensive Employee Engagement and Demographic Survey conducted in partnership with Flex Survey, providing valuable insights into the organization's current state. Based on these findings, TSHC collaborated with McLeans and Company to develop a robust IDEA Framework, forming the foundation

for a comprehensive IDEA Strategy. This strategy is structured in three phases, each with defined pillars, key objectives, and actionable steps to drive meaningful progress.

To ensure the strategy's effectiveness, TSHC developed the Diversity Lens, a practical tool used to guide decision-making on policies, procedures, and programs. In addition, an IDEA Committee was formed with key Terms of Reference so they could carry the work forward.

Carol Francis
Director, People and Culture

List of Attachments:

Attachment 1 - IDEA Strategy Plan
Attachment 2 - IDEA Strategy Overview
Attachment 3 - Calendar of Significant Dates

Toronto Seniors Housing Corporation

IDEA

Strategic Plan

Continuing TSHC's Journey of Inclusion, Diversity, Equity, Accessibility

2025

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Land Acknowledgement

Toronto Seniors Housing acknowledges that we are on the traditional territory of the Wendat, the Haudenosaunee, Anishinabek and Mississaugas of the Credit First Nation, and is now home to many diverse First Nations, Inuit and Métis people. Toronto is home to a vast diversity of First Nations, Inuit and Métis who enrich this city.

We also acknowledge that Toronto is covered by Dish with One Spoon Wampum (Treaty) between the Haudenosaunee and Anishinabek nations, the Two Row Wampum (Treaty) between the Haudenosaunee and the Dutch, as well as Treaty 13 and the Williams Treaties involving the Anishinabek and the Crown.

Toronto Seniors Housing is committed to reconciliation. We honour the land through our communities and programs that reflect and respect its heritage. Our land acknowledgment marks a small but key step in the process of reconciliation and building a positive relationship with Indigenous people.

African Ancestral Acknowledgement

Toronto Seniors Housing Corporation (TSHC) acknowledges the racism and injustices faced by individuals who were brought to this land involuntarily, particularly those affected by the Trans-Atlantic Slave Trade. We acknowledge the experiences of Black peoples who arrived in Canada seeking a better life following the abolition of slavery by the British in 1834, while also recognizing the structural, systemic, and individual racism that they encountered—which continues to persist today. This racism culminated in the tragic destruction of Africville, which was once the largest settlement of the Black community in Canada. Toronto Seniors Housing is committed to recognizing all forms of racism, especially anti-Black racism, and is actively working to combat these injustices.

A Message from the Board Chair and CEO

These days our personal, corporate, and national resolve is being tested on so many topics. After decades of making so many social and economic strides, the winds of change seem intent on driving all that progress back.
We, however, stand firm.

In a time when others are abandoning their commitment to inclusivity, diversity, equity, and accessibility (IDEA), we are not. We are declaring that we are all in. We want to do better in meeting the needs of all those we serve.

This strategy affirms work that has already been underway at Toronto Seniors Housing. It brings all the existing parts of planned work together in one place: it is a roadmap to do better. It lays out a path forward to demonstrate how we will continue this work and celebrate what has gone before. But words on paper don't make change, people do.

We expect that we will all hold each other accountable if we wander down a path that leads us away from the intent of this important work. That is our collective accountability.

We know that we will not always get things right. We expect some bumps along the way. We accept that as part of the learning, both as an organization and as individuals. But we will continue to do the work.

We stand together, and with you, as we navigate the current world context. In this time of social change, we want to be a beacon of hope for our staff, tenants, and others who work with us.

We appreciate our differences. They make us stronger. We believe this in our core.

We all belong,

Sincerely,

| Fareed Amin, | Tom Hunter, |
| Board Chair | CEO |

Introduction

The Toronto Seniors Housing Corporation (TSHC) is further developing its core commitment to Inclusion, Diversity, Equity, and Accessibility (IDEA). TSHC recognizes that IDEA is not a static endpoint. IDEA is a continuous process of growth and development. It evolves and must adapt in tandem with TSHC's growth, changes in the diverse communities served, and those TSHC partners with. Therefore, this IDEA Strategy is a living document. TSHC will continue to update the strategy as the needs of the community change.

TSHC's IDEA Strategy affects every part of TSHC's work. This will help TSHC make fair decisions and take fair actions. TSHC wants to create a place where everyone feels respected, included, and has equitable opportunities to succeed. TSHC wants the IDEA Strategy to be something TSHC lives by, not just something TSHC talks about.

Building an Inclusive TSHC:

IDEA Framework

Why IDEA?

At Toronto Seniors Housing Corporation, Inclusion, Diversity, Equity, and Accessibility are not something simply to strive for, but guiding principles that inform TSHC's daily operations and strategic vision. TSHC defines **Inclusion** as an approach that aims to reach out to and include all people, honouring the diversity, uniqueness, talents, beliefs, backgrounds, capabilities, and ways of living of individuals and groups. **Diversity** encompasses the variety of human experiences, perspectives, and identities. Diversity can be based on factors such as skin colour, ethnicity, gender, sexual orientation, religion, age, disability, and socioeconomic status. **Equity** is the practice of ensuring fair, inclusive, and respectful treatment of all people, with consideration of individual and group diversities. Access to services, support and opportunities and attaining economic, political, and social fairness cannot be achieved by treating individuals in the same way. Equity honours and accommodates the specific needs of individuals/ groups. **Accessibility** is a building, facility, document, public and private facing written material, structure, program, activity, resource, software, product etc. that is readily usable, or the extent to which it is readily usable by a person with a disability.

The strategy aligns to TSHC's values and creates a safe environment where everyone is able to be their authentic self. TSHC believes that fairness and respect are fundamental rights and is committed to ensuring that everyone has equitable opportunities.

Recognizing the varied terms used in this domain, TSHC has chosen to use the acronym IDEA, rather than EDI or DEI. This choice reflects TSHC's commitment to supporting seniors, many of whom require accessible services and programs to age in place with dignity and comfort. Accessibility, therefore, is not a minor element but is central to TSHC's approach, ensuring that TSHC's efforts are truly responsive to the unique needs of the diverse communities TSHC serves. This

living strategy is a testament to TSHC's ongoing dedication to fostering an environment where every individual feels valued, respected, and empowered.

Advancing IDEA: TSHC's Inclusive Approach

In 2023, Toronto Seniors Housing Corporation began a planned effort to foster an environment of Inclusion, Diversity, Equity, and Accessibility. Given TSHC's distinct service mandate and demographic profile, a customized IDEA strategy was necessary. To ensure TSHC's approach was grounded in best practices, TSHC partnered with Flex Surveys and McLean and Company to conduct an in-depth internal review.
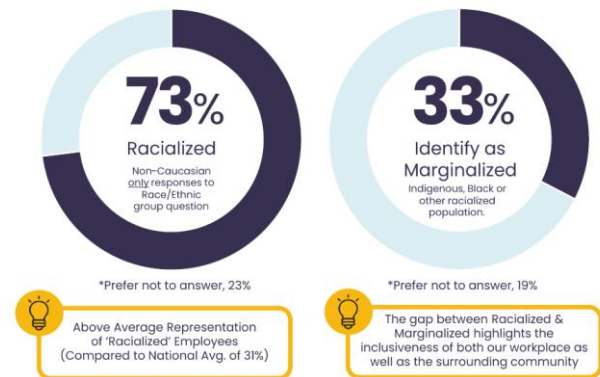
Key Findings from the 2023 Employee Engagement and Demographic Survey:

- **High Participation:** The inaugural employee survey, conducted by Flex Surveys, achieved a 79% participation rate, providing valuable insights.

Equity, Diversity & Inclusion are valued at TSHC

- **Mixed Perception:** While 76% of respondents acknowledged IDEA's value at TSHC, and the Net Promoter Score (NPS) of 19 indicated moderate engagement.
- **Departmental and Demographic Disparities:** Significant differences existed in IDEA engagement across departments. People and Culture reported higher satisfaction, while Operations and Community Housing Services (CHS) reported lower levels.
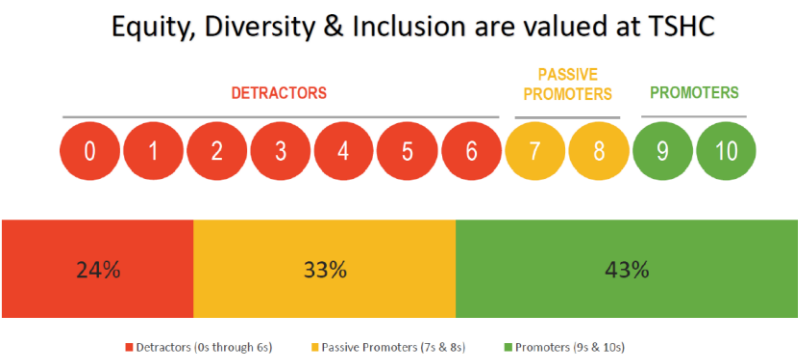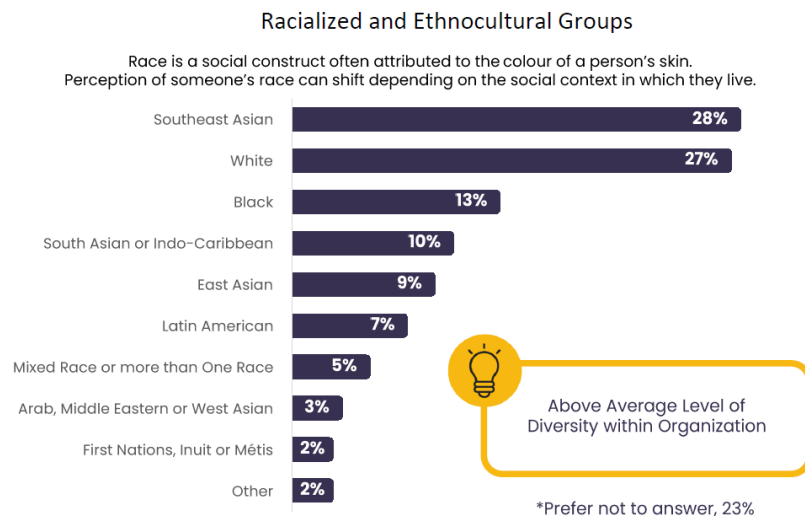
- **Demographic Disparities were Evident:** Women and employees under 30 showed stronger alignment with IDEA, while engagement was lower among male employees and those with longer tenure.

73% Racialized
Non-Caucasian only responses to Race/Ethnic group question

*Prefer not to answer, 23%

Above Average Representation of 'Racialized' Employees (Compared to National Avg. of 31%)

33% Identify as Marginalized
Indigenous, Black or other racialized population.

*Prefer not to answer, 19%

The gap between Racialized & Marginalized highlights the inclusiveness of both our workplace as well as the surrounding community

- **Employee Feedback:** Frontline staff expressed concerns about tenant discrimination, requiring proactive support strategies. A reluctance to report discrimination incidents, particularly among operational staff, suggested potential trust issues with feedback mechanisms.

Racialized and Ethnocultural Groups

Race is a social construct often attributed to the colour of a person's skin.
Perception of someone's race can shift depending on the social context in which they live.

Group	%
Southeast Asian	28%
White	27%
Black	13%
South Asian or Indo-Caribbean	10%
East Asian	9%
Latin American	7%
Mixed Race or more than One Race	5%
Arab, Middle Eastern or West Asian	3%
First Nations, Inuit or Métis	2%
Other	2%

Above Average Level of Diversity within Organization

*Prefer not to answer, 23%

IDEA Initiatives in 2024 (and beyond):

- **IDEA Committee:** Established with clear Terms of Reference to drive strategic IDEA initiatives. TSHC will ensure this committee remains active and responsive to evolving needs. The Terms of Reference are scheduled for Board approval in 2025.
- **Training and Workshops:** Implemented training programs, including "Confronting Anti-Black Racism," and reviewed survey findings for staff

education. TSHC will continue to provide relevant and impactful training for all staff and board members.

- **Cultural Events:** Organized events to recognize cultural, social, and days of significance, promoting understanding. TSHC continues to build on these events to foster a culture of celebration and respect.
- **Diversity Lens:** Developed a framework to embed IDEA principles into all operations (hiring, communication, training), ensuring inclusiveness and accessibility. TSHC will consistently apply and refine the Diversity Lens. The Diversity Lens is scheduled for Board approval in 2025.
- **Leadership Engagement:** Conducted consultations with leadership to address implicit biases and develop inclusive leadership skills. TSHC will maintain ongoing leadership engagement and accountability.

TSHC's Adaptive Approach:

TSHC's IDEA strategy is designed to adapt to ongoing learning. TSHC will use survey results, insights from McLean and Company and Flex Surveys and employee feedback to create an environment where everyone feels valued, respected, and included.

Implementing IDEA Through the Diversity Lens

TSHC's Diversity Lens: A Framework for Inclusive Excellence

The Diversity Lens (Appendix 1) serves as a tool used to guide decision-making on policies, procedures, and programs. It will aid in recognizing and comprehending the assumptions and perceptions of those impacted by these initiatives, taking into account both positive and negative feedback.

Specifically, the Diversity Lens will be used to:

- **Evaluate Policies and Procedures:** Thoroughly assess all policies, procedures, programs, and services to identify and address potential barriers to inclusion.
- **Consider Diverse Perspectives:** Actively seek and incorporate diverse viewpoints, recognizing that a wide range of experiences enriches TSHC's understanding and strengthens solutions.
- **Promote Clear Communication:** Ensure that all communication is inclusive, accessible, and tailored to meet the needs of TSHC's diverse communities.
- **Foster Cultural Competence:** Encourage self-reflection on biases and promote ongoing learning to enhance cultural competence throughout the organization.

To ensure IDEA is effectively integrated, TSHC will employ the Diversity Lens in various ways:

- **Checklists for New Initiatives:** Use comprehensive checklists to assess the potential impact of new initiatives on equity-deserving populations.
- **Inclusive Communication:** Tailor TSHC's communication to be inclusive, equitable and accessible, adhering to standards like AODA, Ontario Human Rights Commission and WCAG.

- **Thoughtful Imagery and Event Planning:** Select imagery and plan events that reflect and celebrate diversity.
- **Equitable Hiring and Training**: Implement equitable, inclusive, and accessible hiring practices. Implement equitable, inclusive, and accessible training programs, prioritizing respect and understanding.
- **Inclusive Language**: Promote the use of inclusive language and actively work to avoid discrimination, prejudice, stereotyping and microaggressions.

Supported by the strategic framework provided by McLean and Company, the Diversity Lens will be crucial in guiding TSHC's efforts to cultivate a culture where all individuals feel valued and respected. It will ensure that IDEA is not a static goal, but a living, evolving practice that adapts to the changing needs of TSHC's organization, tenants, and partners.

TSHC's IDEA Development Roadmap: Three Phases

To ensure thorough and effective integration of IDEA principles, TSHC has developed a structured three-phase implementation plan. Each phase builds upon the previous one, ensuring sustainable and impactful change, all while consistently applying the Diversity Lens.

Phase I: Immediate Actions (Into 2026) - Foundation Building & Diversity Lens Integration

- **Focus:** Establishing core IDEA infrastructure, foundational knowledge, and the initial application of the Diversity Lens.

Phase II: Expanding and Deepening (2026-2027) - Enhancement, Engagement, and Diversity Lens Application

- **Focus:** Building on the foundation by enhancing engagement, support, communication, and deepening the application of the Diversity Lens.

Phase III: Embedding and Sustaining (2027-2028) - Integration, Accountability, and Continuous Diversity Lens Review

- **Focus:** Fully integrating IDEA into all aspects of TSHC's operations, ensuring long-term sustainability, and continuously evaluating the effectiveness of the Diversity Lens.

This three-phase roadmap, grounded in the principles of the Diversity Lens, provides a clear and actionable framework for TSHC's IDEA Strategy. The following section will delve into the specific objectives and key actions outlined for each

phase, demonstrating TSHC's commitment to transforming these principles into tangible and measurable progress.

IDEA Pillars

TSHC's IDEA Pillars, Objectives and Key Actions

TSHC's three-phase IDEA Strategic Plan details TSHC's core IDEA Pillars, objectives, and initiatives, complete with measurable targets to gauge TSHC's success. TSHC understands that establishing a solid IDEA foundation demands consistent effort, and this plan reflects both TSHC's present and future commitments, highlighting the interconnected nature of TSHC's priorities. Each action is designed to build upon prior progress, fostering continuous improvement. To maintain accountability and transparency, the CEO will provide bi-annual reports to the Board detailing TSHC's progress toward these strategic goals. For each objective, TSHC has identified key priorities. These key priorities will guide TSHC's daily operations, ensuring TSHC is actively working towards the IDEA Strategy targets. TSHC's IDEA objectives will allow TSHC to focus resources and attention on the most critical areas, optimizing impact.

IDEA Pillars and Objectives

IDEA Pillar 1

Embrace and Cultivate Workforce Diversity

Objectives

1. Establish inclusive recruitment process practices.
2. Embed IDEA into performance and talent management programs.
3. Promote the IDEA Committee (Appendix 2) and opportunities to be involved in IDEA focused groups.

IDEA Pillar 2

Embed Education and Training

Objectives

1. Deliver foundational training on IDEA for all current staff and future staff as a part of onboarding practices.
2. Further embed IDEA in operations, outline IDEA accountabilities and expectations for specific roles with the organization.
3. Uncover and identify training delivery methods to overcome barriers to acquiring training for staff across the corporation.

IDEA Pillar 3

Foster an Engaging Culture and Environment for All

Objectives

- Create a safe environment for and within diverse communities.
1. Review current policies and establish new policies for alignment with the IDEA Framework.
2. Explore opportunities for expanded partnerships on wellness resources and benefits for staff beyond the workplace.
3. Identify opportunities for staff engagement and dialogue beyond day-to-day work.

IDEA Pillar 4

Serve TSHC's Diverse Communities

Objectives

1. Explore the opportunity to curate IDEA resources and support through existing partnerships.
2. Explore and expand partnerships to better support the needs of staff and tenants.

Phase I

Immediate Actions (Into 2026) - Foundation Building & Diversity Lens Integration

Focus: Establishing core IDEA infrastructure, foundational knowledge, and the initial application of the Diversity Lens.

Pillar	Key Objectives	Actions
Pillar 1: Embrace and Cultivate Workforce Diversity	- Establish inclusive recruitment process practices. - Embed IDEA into performance and talent management programs. - Promote the IDEA Committee and opportunities to be involved in IDEA focused groups.	- Perform a thorough review, applying the Diversity Lens, to create short-term, medium-term, and long-term strategies for all recruitment and retention policies, procedures, and practices. - Update policies identified for revisions to ensure they align with IDEA principles and Human Rights legislation. - Collect and analyze current workforce demographic data, including race, ethnicity, gender, disability status, and

		other relevant categories. • Identify areas of underrepresentation compared to relevant labour market data and community demographics. • Create specific strategies to address and identify gaps and barriers in workforce diversity. • Implementing the Diversity Lens checklist into new initiatives.
Pillar 2: Embed Education and Training 	• Deliver foundational training on IDEA for all future staff as a part of onboarding practices. • Further embed IDEA in operations, outline IDEA accountabilities and expectations for specific roles with the organization. • Uncover and identify training delivery methods to overcome barriers to acquiring training for staff across the corporation.	• Source or develop IDEA training for new hires. • Source or develop IDEA training for current staff. • Develop an action plan to address number 57 in the Truth and Reconciliation Commissions "94 Calls to Action", focusing on professional development and training.

- Continued mandatory CABR training.
- Source or design a targeted training program for the Leadership and Extended Leadership Team, focusing on their responsibilities in championing IDEA. Training modules will include, but not be limited to, Indigenous Cultural Competency for People Leaders and Managers, AODA training, and microaggressions.
- Uncover and identify training delivery methods to overcome barriers and gaps to acquiring training for staff across the corporation.

Pillar 3: Foster an Engaging Culture and Environment for All	• Create a safe environment for and within diverse communities. • Review current policies and establish new policies for alignment with the IDEA Framework. • Explore opportunities for expanded partnerships on wellness resources and benefits for staff beyond the workplace. • Identify opportunities for staff engagement and dialogue beyond day-to-day work.	• Develop and implement comprehensive Terms of Reference for the IDEA Committee, outlining its purpose, responsibilities, and operational procedures. • Implement a strategic volunteer recruitment plan to attract diverse members to the IDEA Committee. • Develop and deliver regular IDEA-related training for committee members, ensuring they have the knowledge and skills to effectively contribute.
Pillar 4: Serve TSHC's Diverse Communities	• Explore the opportunity to curate IDEA resources and support through existing partnerships. • Explore and expand partnerships to better support the needs of staff and tenants.	• Source IDEA resources through existing and potential partners. • Develop partnerships to support IDEA training needs of staff and tenants.

Phase II

Expanding and Deepening (2026-2027) - Enhancement, Engagement, and Diversity Lens Application

Focus: Building on the foundation by enhancing engagement, support, communication, and deepening the application of the Diversity Lens.

Pillar	Key Objectives	Actions
Pillar 1: Embrace and Cultivate Workforce Diversity	• Establish inclusive recruitment process practices. • Embed IDEA into performance and talent management programs. • Promote the IDEA committee and opportunities to be involved in IDEA focused groups.	• Develop and implement a mentorship program and a buddy program designed to support the advancement of all employees. • Ensure buddies are trained in IDEA principles and their role in creating an inclusive environment. • Create a transparent communication strategy to inform staff about policy changes and IDEA initiatives. • Create various channels for staff to provide feedback.

♥		• Ensure feedback mechanisms are accessible and widely promoted.
Pillar 2: Embed Education and Training	• Deliver foundational training on IDEA for all future staff as a part of onboarding practices. • Further embed IDEA in operations, outline IDEA accountabilities and expectations for specific roles with the organization. • Uncover and identify training delivery methods to overcome barriers to acquiring training for staff across the corporation.	• Develop partnerships and source potential IDEA training for onboarding new hires. • Implement targeted training for the Operations department, covering basic IDEA training, microaggressions, and trauma-informed practices, among other relevant topics. • Implement IDEA training for new hires, current staff, Leadership and Extended Leadership
Pillar 3: Foster an Engaging Culture and Environment for All	• Create a safe environment for and within diverse communities. • Review current policies and establish new policies for alignment with the IDEA Framework.	• Promote IDEA Committee and opportunities to be in IDEA Employee Resource Groups. • Create quiet spaces for people with neurodiverse and mental health

	• Explore opportunities for expanded partnerships on wellness resources and benefits for staff beyond the workplace. • Identify opportunities for staff engagement and dialogue beyond day-to-day work.	conditions, and for prayers. • Research and establish partnerships with organizations that offer wellness resources and benefits for staff beyond the workplace. • Work with employees to promote an inclusive workspace by allowing them to share their lived experiences. • Hold open and honest discussions about sensitive issues such as misogyny, racism, and ableism to better understand employees lived experiences inside and outside the workplace.
Pillar 4: Serve TSHC's Diverse Communities 	• Explore the opportunity to curate IDEA resources and support through existing partnerships. • Explore and expand partnerships to better support the needs of staff and tenants.	• Establish crisis and support resources for staff wellness. • Identify wellbeing needs that are not adequately addressed by the Employee and Family Assistance Program (EFAP) and

	develop programs to address specific needs

Phase III

Embedding and Sustaining (2027-2028) - Integration, Accountability, and Continuous Diversity Lens Review

Focus: Fully integrating IDEA into all aspects of TSHC's operations, ensuring long-term sustainability, and continuously evaluating the effectiveness of the Diversity Lens.

Pillar	Key Objectives	Actions
Pillar 1: Embrace and Cultivate Workforce Diversity	• Establish inclusive recruitment process practices. • Embed IDEA into performance and talent management programs. • Promote the IDEA committee and opportunities to be involved in IDEA focused groups.	• Conduct ongoing reviews of current policies and establish new policies for alignment with the Diversity Lens and IDEA Strategy. • Create a detailed framework outlining IDEA competencies and expectations for each role, including observable behaviours and measurable outcomes.

♥		• Analyze various roles within the organization to identify specific IDEA competencies and expectations relevant to each position. • Review guides, and checklists, to assist employees in making sure that IDEA is being used in all operational processes.
Pillar 2: Embed Education and Training	• Deliver foundational training on IDEA for all future staff as a part of onboarding practices. • Further embed IDEA in operations, outline IDEA accountabilities and expectations for specific roles with the organization. • Uncover and identify training delivery methods to overcome barriers to acquiring training for staff across the corporation.	• Further embed IDEA in Operations, outline IDEA accountabilities and expectations for specific roles within the organization (e.g. tenancy management, RGI).

Pillar 3: Foster an Engaging Culture and Environment for All	• Create safe environments for and within diverse communities. • Review current policies and establish new policies for alignment with the IDEA Framework. • Explore opportunities for expanded partnerships on wellness resources and benefits for staff beyond the workplace. • Identify opportunities for staff engagement and dialogue beyond day-to-day work.	• Implement Employment Resource Groups (ERGs) as safe support spaces. • Develop a dedicated budget to support the IDEA Committee, and potential ERGs. • Conduct a needs assessment and create a detailed action plan to identify specific barriers to accessibility and inclusion for staff with neurodiverse, mental health, and sensory conditions.
Pillar 4: Serve TSHC's Diverse Communities	• Explore the opportunity to curate IDEA resources and support through existing partnerships. • Explore and expand partnerships to better support the needs of staff and tenants.	• Continue to address barriers and gaps to accessibility, equity, and inclusion. • Work with partners to create resources addressing barriers and gaps to accessibility, equity, and inclusion.

A Plan That Evolves Over Time

TSHC recognizes that IDEA work is an ongoing journey, not a destination. TSHC's plan is designed to be dynamic and adaptable, evolving over time in response to changing needs, best practices, and feedback from employees, partners, and equity-deserving communities. TSHC is committed to continuous learning and improvement, regularly reviewing and updating the IDEA strategy to ensure it remains relevant and effective.

TSHC will actively seek feedback from employees through ongoing surveys, focus groups, and open dialogue, ensuring their voices are heard and incorporated into TSHC's decision-making processes. TSHC will also stay informed about emerging trends and best practices in IDEA, incorporating them into the IDEA Strategy as appropriate.

TSHC understands that creating a truly inclusive and equitable environment requires long-term commitment. TSHC will embed IDEA principles into the organizational culture and processes, ensuring that they are sustainable and enduring. TSHC will empower employees to be champions of IDEA, fostering a culture of inclusivity and belonging for all.

By embracing a dynamic and evolving approach, the Toronto Seniors Housing Corporation aims to create a workplace and tenant community where everyone feels valued, respected, and empowered to thrive.

Appendix 1: Diversity Lens

Table of Contents

Introduction

Inclusion, diversity, equity, and accessibility (IDEA) is an ongoing journey, requiring perpetual learning and adaptation. Rather than a fixed destination, IDEA is a dynamic process that evolves alongside the organization, its tenants and its partners. Toronto Seniors Housing Corporation retained One DEI Consulting to create an IDEA Lens Playbook and Toolkit that would assist in developing a culture that situations in a genuine, respectful, and significant way.

An IDEA (Inclusion, Diversity, Equity, and Accessibility) lens permeates all aspects of an organization, functioning as a mindset and framework for considering every element of TSHC. Unlike a fixed IDEA strategy, the IDEA lens represents a comprehensive ethos that guides all decisions and actions, ensuring that TSHC's strategy aligns with its commitment to IDEA. This integration makes IDEA an essential component of TSHC's culture.

The IDEA lens serves to guide decision-making regarding policies, procedures, and programs under consideration. Its primary purpose is to assess whether inclusion, diversity, equity, and accessibility are actively promoted in these initiatives. By utilizing this framework, TSHC can evaluate if proposed initiatives align with its commitment to fostering a thriving and equitable workplace and community.

Additionally, the IDEA lens helps identify and understand the assumptions and perceptions of those affected by any policy, procedure, program, or decision— considering both positive and negative viewpoints. It also clarifies the necessary communication for the successful implementation of these initiatives, reinforcing IDEA as a fundamental aspect of TSHC's operations.

Cultural Competence

In our increasingly interconnected world, understanding and embracing diversity is more important than ever. Our backgrounds and experiences shape how we perceive others, often influencing our judgments and interactions. This checklist is

designed to prompt reflection on your biases, assumptions, and behaviours towards individuals from diverse cultural backgrounds. It encourages you to consider whether you truly value diversity or if you unconsciously hold others to your own cultural standards.

By examining your thoughts and actions, you can identify areas for growth in fostering inclusivity and equity. The questions within this checklist will help you assess your openness to different perspectives, your willingness to challenge biases, and your commitment to creating an environment where everyone feels respected and valued. As you reflect on each item, consider the impact your responses may have on your relationships and the broader community. Embrace this opportunity to cultivate greater understanding and acceptance in your personal and professional life. (See Appendix A)

Policies, Procedures, Programs, Decisions and Services

In an increasingly diverse and dynamic society, the need for thoughtful, inclusive, and equitable policies, procedures, programs, decisions, and services (PPPDS) has never been more critical. This checklist serves as a comprehensive guide to ensure that all new initiatives are not only effective but also promote Inclusion, Diversity, Equity, and Accessibility (IDEA). By addressing the essential questions outlined in this checklist, organizations can identify potential barriers, assess their impact on equity-deserving communities, and enhance opportunities for full participation.

The questions within this checklist encourage a thorough examination of how proposed PPPDS will affect various audiences, including staff, management, front-line employees, and the communities we serve. It prompts critical reflection on the desired outcomes, the inclusivity of processes, and the necessity for adequate resources and training.

As we navigate the complexities of policy development, it is vital to engage with the voices of those who may be impacted by our decisions. By actively seeking to

understand and address potential biases—whether they relate to gender, race, sexual orientation, disability, or faith—we can create a more equitable environment.

The checklist not only facilitates a systematic approach to policy development but also emphasizes the importance of ongoing assessment and communication. By committing to transparent practices and fostering an inclusive dialogue, we can ensure that our policies and programs are truly reflective of the communities we aim to serve. (See Appendix B for Policy and Appendix C for Communications)

Communications Through a Diversity Lens

When communicating through a diversity lens, it is essential to adopt a comprehensive approach that ensures inclusivity and accessibility for all audiences. Begin by considering the diverse groups you aim to reach, verifying that no audience has been unintentionally excluded.

Tailor your communications by engaging with community centres, organizations, and media from equity-deserving communities, ensuring that your message resonates widely. Accessibility is paramount; documents should feature a clear structure with headings and a table of contents, while images must include alternative text. Use sans serif fonts and avoid placing text over images or using italics, as these can hinder readability for individuals with low vision.

Additionally, prioritize language inclusivity by employing terms that reflect equity and diversity, avoiding gendered language. Consider the modes of communication that best suit different communities, utilizing multiple formats—such as audio, video, and large print—to eliminate barriers. Lastly, be mindful of the images you choose, ensuring they accurately represent equity-deserving communities without perpetuating stereotypes. By implementing these strategies, your communications will be more effective, respectful, and inclusive. (See Appendix C

for Communications and Appendices E, F, G, H for Accessibility and Microsoft products)

Website Accessibility

As of January 1, 2021, the Ontario the Accessibility for Ontarians with Disabilities Act AODA requires to make all public websites accessible if they are either a designated public sector organization or a business or non-profit organization with 50 or more employees. The organization that controls the website (either directly or through a contractual relationship) must meet the accessibility requirements.

These requirements only apply to websites and web content published on a website after January 1, 2012.

The AODA recommends using the Web Content Accessibility Guidelines (WCAG)T for specific standards for evaluating and ensuring the accessibility of websites. https://www.w3.org/WAI/standards-guidelines/wcag/ (See Appendix D)

Inclusive Imagery

Imagery plays a crucial role in conveying an organization's values and engaging its intended audience. When individuals do not see themselves reflected in the images used, they may feel invisible, which can negatively impact their performance and connection to the content. While it is important to represent various aspects of diversity, attempting to include every equity-deserving community in every image can feel forced and disingenuous. Instead, it is vital to thoughtfully select images that align with your content, its purpose, and the specific audience you aim to reach.

When choosing visuals, consider the diversity of characteristics such as skin tone, ethnocultural background, gender identity and expression, age, ability, body size

and shape, and hair texture. Utilize specific search terms when looking for stock images—rather than generic terms like "scientist" or "teacher," opt for more descriptive phrases like "scientist in a wheelchair" or "Black female teacher" to find representations that truly resonate.

Avoid the pitfalls of performative diversity, which can suggest a lack of genuine commitment to diversity, equity, and inclusion. Superficial attempts at diversity may come across as mere box-checking rather than a thoughtful, intentional effort to reflect real-world diversity. Before selecting an image, consider what it needs to accomplish in relation to the topic and audience. Make diversity and inclusion integral to your creative process, rather than treating them as afterthoughts. Finally, seek input from a diverse group during the selection and creation of images to ensure that they authentically represent the communities they aim to reflect. (See Appendix K)

Accessible Events and Meetings

To foster inclusive environments, it is essential to ensure that events are accessible to everyone, regardless of their abilities or needs. This checklist serves as a vital tool for event planners aiming to create welcoming and inclusive experiences for all participants. By addressing key accessibility features, we can minimize barriers and enhance participation for individuals with disabilities, allowing them to fully engage in the event.

The checklist covers critical aspects of event planning, from accessible parking and public transportation options to food services and washroom facilities. It emphasizes the importance of thoughtful venue selection, appropriate seating arrangements, and the availability of quiet spaces for individuals who may require a break from sensory overload. Additionally, clear communication in invitations and promotional materials is essential to ensure that all attendees are informed about accessibility features and accommodation.

By implementing the guidelines in this checklist, event organizers can demonstrate their commitment to diversity and inclusion, creating an environment where everyone feels valued and respected. Together, we can work towards eliminating barriers and fostering an atmosphere of acceptance and belonging for all participants. (See Appendices I and J for Accessible Events and Meetings and the calendar of significant dates)

Hiring and Promotion

In our ongoing commitment to fostering diversity and inclusion within TSHC, it is crucial to evaluate our hiring and promotion practices. This involves assessing whether our workforce reflects the diverse community we serve, ensuring that our recruitment strategies are inclusive, and identifying potential biases that may influence our decisions. By addressing these considerations, we can enhance our capacity to meet the needs of all our audiences and create a more equitable workplace. This introduction serves as a guide to help leaders and hiring teams reflect on key aspects of their processes, from job postings and interview practices to the evaluation of candidates, ensuring that we not only attract diverse talent but also provide a fair opportunity for all applicants. (See Appendix N)

Training

Creating an inclusive and equitable training environment is essential for fostering a diverse workforce and ensuring that all participants can engage meaningfully. This introduction highlights key considerations for developing and delivering training programs that reflect our commitment to diversity, inclusion, equity, and accessibility (IDEA). From selecting instructors who represent diverse communities to ensuring that training facilities and materials are accessible, each aspect plays a crucial role in enhancing the learning experience. We must also be mindful of scheduling, teaching methods, and the content we present, ensuring they cater to varied learning styles and backgrounds. By addressing these

elements, we can create a welcoming atmosphere that empowers all participants to thrive and contribute their unique perspectives. (See Appendix O)

Leading and Managing

Fostering an inclusive working environment is vital for empowering employees and enhancing organizational performance. This introduction serves as a framework for leaders to reflect on their practices in creating an equitable and supportive atmosphere within their teams. It emphasizes the importance of building positive relationships with all employees, actively encouraging diverse contributions, and ensuring that every team member feels valued and recognized. Leaders are invited to examine their mentoring practices, distribution of developmental opportunities, and the fairness of their feedback and performance evaluations. By prioritizing diverse perspectives and engaging in open dialogue, we can dismantle barriers and cultivate a culture where every employee has the opportunity to thrive. (See Appendix P)

Working with Others: Colleagues and Tenants

Working effectively with others—whether they are coworkers, tenants, or customers—requires awareness, empathy, and a commitment to understanding diverse perspectives. Our backgrounds, experiences, and personal biases all shape the way we perceive others and interpret their behaviours. Sometimes, without even realizing it, we may make assumptions or judgments based on cultural standards, stereotypes, or preconceived notions that influence our interactions.

This checklist is designed to help you reflect on how your own experiences and attitudes affect your interactions with colleagues and tenants, and to identify areas where you can improve to foster a more inclusive, respectful, and supportive environment. By becoming more conscious of our biases and assumptions, we can better understand the needs and perspectives of those around us, build stronger relationships, and create a workplace where everyone feels valued and heard.

As you go through this checklist, think about your personal behaviour and how it impacts your work with others. Consider the following questions and prompts to help you assess how you engage with people from diverse backgrounds, cultures, and life experiences. Reflecting on these points is the first step in becoming more mindful of the dynamics at play in your interactions and taking action to create a more open and inclusive environment for everyone. (See Appendix Q)

Inclusive Language

Language is more than mere words; it embodies a worldview. The words we choose, whether spoken or written, have the power to positively influence lives, but they can also cause harm. This guide aims to:

Outline key principles and recommendations that promote the use of inclusive language in both personal and professional contexts.

Discuss the evolution of language related to equity, diversity, inclusion, and decolonization over time.

Provide examples of currently derogatory language and suggest alternatives that convey respect and recognition of diversity.

This guide does not serve as a comprehensive inventory of phrases and words that have historically harmful language directed at equity-deserving groups, nor does it prescribe a fixed set of acceptable terms. Instead, it offers guidance on selecting words and phrases that do not intentionally exclude or harm individuals from equity-deserving backgrounds. We encourage Toronto Seniors Housing staff to reflect on the language used in the workplace and with peers.

The guide is a living document that should be updated whenever necessary to reflect and honour the language changes surrounding Inclusion, Diversity Equity and Accessibility (IDEA).

Using inclusive language involves avoiding terms that perpetuate exclude people based on prejudices, biases, racism, and stereotypes, while proactively using words that are inclusive. Inclusive language puts people first and contributes to an environment where everyone can be their authentic selves. (See Appendices R and T)

Guiding Principles of Inclusive Language

This guide will provide terms and phrases that have more inclusive recommendations and replacements to encourage the usage and application of inclusive language. This guide is not collectively exhaustive, but it is a starting point towards using inclusive language. (See Appendix U)

People First

Since language reflects how people think and see the world, it's important to view people as unique individuals in a diverse society.

Use respectful language that honours each person's individuality. Refer to people using the names and terms they prefer for themselves.

Note: Some individuals choose to reclaim words that have been used to oppress their group as a way to feel empowered. For instance, some people identify as 'queer,' which has been used as an insult in the past. However, this does not grant others the right to use those words.

If you're unsure, it's always okay to ask people what they prefer. (See Appendix T)

Words Matter

Your choice of words influences others who may be listening, and those words and phrases can either harm or include them. Words have the power to stereotype and discriminate or, on the contrary, show that we care about and value differences.

Avoid using adjectives as nouns to refer to groups of people, or labels based on a condition. For example, say 'Black people,' 'gay people,' or 'people living with autism' instead of 'the Blacks,' 'the gays,' or 'autistics.'

When in doubt, please ask individuals about their preferences. (See Appendix T)

Engage in Self-Reflection

Reflect on why you use certain words or phrases, their origins, and if there are more inclusive options that you can use.

Many words and phrases are said or written without analyzing where they come from and what their impact is on individuals. Take time to reflect on why those words or phrases are common and how they can harm people around us. (See Appendix U)

Keep an Open Mindset to Changes in Language

It is crucial to keep an open and empathetic mindset. Language related to diversity and inclusion has changed over time. Learning how those terms have changed and choosing the words that are considered appropriate in the current time shows commitment to building inclusive spaces, and respect for the reasons those changes were made.

- Be curious about how language has changed. Search for resources, such as this guide, to learn more about how language related to equity, diversity, inclusion, and decolonization has evolved.

- Be proactive and use more inclusive language on purpose.
- Find opportunities to share what you have learned about inclusive language with your friends, family, and colleagues.

Be Aware of Stereotypes and Microaggressions

Stereotypes: an over-generalized belief about a community or group of people. The type of expectation can vary; it can be, for example, an expectation about the group's personality, preferences, or ability.
Be cautious about making sweeping statements or assumptions about any social group.

It is crucial to be curious and keep learning about words, phrases, and perspectives that might offend people and cause harm, or that might be microaggressions towards equity-deserving groups. Inclusive language helps prevent microaggressions. (See Appendix T)

Inclusive Language Related to Disabilities

The Ontario Human Rights Commission (OHRC, 2016) states that a disability "is a complex, evolving matter. The term 'disability' covers a broad range and degree of conditions. A disability may have been present at birth, caused by an accident, developed over time", or go undetected (para. 1).

Disabilities can be visible or non-visible. Visible disabilities can be noticed by just looking at the person. For example, involuntary shaking or paralysis. Non-visible disabilities are not immediately noticeable. They may affect the way people speak, hear, or think, and they are commonly misunderstood and overlooked. Some examples of non-visible disabilities are brain injuries, mental health conditions, chronic pain, hearing, and vision impairments, among others.

The Code (section 10) defines 'disability' as:

1. "Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
2. A condition of mental impairment or a developmental disability;
3. A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
4. A mental health condition;
5. An injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997 ." (OHRC, 2016, para. 1) The Convention of the Rights of Persons with Disabilities by the United Nations (UN, 2006) explains that "disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others"

Terminology about disabilities can vary. People are encouraged to use terms and descriptions that honour and explain person-first and identity-first perspectives. Language should be selected with the understanding that the individual's preference supersedes matters of style. (See Appendix T)

Appendix A Checklist: Cultural Competence

- Do your background and experiences influence the way you see other people?
- Do you judge people by your own cultural standards?
- Have you taken any steps to reduce the impact of your biases?
- Have you checked your biases at the door?
- When differences arise do you listen to others' opinions? ask for clarification? try to give the benefit of the doubt?
- Do you draw negative conclusions about others' behaviour while trying to understand it?
- Do you value others' opinions even when they are different from your own?
- When you see others who are different than you do you look for similarities or differences? Do you treat people with whom you interact equally?
- How do you choose people with whom you spend time? Are they demographically diverse? Do you try to expand your network with people who are different than you?
- Do you support equity?
- Do you help new and / or marginalized coworkers by making introductions, sharing information and unwritten rules?
- Do you value differences or expect others to conform to your cultural standards? Do some differences make you uncomfortable? If so, are these based on cultural, ethno-cultural, racial or generational? Such as:
  - Communication style: Accent, loud or soft speaking tone, expressiveness, formality?
  - Physical appearance or dress?
  - Facial hair / tattoos / piercings?
  - Body language: Do they shake hands, make eye contact, do they stand too close or too far away?
  - Introvert vs Extravert

- Do you seek multiple perspectives when working with others?
- Do you try to address or minimize barriers that may exist?
- Are negative jokes, insults and negative comments that are offensive discouraged?
- Do you refrain and discourage others from using language that perpetuates stereotypes, prejudices, racism, discrimination, or ethno-centric behaviour?
- Do you refrain and discourage others from speaking negatively or gossiping?

Appendix B Checklist: Policy/Procedures/Program/Decisions through Diversity Lens

- Understand the policy/procedure/program/decision that is being considered.
    - Why is it needed?
    - What is the desired outcome?
- Ask the following questions
    - Who is most affected by this policy, procedure, program, or decision?
    - How does this policy, procedure, program, or decision impact diversity, equity, inclusion, and full participation?
    - What are the potential negative impacts on equity deserving communities who have historically been excluded, silenced, or oppressed?
    - Does this policy, procedure, program, or decision create barriers to any demographic group? Does it create a barrier to full participation?
    - Does this policy, procedure, program, or decision create unintended consequences to any demographic group?
- What is the impact on the following? (Who is burdened and who benefits?)
    - Staff
    - Tenants
    - Leadership Team
- Should partners/residents/staff be involved to empower them to participate in the decision-making process?
- How does this proposed policy, procedure, program, or decision expand opportunities for inclusion, equity, accessibility and full participation?
- How will this be communicated to demonstrate our intentional commitment to IDEA?
- How will this be communicated to minimize any real or potential negative impact?

- How will community members and leaders address and mitigate any negative impacts or barriers? Are there strategies to be used consistently?
- How will we know if this policy, procedure, program or decision is creating positive or negative impacts on inclusion, diversity, equity, accessibility and full participation?
- Does the policy framework have consistent language in terms of what happens if the policy is not followed?
- Use inclusive language is required. For example, avoid him/her, which is binary categorization that does not support gender identity. Use they/them/theirs instead.
- Avoid dated language, such as infirmity, malformation. It is understood that these are terms that appear in the legislation, however, for policy documents they are not necessary.

Appendix C Checklist: Communications Through a Diversity Lens

- Target Audience Consideration:
  - Confirm consideration of all possible audiences. Have you considered intersectionality and how dimensions of diversity impact individuals differently? Have any audiences been unintentionally excluded.
  - Have you consulted with the public, staff, affected community groups and expert consultants with lived experience?
  - Are you engaging with diverse communities consistently throughout all project phases and decision-making processes?
- Targeted Communications:
  - Send communications to various entities including community centres, organizations, groups, and ethno-cultural/Indigenous media.
  - Have you communicated the organization's commitment to inclusion, equity and accessibility prominently throughout communication material.
  - Recognize that limiting communication to online platforms may pose barriers for people who are underhoused or those without access to computers or mobile devices
- Accessibility Principles for Materials:
  - Ensure your document has a logical and organized hierarchical reading structure (Use Headings, Table of Contents).
  - Adhere to plain language principles to promote inclusive language and to cater to a wide range of audiences including neurodiverse communities, people with various intellectual disabilities and people with varying levels of literacy or education.
  - Use alternative-text for images and any graphical objects.
  - Use sans serif fonts and use one style of font
  - Do not place copy over pictures
  - Do not use italics as it is hard for people with low vision to read.

- Use inclusive formats such as large print, Braille, captions, translated materials, and audio recordings for onsite communications.
- Use the accessibility checker in all software programs.
- Language Inclusivity:
  - Be conscious of using inclusive language that makes every participant feel seen, heard, and valued.
  - Promote equity and inclusion by removing gendered language
  - Consider using images and illustrations that are purposeful, inclusive, and reflective of diverse identities and experiences.
  - Avoid decorative elements or images that do not provide additional context or value to the presentation. Additionally, ensure all visuals are accompanied by descriptive alternative text to promote accessibility for participants using screen readers.
  - Avoid using idioms forms of humour or cultured language may be considered offensive to other communities for example the use of cultured language like "pow wow" in place of a meeting or brainstorming session may be deemed culturally insensitive to some indigenous communities.
  - Avoid decorative images that do not provide additional context or value to a presentation or document.
  - Avoid culturally specific idioms, humour and metaphors to reduce harmful and offensive interactions and microaggressions.
- Modes of Communication:
  - Consider the types of communications you need to reach certain individuals/groups.
  - Are you using modes of communications that are not accessible or used by some communities?
  - Are any specific communication strategies needed to reach audiences that may be excluded by regularly used communication strategies? i.e. local organizations, agencies, media, community websites or social media?

- Consider using multiple formats? Ie audio caption, video, descriptive video, closed caption, ASL interpretation, large print, braille, text, accessible for screen readers?
- Consider communication barriers to some communities – language understanding, font size, alternative text, sanserif font, do not use italics, underlining.
- Use images that reflect equity-deserving communities.
- Consider if the images reflect biases or stereotypes.

Appendix D Checklist: Website Accessibility

- Consider where the website is hosted. How does the platform perform on desktop computers, on laptops, and on mobile devices?
- Does the platform integrate smoothly with a range of assistive technologies for people with disabilities?
- Make sure all the content is organized with headings in hierarchical order?
- Include both alternative text and image description for images and use closed captions for audio content. Users with visual conditions may be using a screen reader to browse the content. This site contains resources that explain the differences between alt text and image descriptions, and why it is important to include both for accessibility: <u>How to Write Alt Text and Image Descriptions for the visually impaired.</u>
- Assess the colour contrast and ensure it meets the ratios as set out by Web Content Accessibility Guidelines (WCAG). It is preferable to work with users who have a range of disabilities in designing your website, to ensure that a wide range of access needs can be met.
- Make sure your website has clear focus identifiers, so users can navigate all parts of the website using both mouse and keyboard commands.

Appendix E Checklist: Excel Accessibility

Accessibility Tip: Keep your data to the left! Screen readers will read first from left to right, then from top to bottom. Indicate where the content ends by typing "end of worksheet" after the last row of data in column A.

Do's

- Organize, describe, and clearly label your tables, sheet tabs, charts, URLs, and filename.
- In a complex workbook, provide an overview of the table, sheet, or index within A1. You can additionally give a written overview of your file in an accompanying email.
- Always specify headers rows/columns or regions in your document and tables.
- Have each cell hold only one type of data or piece of information; one sheet has one chart or table (Think 1:1).
- Always add meaningful Alt-Text (alternative-text) to charts, tables and any graphical or embedded object and explain the relationship to the data.
- Run the Accessibility Checker in Excel in the Review Pane.

Do Not's

- Merge or split cells together in the data portion of the table or worksheet.
- Start your table or data in a random position on a worksheet, such as B6.
- Use colour as the only means to convey important information.
- Leave blank cells, rows and columns, especially in tables and data.

Design Tip: You can provide information for screen readers in a cell and then use a white font (white on white) to hide information or place a floating object over the cell.

Keyboard Shortcuts:

- CTRL+9 = Hide Rows
- CTRL+SHIFT+9 = Unhide Rows

- CTRL+0 = Hide Columns
- CTRL+SHIFT+0 = Unhide Columns

Retrofitting Inaccessible File

Retrofitting an excel file can be labour and time intensive. The layout and organization of the information may alter significantly or need to be redesigned to account for diverse learning styles. An inaccessible excel file is usually converted into a different file format (word or html).

Appendix F Checklist: Accessible PDF Documents

Accessibility Tip: PDFs are all about being tagged before the file conversation, not after! A tag gives a pdf file structure similar to a heading in Word documents.

Do's

- Ensure your document has a logical and organized hierarchical reading structure (Heading Levels, Table of Contents, Bookmarks, Links, etc.).
- Always add Alt-Text (alternative-text) for images and any graphical objects.
- Perform an OCR (optical character recognition) to make text readable for screen readers before your final save of the document (Adobe Software).
- Run the Accessibility Checker in Word and Acrobat Professional. This is found in the review pane in Word or in the Accessibility tab in Acrobat Professional.
- Use the "Convert to PDF" in Word to generate tags and tag tree for your file. This is found in the Options setting before the final save.
- Ask a colleague or personally test the document when finished with a screen reader.

Do Not's

- Save a scanned text document as an image file.
- Print your document directly as a PDF.
- Use a table to organize text into columns for forms created in Microsoft Word.
- Optical Character Recognition (OCR): When a textual document is created as a pdf or image the text must be recognized in a separate process so that screen readers can read the file. Specialized software will scan the image file and recognize individual characters of the words to make the document readable and editable in a digital form. This process is known as optical character recognition.

Retrofitting for Accessibility: If an existing PDF file is not accessible, you will need to use special software, such as Acrobat Professional to perform optical character

recognition (OCR). Also, it can take more time to correct an inaccessible file, rather than creating it from the start.

Appendix G Checklist: Accessible PowerPoint Documents

Accessibility Tip: Keep information short, simple and to the point. Ideally have one topic per slide, including three to five bullet points in a font no smaller than 18-point.

Do's

- Search for an "accessible" theme for your presentation. Ideally use a light background with dark font.
- Add slides using the "New Slide" menu. Use the slide layouts to order slides & add descriptive titles and information for every slide.
- Always add meaningful Alt-Text (alternative-text) for images, charts, tables or any graphical objects.
- Ensure Tables have defined Heading and Colum Rows.
- Use captions or transcripts for embedded videos or audios.
- Run the Accessibility Checker in PowerPoint found in the Review Pane.

Do Not's

- Use small fonts, text with a shadow, or glow effects.
- Use colour as the only means to convey important information.
- Use WordArt.
- Use automatic or elaborate motion slide transitions.
- Place images or chart descriptions in the notes field of your presentation.

Design Tip: Editing the master slide will make changes universally across your presentation, including layout, theme, and many other design elements.

Above & Beyond: If your file is created correctly for accessibility, sharing your PowerPoint as a PDF can be more practical, to reduce the file size. Make sure the file is tagged for accessibility in your export, within the "Options" settings of the Publish as PDF or XPS in Microsoft PowerPoint settings. Accessibility can potentially be further improved if you have access to Adobe Acrobat Professional.

Retrofitting an Inaccessible File: To retrofit an inaccessible PowerPoint file is time and labour intensive. The style of information may need to be reconsidered and re-evaluated if the material does not have key elements (such as transcripts or text).

Appendix H: CNIB Checklist for Creating Accessible Word Documents

Accessibility Tip: Shortcut keys can easily create headings in your word documents (for Windows use ctrl+alt+1 buttons = heading one. In IOS use the command + option + 1 buttons = heading one).

Do's

- Use Headings with a logical order to structure your document. Heading one is your title, heading two is your subtitles or chapters (the same as a book).
- Use a clear and easy to read font - Arial (14 point) or Verdana (12 point). Fonts must be sans serif, minimum 12-point with black text and white background.
- Provide alternative texts for images or graphics. Right click your picture and find "Edit Alt-text…" and enter your description (mouse-users).
- Graphs, Tables and Images must be used and created carefully and formatted "in line with text." Provide a description of a complex table.
- Check tables have Column and Header Rows. Setting found in the Table Properties options.
- Create lists and numbering using Word's built-within Automatic Features.
- Run the accessibility checker as part of your final review process.

Do Not's

- Use manual spaces, multiple returns or tabs to create blank spaces in your document.
- Use ALL CAPITALS or underline for emphasis. Do not use italics.
- Use tables to organize or control the layout of information in your document such as forms or signature fields.
- Use hollowed-out bullets such as round circles or squares. These cannot be read by those who use screen readers.
- Use Text boxes or Word Art.

- Use Password protection or Watermarks on your document.

Saving your files: Save your file as an extension "docx" with a concise and descriptive filename.

- Before you do a final export of your word document as a PDF, go into the "Options" Setting and select "Document structure tags for accessibility." This will help you create a tagged pdf file.

Appendix I Checklist: Accessible and Inclusive Virtual Meetings

- Whether the meeting is impromptu or scheduled, it is important to include a meeting objective within the meeting invite, along with all relevant documentation.
- If you are using a platform that enables closed captioning, make sure this feature is turned on, and tested, and ask someone in the meeting to write captions. (It is very hard to talk and type captions at the same time!)
- At the beginning of the meeting, start with a roll call – it is important to make sure that everyone knows who is in attendance. If meeting participants arrive late, it is important to acknowledge that they are now present. Good meeting etiquette for late coming participants would be to message the chair in advance to let them know you will be late, and again when you are joining.
- At the start of the meeting, the chair should lay out the appropriate ground rules for inclusive participation. These may include:
  - Asking each attendee to say their name prior to speaking.
  - Asking everyone to speak slowly and clearly so that audio quality is strong.
  - Encouraging anyone who feels comfortable to use the chat function to do so to participate in the meeting if that is their preference.
  - Asking someone on the line to act as "chat moderator" to ensure that all chat comments are raised within the meeting.
  - Asking permission to record the call if it helps in developing meeting summaries.
  - Recognizing that different people will process information in their own ways and inviting meeting participants to comment offline if they prefer.
  - Building in "listening breaks" like "bio breaks" or "health breaks" in in person meetings – if the meeting will run longer than 60 minutes, include a 5–10-minute break every hour.

- Acknowledging that you, as the chair, will use a "roundtable" discussion format to ensure that everyone has equal opportunity to participate. This prevents people speaking over each other, or one dominant voice taking over the meeting. In a roundtable discussion, everyone has the chance to weigh in on a discussion topic in turn.
- Asking everyone to minimize side conversations online.
- Asking everyone to minimize background noise by using headsets and the mute feature until they need to speak.
- Clearly restate the meeting objectives for everyone in the meeting, so that everyone is on the same page as to intended outcomes.
- If anyone is sharing a document or presentation, the presenter must describe the contents in detail, unless the file has been shared to everyone and can be reviewed by participants on their own devices. The screen sharing features of virtual meeting platforms are their least accessible feature. Other ways to work within this limitation include:
  - Sharing all documents with participants beforehand, and discouraging the presenters from walking through the files, but giving a high-level summary followed by an in-depth discussion.
- Providing an audio recording of the presentation with all key messages for participants to listen to.
- Consider facilitating small meetings through text/chat options for any hard of hearing participants.
- I am going to pause here for a moment and check for questions in the chat window, and for raised hands.

Appendix J Checklist: Accessible and Inclusive Virtual Large Group Meetings, Training Sessions and Conferences

- It is crucial to understand what you want to get out of your large group meeting, training session or conference. Are you providing information? Are you seeking decisions? Are you hoping to drive discussion on something? Make sure your agenda for the meeting clearly states what you're trying to do.
- Consider how best to structure your meeting or event to maximize participant engagement. For example:
    - Provide all presentations ahead of time as documents and recordings; focus only on ensuring understanding and discussion.
    - Include time for small group breakouts in "satellite" sessions. Zoom, especially, can facilitate this feature by having breakout "meeting rooms" in one meeting.
    - Consider ways other than a formal presentation to deliver learning or content – facilitated question and answer, group discussion, self-study, think-pair-share approaches, etc.
- In setting up your agenda, have activities and sessions to build toward your meeting goal. For example, participants can do self-study with information you provide, meet offline in small group chats to discuss, and bring back overall reflections to the main meeting.
- Give everyone equal opportunity to participate in ways that are accessible to them, via voice, text/chat, etc. Facilitators should ensure that conversations are not dominated by one or two people, and roundtable discussions should be employed as much as possible.
- Recognize that virtual meetings may take different amounts of time than in-person meetings, because they are structured differently to achieve the same objectives.

Appendix K Checklist: Imagery Through an IDEA Lens

- Images tend to convey an organization's values to engage its intended audience. When people do not see themselves in images, they feel invisible and may even perform worse on tasks
- While it is important to consider various aspects of diversity in images, trying to represent all people from equity deserving communities might seem unnatural.
- Superficial displays of diversity, equity and inclusion in images infer a lack of commitment to DEI and tend to indicate a desire to deceive the audience or to pursue diversity for only personal or business gain rather than fair representation and true change.
- Be thoughtful about what makes sense for your content, its purpose, and your audience.
  - The images should also match your content
  - Characteristics to think about varying in images include skin tone, ethnocultural background, gender identity and expression, age, disability, body size and shape, age and hair texture.
  - When searching for stock images, use specific terms and descriptions so that you can find appropriate images
  - Instead of just scientist, lab worker, or teacher, consider scientist in a wheelchair, Indigenous lab worker, or Black female teacher
- Characteristics to think about varying in images include:
  - Skin tone
  - Ethnocultural background
  - Gender identity and expression
  - Age
  - Ability
  - Body shape
  - Body size
  - Hair texture

- Disability – sensory, mobility, cognitive
- Do not show all equity deserving communities in a single image. It will look as if IDEA efforts are simply a box-checking activity and not a thoughtful, intentional process.
- Before choosing an image for content, think carefully about what the image should accomplish, the topic covered, and the intended audience.
- Committed to making IDEA considerations part of the art process rather than thinking of it as a stand-alone factor that is taken into consideration only toward the end of content creation.
- Seek guidance and feedback from others to evaluate whether your images depict diversity and are inclusive.

Appendix L Checklist: Creating Accessible Events

- **Accessible parking**
    - When planning event parking, create accessible spaces close to:
    - Paths to the nearest accessible venue entries and exits
    - Any lifts and ramps for people using mobility devices
    - Accessible washrooms and toilets
    - Pay stations (for example, a ticket booth or a parking-lot operator station)
    - Consider accessible passenger drop-off area
- **Public transportation**
    - Located near public transportation
    - A drop-off space for Wheel Trans close to the event location
- **Food Services and Public Eating Areas**
    - Event participants should be able to easily reach food services using an accessible path
    - Food service booths should allow a person in a wheelchair to reach them
    - Provide accessible tables for those with mobility aids
- **Outdoor Surfaces**
    - Move barriers paths that might cause problems for people who use canes, crutches or wheelchairs and other mobility devices
    - If possible, move garbage cans and sandwich boards so least a one-metre -wide path of travel for people using wheelchairs or walkers
    - Check if surfaces are level, as well as firm and stable
- **Doors**
- If automatic doors are not available prop doors open
- Ensure volunteers are available to help people trying to go through
    - **Washrooms**
        - Ensure the availability of accessible and gender-neutral washrooms

- Avoid directing individuals to specific washrooms; instead, inform them of all available options
- Only highlight each washroom's location and features
- Sink, soap and paper towels should be accessible for wheelchairs users

- **Rest Areas/Quiet Spaces**
  - Is there a designated quiet space for Individuals who have neurodivergent, mental health, sensory and fatigue conditions, and for nursing mothers?

- **Lighting levels**
  - Does the lighting allow for people with hearing conditions to read lips or for watching the sign language interpreter?
  - Can you adjust the amount of natural light for daytime events? Direct natural light can cause shadows and glare, making it difficult for people with low vision to see.

- **Invitations and Promotion**
  - Include contact information so guests with disabilities can learn about
  - the accessibility features or let you know what accommodations they need to participate.
  - Include a variety of ways to communicate, such as telephone, email and print,
  - to ensure that your guests with disabilities receive the information needed
  - Use at least 12-point sans serif fonts such as Arial or Verdana for print materials.

- **Accessible seating**
  - Provide a variety of chairs with and without armrests if available.
  - Reserve seating for people with various disabilities

- Consider the nature of their disability when deciding seat location. For example, people who rely on lip reading will need to sit closer to speakers.

  - Provide seating for those who cannot stand for extended periods at events where people will be mostly standing.

Appendix M Checklist: Research and Consultations

- **Research**
    - Have you used past reports as reference material?
    - Have you used Statistics Canada to conduct demographic profiles?
    - Are there any demographic changes that should be researched/considered?
    - Is your research team diverse and have they been trained in cultural competence?
    - Will your research methods produce results which genuinely reflect the views, experiences and concerns of diverse individuals/ groups?
    - Do you recognize that some cultural communities may not have an extensive written record due to the tradition of passing information through an oral history?
    - Conducting qualitative research without participation from diverse individuals may not result in a varied spectrum of "lived experiences" or inside cultural knowledge being reflected in the results.
    - If your research is not supported with consultations with diverse individuals/groups, how would you review and validate your research findings with diverse individuals/groups before you make your conclusions and recommendations?
    - Who will be involved in selecting the final recommendations?
    - Have you included diverse representatives where possible in the decision making?
    - How can you modify (increase, decrease or eliminate) the positive and/or negative impacts identified during the research stage?
    - Do your conclusions and recommendations reflect the inclusion, diversity, equity and inclusion concerns/needs identified during the research stage? If not, have you noted this and explained why?

- Is further research needed?
- **Consultations**
  - What type of consultation will help assess whether all individuals and groups can share their concerns and participate fully?
    - Open meetings?
    - Meetings by invitation?
    - Focus groups?
    - Interviews?
    - Surveys?
    - Questionnaires?
    - Anonymous feedback?
  - With whom should you be consulting?
    - Employees
    - Customers
    - Which departments?
    - External experts?
    - Organizations that represent specific communities?
    - Anyone else?
    - All the above?
  - Are your research tools inclusive?
  - Are your consultations accessible?
  - Are you using multiple formats and methods?
  - Do the consultations in multiple languages?
  - Are you using inclusive language?
  - Does your consultation team reflect the diversity of the people from whom you are seeking feedback?
  - Has your consultation team been trained in cultural competence?
  - Does your consultation process ensure that a diversity of perspectives will be heard, valued and considered
  - How will you facilitate open discussion and decision making?

- How will you encourage feedback from people who are uncomfortable sharing their views in groups?
- Will you follow up with people who did not share their views or participate, to inquire about any obstacles or barriers they faced?
- How will you seek out and listen to dissenting voices, opinions and perspectives?
- How will you ensure that unique perspectives are not prematurely dismissed?
- How will you ensure that people do not feel pressured to reach a consensus?
- Provide clear, easy-to-read signs.
- Clear floor to remove barriers and tripping hazards

Appendix N Checklist: Hiring and Promotions

- Do employees in your department/ group reflect the diversity of the residents TSHC serves? Is diversity reflected at every level of your department/ group? For more information on TSHC's demographics, please contact People and Culture.
- Would it be beneficial to engage in any focused employment outreach activities (i.e. job fairs, information sessions) to encourage diverse applicants to apply for positions in your department/group? If so, please reach out to the Diversity and Outreach Specialist in Employment Services.
- What knowledge, skills and experience might improve your department's capacity to serve TSHC's diverse customers? Have you considered what new perspectives diverse individuals may bring to the department/group?
- Do you have any perceptions about who is suitable for certain jobs? What unconscious biases may be influencing your hiring and advancement decisions? (i.e. men are more suited to certain jobs; people from certain backgrounds are better or worse at certain positions; people are too young or old for a position, etc.).
- Have you completed any self-assessment tests to determine what unconscious biases are impacting your behaviour?
- Have you reviewed the job description and job posting to ensure it continues to include bona fide occupational requirements (requirements integral to carrying out the position's functions)?
  - Does it contain selection criteria or competencies that are no longer essential to the position?
  - Are there language requirements that may not be essential to a manual, non-customer facing position?
- Are the educational credentials (degree, diploma, certificate, license) listed in the job description, job posting, pre-screening criteria and/or assessment criteria still necessary and/or required by law to perform the job?

- Could a candidate with an equivalent combination of education and experience perform the duties of the position?
- Are the experiential requirements listed in the job description, posting, pre-screening criteria and/or assessment criteria still necessary or valid to perform the job? Such as:
- Requiring "recent experience" can create barriers for people re-entering the job market
- Requiring a specific number of years of experience can create barriers due to age
- The same principles apply when you are developing or creating a new job description or job posting.
- Candidates should not be required to demonstrate "Canadian" experience.
- Are you using inclusive language in the job description, job posting, testing materials and during your interviews and telephone discussions with candidates
  - Are your communications, messages and terms gender-neutral
  - Are you using age-neutral language? i.e. "an entry-level position" instead of a position for a young person?
  - Are you using sexual orientation neutral language? i.e. "Your partner," instead of "Your husband"?
  - Are you using jargon, idioms or humour that would be easily understood across all generations, cultural, ethnocultural and language groups?
  - Are any of the terms or messages you are using outdated, disrespectful or offensive?
  - Are you using person first language?
- Have you considered where to post your job to reach the broadest pool of diverse applicants?
  - *****Note: See list of potential Indigenous and Ethnocultural agencies to place job posts**

- When reviewing applications are you allowing irrelevant information to influence your assessment of candidates, such as their name, place of residence, sex/gender, education?
- Does your interview panel include diverse representatives?
- Have you considered having cross-departmental interview panels to draw on the different experiences, skill sets, educational background, professional background, etc. of people outside of your department?
- Are you evaluating candidates in the same way, against the same criteria, at every stage of the hiring process, including the review of applications, interview, assessment of any written testing requirements, reference checks, etc.?
- Are you evaluating candidates consistently and objectively, based solely on the pre-approved relevant job-related criteria, including the interview questions?
- Avoid asking candidates questions that may be culturally biased or ones that require candidates to "sell themselves. i.e. "Why should we hire you for this position?" and "Tell me why you think you are the best candidate for this role?"
- Are you assessing candidates based on factors that do not predict future job performance, and which could result in bias, discrimination and/or a lack of diversity in hiring and advancement decisions? For example:
    - Personality
    - Fit
    - Your "gut" impression
    - Your first impressions of them
    - How comfortable you feel with them
    - How easily do you establish rapport with them
    - Communication style - accent, how loudly or softly they speak, use of pauses, level of expressiveness, whether they are reserved in their communication, formality in communication, etc.
    - Whether they are introverted/ extroverted

- Facial hair/tattoos/piercings
- Body language (such as whether and how they shake hands, eye contact, how close they stand to others)
- Physical appearance or dress
- Avoid evaluating candidates based on the length of time they stayed in prior positions? There may be factors beyond their control.
- Are you asking about and evaluating candidates based on gaps in their employment history? This could result in bias and create systemic barriers to hiring the following individuals:
  - Individuals who left the workplace to care for children or aging parents
  - Individuals with disabilities who have periods of absence due to medical reasons
  - Individuals who are transgender or transsexual and took time away from the workforce during their transition process
  - New Canadians and foreign-trained professionals who face difficulty securing employment in Canada
  - Youth entering the workforce who face difficulty securing permanent full-time employment
  - Other equity-deserving individuals who face barriers and are underemployed due to race, colour, ethnicity, ancestry, place of origin, ethnic origin, sex/gender, sexual orientation, etc.
- Are you rejecting candidates because they are overqualified? Consider the reasons that they are applying:
  - Older individuals, who have significant work experience but are facing barriers to employment, or who may desire a position with less responsibility to transition into retirement
  - Newcomers to Canada who are facing difficulties securing employment despite their prior work experience and education

- Individuals re-entering the workforce after lengthy absences such as individuals with disabilities or who have taken time off for childrearing
- Are you favouring candidates that are like you in sex/gender, race, ethnicity/ ancestry/ place of origin, colour, ability level, sexual orientation, cultural background, where you grew up/lived, education background, prior work experience, similar interests,
- Have you designed the interview process inclusively by removing as many barriers as possible up-front? For example:
    - Scheduling interviews in locations that are physically accessible and have accessible washrooms
    - Arranging interview and testing rooms that are large enough to accommodate assistive devices
    - Providing a copy of interview questions at the interview for candidates to follow along that you will collect at the end of the interview, so they do not leave with a copy
    - Provide test materials in alternative formats

Appendix O Checklist: Training/Workshops

- **Instructors**
    - Are the instructors from diverse equity-deserving communities?
    - Have you built inclusion, diversity, equity and accessibility competencies into the hiring process for instructors?
    - Have you included interview questions to assess their sensitivity and cultural competencies to equity-deserving communities?
    - IDEA competencies into the training process for instructors?
- **Training Facilities and Materials**
    - Is the building and room inclusive and accessible?
    - Are the building entrances, classroom entrances, breakout rooms, washrooms, and emergency exits accessible?
    - Are safe and inclusive evacuation procedures available at your chosen training location?
    - Is there accessible seating? Where is it located?
    - How wide are the pathways and aisles? Are there any obstacles in pathways or isles, such as electric cords that cross over aisles?
    - Is the layout of the room accessible, including the position of instructors/speakers, podium height, position of flip charts, position of banner stands, etc.?
    - If the training room is large, have you arranged to use an audio system and microphones?
    - Do you have portable microphones for participants to ask questions or participate?
    - Have you checked the quality and volume of the PA/ sound system?
    - Have you eliminated or reduced background noise that may arise during the training?
    - Will ASL interpreters, real-time captioning/question cards be available for participants who are deaf or hard of hearing to participate?

- Have you checked the quality of the lighting system? Is the lighting poor-quality fluorescent or will slow rate flicker cause problems for participants who have epilepsy?
- If dimming the lights is required, will you have spotlights on instructors, speakers and ASL interpreters to ensure that participants who are deaf or hard of hearing can see instructors/speakers/ASL interpreters or lip-read?
- Have you included in your attendee count and made seating arrangements for ASL interpreters, meeting attendants and support people? Have you provided sufficient seating space for people with mobility devices and for people bringing service animals?
- Are your training materials accessible?
- Have you used large and accessible fonts for slide/presentations? Are you using colour contrast?
- Are you relying too heavily on print materials (i.e. secondary source materials and handouts) for the training? Are print materials accessible in alternative formats?
- Have you asked participants who are blind/partially sighted/have low vision in advance which format they prefer to receive the training materials (large print, electronic text, audio CD, etc.)?
- Have you provided copies of slides/ presentations in advance to participants and ASL interpreters?
- Are you using images, videos and/or musical accompaniment without audio commentary, captioning or ASL interpretation?
- Are you using complicated diagrams? Are you using culturally specific graphics or symbols?
- When inviting participants to the training, have you announced that the training is accessible? Have you listed any accessibility features that will be provided at the training (i.e. ASL interpreters, real-time captioning/ C.A.R.T., note takers, etc.)?
- Have you informed participants that individual accommodation can be requested for the training and testing procedures?

- **Training Date and Time**
  - Have you chosen a date and time that is inclusive for everyone?
  - Is the session scheduled to occur on an important religious or cultural holiday?
  - Will any participants be excluded based on their weekly day of religious worship/observances? Can an alternative date be chosen? Examples of religious worship days:
    - Islamic (Jumu'ah): Friday noon or early afternoon
    - Judaism (Shabbat): Friday evening to Saturday evening
    - Seventh-day Adventist (Sabbath): Friday evening to Saturday evening
    - Christian (Sabbath): Sunday.
  - Have you scheduled the training date and invited participants well in advance to provide sufficient time:
    - To arrange to meet individual accommodation requests?
    - To arrange for ASL interpreters and closed captioning services?
    - To arrange for the conversion of print material to alternative formats before the training?
    - For you to provide materials in advance for those who need more time for review.
    - For participants to make transportation arrangements?
    - For participants to arrange for a support person to attend with them?
    - For participants to arrange childcare or family responsibilities?
- **The Training Method**
  - Have you considered all target audiences/ participants when developing your training method, or have any been excluded?
  - Is your training method broad enough to reach all participants, or are there any participants you may have excluded? Are any unique teaching or communication strategies required to reach all participants? Can everyone participate?

- Have you considered the needs of participants with different learning styles, for example, verbal/auditory, written/visual, physical/kinesthetic, social, solitary, logical, etc.?
- Are your communications clear and to the point, or are they long and complicated?
- Will your communications be understood by participants with:
  - Learning Disabilities?
  - Differing English language abilities?
  - Differing fluency levels?
  - Differing cultural backgrounds?
- Are you speaking slowly and loudly so participants can hear you and ASL interpreters can describe content?
- Are you visually describing slides/presentations while you are presenting, for participants who are blind/partially sighted/have low vision?
- Have you considered how to facilitate inclusive discussions and participation, such as:
  - Taking proactive steps to welcome the perspectives of diverse participants who have specific equity concerns or needs?
  - The importance of facilitating open discussions, in which participants can share different viewpoints, and participants from diverse backgrounds can share their experiences?
  - The importance of seeking out and listening to dissenting voices, ideas and perspectives?
  - Paying attention to who is and is not speaking, and creating a comfortable environment for everyone to ask questions and participate in the training?
  - Varying/ adapting your teaching style to draw out participation from all participants? For example, asking open-ended questions, asking questions to draw-out participants, adjusting your eye contact, increasing your wait time to be inclusive of

quieter or more reflective participants, talking with participants outside of the classroom, etc.?

- Taking steps to equalize any power imbalances between participants, so that everyone can participate equally? For example, changing the seating arrangements between classes, changing the groups in which people are working together for each exercise, asking participants to change the assignment of roles for each group exercise/ project (i.e. note taker, moderator, speaker) so that the same participants do not always fulfill the same roles, and altering the other ways participants are grouped together for learning?
- Encouraging feedback and critique of course content.
- **The Content**
  - Is diversity and inclusion reflected in the content of your training and presentations? Are the messages inclusive? Are you using inclusive language? For example:
    - Are you sharing stories, giving examples, and communicating messages that reflect inclusion, diversity, equity and accessibility?
    - Are your stories and examples drawn only from your own experiences, which participants from different cultural, racial, ethnic, age, gender, sexual orientation, or other backgrounds may not be able to understand or relate to?
    - Have you reviewed the content for biases, stereotypes, generalizations and/or exclusion? Have pre-existing training materials been reviewed as well?
    - Are your messages and terms gender-neutral? Age-neutral? Disability-neutral? Religion/ creed-neutral? Sexual orientation-neutral? Family status-neutral? Marital status-neutral? Etc.

- Are you using idioms or idiomatic expressions that will not be universally understood across different generational, cultural, ethnic and language groups
- Are you using humour that will not translate across different generational, cultural, ethnic and language groups? Does your humour put any people down who are in some way different from you?
- Are any of the messages or terms offensive, disrespectful or outdated?
- Are you using a person-first language?
- Is your content sensitive to participants who may experience systemic barriers?
- Is IDEA reflected in the images and photographs you are using? For example:
  - Are the people in the images diverse?
  - Is there diversity at every level of authority/ responsibility/ participation you are portraying?
  - Are you portraying individuals/ groups positively and equitably? Have you reviewed photographs/ images for biases and stereotypes? For example, who is shown:
  - Helping/ being helped
  - Serving/ being served
  - Leading/ being led
  - Managing/ being managed
  - Correcting wrongdoing/ engaging in wrongdoing, etc.
  - Who is at the centre of photographs/ videos? Who is on the outside/ margins?
  - Will individuals/ groups relate to and feel included in the way they are portrayed?

- Is any content embedded in the training to help participants develop the skills and competencies to work inclusively with coworkers and customers from diverse backgrounds?
- Does the content include the needs and perspectives of diverse customers and employees who will be accessing the service?

- **Commencing and Ending the Training**
  - Have you taken the time to learn how to pronounce participants' names correctly, to demonstrate respect and inclusion of participants from different backgrounds?
  - When you commence your training sessions, do you review accessibility features such as accessible seating, portable microphones, availability of comment cards, etc.?
  - Do you announce safe and inclusive evacuation procedures? ▯
  - Do you introduce participants providing services like ASL interpreters, staff or volunteers?
  - For participants who are blind/partially sighted/have low vision, do you ask speakers/ participants to identify themselves each time they speak?
  - Have you scheduled and announced the timing of regular breaks?
  - Are breaks long enough for everyone, including ASL interpreters who may need time to rest, individuals who use mobility aids and may require more time to access bathrooms?
  - Individuals who use guide dogs or service animals and may need to take animals outside during breaks, etc.?
  - Will you remember to end the training on schedule, for people who have made transportation or caregiving responsibility arrangements in advance and are not able to stay beyond the scheduled time?
  - When you ask participants to complete the training evaluation, will you include any questions about whether the training was inclusive and accessible?

- Whether there were any barriers to participation?
- Whether the instructor was inclusive in their training approach and sensitive to the needs of all participants?

- **Evaluating and Testing**
  - Do you have any pre-existing perceptions or biases about the participants you will be training?
  - Have you completed any self-assessment tests to determine if biases are impacting your behaviour?
  - Do you check your biases and assumptions when evaluating and testing participants for example:
    - Do you make any assumptions about the learning behaviours and abilities of your participants that are connected to their race, ethnicity, place of origin, creed, language, gender, disability, age, sexual orientation etc.?
    - Do you assume that certain participants will excel or learn faster than others based on stereotypes? Do you assume that certain participants are better at certain subjects? Do you assume that certain participants will fail, experience more difficulty, or learn slower?
    - Do you assume that participants with accents, participants from different countries, or participants from certain educational backgrounds will be poor communicators or writers?
    - Do you assume that a student's writing abilities are equal to their intellectual capacity?
    - Do you assume participants who are quiet, not making eye contact, and/or who are not participating in the classroom are not learning the material?
    - Do you assume participants who are older or who have disabilities will require more help and learn slower than others?

- Do you assume all participants will seek help if they need it?
  - Are your evaluation and testing methods fair, objective, and applied to all participants consistently in the same manner? Have you created an answer key to evaluate all participants against?

Appendix P Checklist: Leading and Managing People

- What steps have you taken to create an inclusive working environment in your department?
- What steps have you taken to encourage employees to contribute to creating an inclusive environment?
- Do you have a positive working relationship with all employees in your department?
  - Have you taken an interest in getting to know all employees in your department equally?
  - Are there some employees who you find it more difficult to get to know, and have you thought about what you can do to change this?
- Do you provide equitable opportunities for employees to develop their skills and abilities?
- Have you reflected on who you include in your informal networks? Do you help new and/or marginalized employees by making introductions, sharing information and unwritten rules?
- Do you coach, mentor and groom employees who are different from you to succeed in the organization?
- Who do you select to provide developmental assignments? Do you evenly distribute those opportunities, or do you tend to go to the same people?
- Have you considered whether you are overlooking or underutilizing diverse talent when you are assigning work, providing developmental opportunities, or selecting people for temporary acting positions?
- Do you provide meaningful recognition for the work of all employees? Do you think all employees in your department feel their contributions are valued?
- Do you apply policies, practices, and procedures fairly to all employees?
- Are there any policies, practices, procedures, and/or attitudes in your department that might be preventing some individuals from fully engaging in their work?
- Is your performance feedback, evaluations and performance management equitably applied to all employees?

- Do you build teams comprised of diverse perspectives at different levels in your department? Are both your decisions and your decision-making process for selecting people fair and transparent?
- Have you considered whether any barriers exist and need to be removed to enable diverse individuals to acquire experience and advance in your department (or in the organization as a whole)?
- Do you regularly think about whether any other barriers to IDEA exist in your department, and do you work to address or minimize them? If you are unsure about whether any barriers may exist, do you seek input and discuss it with employees, coworkers, applicable departments, and/or with the People and Culture?
- Do you create an environment that encourages people to bring new perspectives to your team? When you ask for feedback, input and recommendations, do you seek out multiple perspectives? Do you seek out and listen to dissenting voices and different points of view?
- Do you raise issues in a manner that encourages open discussions and dialogue? How do you encourage full participation from all employees?

Appendix Q Checklist: Working with Others: Colleagues/Tenants

- How does your own background and experience influence the way you see other people and interpret their behaviour? Do you judge people by your own cultural standards?
- Do you check your assumptions when interacting with and/or making decisions about coworkers and customers? For example:
    - Assuming that people who are quiet have nothing to add
    - That people living on the streets are responsible for their circumstances
    - That people with low income are uneducated; that people with addictions have brought their disability upon themselves
    - People with mental health conditions are violent, unpredictable, lack credibility or cannot accurately assess situations
    - That people of certain cultural backgrounds are submissive, "pushovers", lazy, loud, capable, smart, etc.
- Do you have any biases, perceptions or stereotypes about people (employees and/or customers)?
- Have you completed any self-assessment tests to determine what unconscious biases are impacting your behaviour?
- What steps have you taken to reduce the impact of your biases?
- Do you adopt open attitudes when interacting with coworkers and customers?
- When differences or conflicts arise with coworkers and/or customers, do you listen to them openly, ask for clarification, give them the benefit of the doubt, and try to put yourself in their shoes? Or do you draw negative assumptions about their behaviour without seeking to understand it?
- Do you value the opinions and perspectives of coworkers, even when they are different than yours? Do you do this for all coworkers equally? What about customers?

- When you see people that are different than you, do you look for similarities between you, or do you more frequently notice the differences? Do you try to see people as individuals, or do you see them as representatives of a group? Do you associate them with a certain label?
- How do you choose the people you interact with when you go for coffees, lunches, and other informal activities?
    - Are the people you choose to spend time with demographically diverse?
    - Do you seek opportunities to expand your informal networks and interact with people who are different from you?
    - Do you include employees from backgrounds different from your own when you go for coffee, lunch, when you make plans inside or outside of work, etc.?
- Do you support your coworkers in the workplace equally?
    - What are the ways in which you support them?
    - What about customers?
- Do you help new and/or marginalized coworkers by making introductions, sharing information and unwritten rules?
- Do you always help tenants access services, even when it requires more time, effort and/or work on your part?
    - Do you do your best to consider the unique needs of all tenants?
    - Do you think tenants feel comfortable coming to you with questions and/or requests?
- Do you value people's differences, or do you think people should conform to what you believe are accepted cultural standards?
- Are there any differences between people which tend to make you feel uncomfortable? If so, have you ever considered whether these differences may be based on cultural, ethnic, racial, generational etc. differences between you? For example:
    - Communication style (accent, how loudly someone speaks, how softly they speak, use of pauses, level of expressiveness, whether

they are reserved in their communication style, formality in communication, etc.)

- Physical appearance or dress
- Facial hair/tattoos/piercings.
- Body language (such as whether and how they shake hands, eye contact, how close they stand to others)
- Your first impressions of someone
- How comfortable you feel with someone
- How easily you establish rapport with someone
- Whether someone is introverted/ extroverted

- When you are working with others, do you seek out multiple perspectives?
- Have you considered making any changes to your behaviour or work style, from ways that are comfortable to you, to ways that may be more helpful to your coworkers, and which may better serve customers?
- Do you consider whether any barriers may exist in the workplace, and do you work to address or minimize them? If you are unsure whether any barriers may exist, do you discuss it with your coworkers, supervisors and/or managers?
- Do you discourage jokes, insults and negative comments that may be offensive to others?
- Do you refrain from using language that perpetuates stereotypes?
- Do you refrain from speaking negatively and gossiping about others? Do you discourage gossip when others are engaging in it?
- Do you assume responsibility for learning about diversity and inclusion and the impact it has on the workplace and the services you deliver?
- Do you champion TSHC's inclusion, diversity, equity and accessibility efforts and speak positively about them to colleagues?

Appendix R: Multilingual Greetings

Community	Greeting	Meaning

Spanish	Hola	Hello
Portuguese	Olà	Hello
Italian	Ciao	Hello
Hindu	Namaste	I salute the divinity in you
Farsi / Persian	Salaam	Peace
Mandarin	Nee Hao	You good?
Cantonese	Nay Hoh	You good?
Islam	Aysal-um A'lay'kum The Response: Wa-Alaikum-Salaam	May the peace and blessings of God be upon you And peace onto you
Sikh	Sat Sri Akal	The eternal is truth
Judaism	Shalom	Peace Unto You
Anishinaabemowin (Anishinabek language)	Bonzo / Aanii	Greetings
Kanyen'kéha (Mohawk language)	Kwékwé	Greetings

Appendix S Checklist: Job Postings

- Use gender-inclusive language

Gendered Terms	Gender Inclusive Terms
Chairman/Chairwomen	Chair
S/he	they/them/theirs
Fireman	Fire Fighter
Postman	Postal Carrier

- Avoid Gender-coded Language

Male	Female
Aggressive	Caring
Ambitious	Collaborative
Assertive	Considerate
Bold	Empathetic
Commanding	Friendly
Courageous	Gracious
Decisive	Intuitive
Dominant	Nurturing
Driven	Patient
Forceful	Sensitive
Independent	Supportive

- Use People Centre Language

Do not Use	Use
We value our employees as valuable assets to our team	We value our employees as valuable members to our team
Disabled person	Person with a disability

- Do not use jargon

Jargon	Clear
Make a request	Ask
In the absence of...	Without

Take into consideration	Consider
Submit your application	Apply

- Consider the job requirements. Studies indicates that women and newcomers to Canada are less likely to apply for positions if they do not meet one of the specified qualifications.
- Avoid acronyms such as KPIs, ETA, NDA, ROI, PTO.
- Post pay/salary range.
- Share interview process and timelines.
- Share benefits, if any.
- Clarify job location, the specific number of days remote and in the office.

Appendix T: Terminology

Ableism: Prejudice and discrimination against people with a disability.

Acceptance: Embracing and respecting differences beyond simply tolerating them.

Accessibility/Accessible: A building, facility, document, public and private facing written material, structure, program, activity, resource, software, product etc. that is readily usable, or the extent to which it is readily usable by a person with a disability.

Accommodation: duties of an employer, service provider or property owner to give equitable access to people who are protected by Ontario's Human Rights Code (Code). This includes, for example, people with disabilities, seniors and youth, people from racialized communities, families, single parents, recent immigrants, and all individuals identified with a ground of discrimination recognized under Ontario's Human Rights Code.

Advocacy: Speaking up on behalf of a group either as a group member or as someone outside of the group.

Ageism: Prejudice and discrimination based on age or on stereotypes related to age.

Ally/Allyship: An individual who makes consistent efforts to understand, uplift, empower, and support equity-deserving groups. An ally is not a member of the group but seeks to stand in solidarity with an equity-deserving group to end oppression, discrimination, and/or prejudice.

Anti-oppression: Strategies and actions that actively challenge existing intersectional inequities and injustices.

Anti-Oppression: The work of actively challenging and removing oppression perpetuated by power inequalities in society, both systemic oppression that happens based on a person's intersecting identities.

Anti-Black Racism: Policies and practices root in Canadian institutions that mirror and reinforce beliefs, attitudes, prejudice, stereotyping and/or discrimination towards people who are from diverse Black communities.

Anti-Racism: An active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.

Antisemitism: Prejudice, hostility, discrimination and hatred towards Jewish people.

Aromantic: A person who experiences a lack of romantic attraction. Aromantic individuals do not have an innate desire to be in a relationship with specific individuals, or they may feel disconnected from the idea of romance.

Asexual: A person who experiences little or no sexual attraction to people of any gender.

Assigned female at birth (AFAB) / assigned male at birth (AMAB): Describes someone's assigned gender at birth and were created to acknowledge arbitrary assignments of gender.

Assimilation: The process by which a person or group of people is pressured or forced to abandon their beliefs, language or customs and adopt those of the dominant culture.

Assumptions / Beliefs: Assumptions are ideas that people have learned, through their upbringing or society. Beliefs are a set of understandings that people hold true which filter how they understand the world. Our unconscious / conscious assumptions and beliefs impact the way we examine differences. It is important to critically access them.

Authenticity: The quality of being true to oneself. It is the ability to be genuine and sincere, even when it's difficult.

Barrier: Obvious or subtle obstacle that prevents or restricts people from accessing, using, or doing something that others can readily access, use, or do. Can be physical, economic, financial, informational, and/or organizational policies/practices.

Belonging: Feeling secure, supported, accepted, and included where there is a sense of acceptance, inclusion, and identity for a member of a certain community. It is when an individual can bring their authentic self to work.

Bias: A conscious or unconscious opinion, preference, prejudice, or inclination, formed without reasonable justification, that prevents a balanced or even-handed judgement.

Bigender: Someone who moves between masculine and feminine identities or characteristics. They may identify as a man and other times as a woman.

Bigot/bigotry: Someone who has and upholds a biased attitude or opinion toward an individual or group.

BIPOC: An acronym for Black, Indigenous, and People of Colour.

Bisexual: A person who experiences attraction to some people of their gender, and some people of another gender.

Bullying: Repeated behaviours that are intimidating, threatening, degrading, humiliating, or hostile and that physically or psychologically harm the victim.

Cis/Cisgender: A person whose gender identity is in alignment with the sex they were assigned at birth.

Cisnormativity: refers to the commonplace assumption that all people are cisgender and that everyone accepts this as "the norm." The term cisnormativity is used to describe systemic prejudice against trans people. This form of systemic prejudice may go unrecognized by the people or organizations responsible.

Cissexism: A system of oppression that considers cis people to be superior to trans people. It includes harmful beliefs that it is "normal" to be cis and "abnormal" to be trans. Examples include scrutinizing the genders of trans people more than those of cis people or defining beauty based on how cis people look.

Citizenship: the place or places where a person has status as a citizen, vested with the corresponding rights, duties and privileges.

Classism: Discriminatory practices and biases, for or against, based on socioeconomic status.

Code-switching: Historically, code-switching referred to the process of switching from one language or dialect to another depending on the social context. The term has evolved to refer to the process of changing behaviour, appearance, mannerisms, and/or language to conform to societally appropriate standards for a specific context. Code-switching in its modern form is most often performed by members of marginalized groups to avoid being stigmatized and associated with negative stereotypes of their group.

Coded language: The use of neutral words and phrases to express an opinion – often racist, sexist, or xenophobic – in an indirect way. Examples include "urban" as code for Black people, or "at-risk youth" as code for racialized or low-income students.

Colonization: the process of focusing on and devaluing people's differences to dominate and control them, including various economic, political and social policies by which a powerful group maintains or extends control over other people or areas.

Colour blindness: The belief that skin colour is not a factor in people's lives and that we should all be treated equally regardless of our skin colour.

Colourism: Discrimination based on skin colour, often resulting in people with a lighter skin tone being favoured over those with a darker skin tone.

Confirmation Bias: Our tendency to interpret information based on a way that confirms our own already-held beliefs and experiences.

Critical race theory (CRT): A cross-disciplinary examination of society and culture that considers the role of skin colour and racism in shaping institutions and systems. CRT has been used to analyze a wide range of issues, including education, criminal justice, and housing.

Culture: A set of shared ideas, customs, traditions, beliefs, and practices shared by a group of people that is constantly changing, in subtle and major ways.

Cultural Appreciation: The conscious effort to learn about another culture to better understand it, respect and support it, and develop positive cross-cultural relationships.

Cultural Appropriation: the unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one people or society by members of another and typically more dominant people or society.

Cultural competence: Awareness and understanding of diverse cultures and practices, and the ability to accept and bridge differences between cultures for effective communication. Cultural competence has become especially important as globalization increases and individuals must effectively interact with people from other cultures.

Cultural Humility: The ability to maintain an interpersonal stance that is oriented towards the perspective of another person. Involves conscious reflection on one's own perspective and biases as well as openness to another person's perspective to effectively communicate across difference.

Cultural intelligence (CQ): The extent that an individual can adapt to working with diverse cultures or bridge cultural understandings with empathy and without bias.

Dead name: The name that a person was given when they were born but they no longer use, usually a trans or non-binary person. Some people use the term 'birth

name', but the word 'dead' is used to emphasize the seriousness of not using the person's birth name. Use of someone's 'dead name' is offensive and, in the case of a trans person, generally misgenders them.

Decolonization: A process that consists of challenging and dismantling colonial ideas, values and practices embedded in society to honour Indigenous Peoples' ways of knowing, being and doing.

Dignity: An individual's perception about respect and trust, equitable treatment, valuation of one's work, autonomy and freedom of expression and decision making enjoyed by an employee in the workplace.

Disability: a limitation or loss of physiological abilities, whether apparent or not. These can be physical, cognitive, learning, and visual disabilities. Under the social model, disability is identified as a disadvantage or restriction of activity caused by systemic barriers, negative attitudes, and exclusion by society.

Discrimination: treatment in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit.

Diversity: The variety of human experiences, perspectives, and identities. Diversity can be based on factors such as skin colour, ethnicity, gender, sexual orientation, religion, age, disability, and socioeconomic status.

Dominant Group: A group that is considered more powerful and privileged in a particular society or context and that has power and influence over others.

Drag King/Drag Queen: Someone who uses extreme gender presentation and plays on stereotypes as a basis for performance pieces. Drag performers can be of any gender identity or sexual orientation.

Duty to Accommodate: The legal obligation that employers, organizations, service providers and public institutions have under human rights legislation to ensure fair and equal access to services in a way that respects the dignity of every person, if to do so does not create undue hardship. The principle of dignity strives

to maximize integration and promote full participation in society, in consideration of the importance of privacy, confidentiality, comfort, autonomy, individuality and self-esteem.

Elders: Important members of First Nation, Métis, and Inuit communities. The term Elder refers to someone who has attained a high degree of understanding of First Nation, Métis, or Inuit history, traditional teachings, ceremonies, and healing practices. Elders have earned the right to pass this knowledge on to others and to give advice and guidance on personal issues, as well as on issues affecting their communities and nations. First Nation, Métis, and Inuit peoples value their Elders and all older people and address them with the utmost respect.

Emotional tax: The mental and physical impacts on members of marginalized groups due to constant discomfort that comes with protecting themselves against bias and discrimination.

Employment Equity Designated Group: An underrepresented group whose members face systemic barriers in employment and for whom measures are put in place to increase their representation and eliminate the barriers.

Employee Resource Groups: Employee-led groups that serve many purposes depending on the organization, its focus, structure, sector and/or industry. Their primary purpose is to provide equity-deserving communities with a formal structure within the organization to support their unique needs.

Equality: The practice of ensuring equal treatment to all people, without consideration of individual and group diversities.

Equity: The practice of ensuring fair, inclusive and respectful treatment of all people, with consideration of individual and group diversities. Access to services, supports and opportunities and attaining economic, political and social fairness cannot be achieved by treating individuals in the same way. Equity honours and accommodates the specific needs of individuals/ groups.

Ethnicity: sharing a distinctive cultural and historical tradition often associated with skin colour, place of origin, ancestry or creed.

Ethnocultural: sharing a distinctive cultural and historical tradition often associated with skin colour, place of origin, ancestry or creed.

Ethnocentrism: The belief that one's own ethnocultural group is superior to others.

Explicit Bias: Biases that people are aware of and that operate consciously. They are expressed directly.

First Nations: Indigenous peoples who are not Métis or Inuit.

Functional Limitation: A partial or full reduction in a person's ability to perform an activity in a manner or within the range considered normal because of an impairment.

Gay: a person who is attracted to people of the same gender.

Gender: refer to the individual and/or social experience of being a man, a woman, or neither. Social norms, expectations and roles related to gender vary across time, space, culture, and individuals.

Gender affirming: A broad description of actions or behaviours that validate someone's gender, such as using someone's correct pronouns.

Gender-based Analysis Plus/ GBA Plus: An analytical approach used to assess the potential effects policies, programs and initiatives may have on diverse groups of people.

Gender Binary: A social system whereby people are thought to have either one of two genders: "man" or "woman." These genders are expected to correspond to birth sex: male or female. In the gender binary system, there is no room for living between genders or for transcending the gender binary. The gender binary system is rigid and restrictive for many people whose sex assigned at birth does not match up with their gender, or whose gender is fluid and not fixed.

Gender Expansive: Someone who identifies with a broader and more flexible concept of gender.

Gender Expression: How a person publicly expresses or presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language, and voice. A person's chosen name and pronoun are also common ways of expressing gender. All people, regardless of their gender identity, have a gender expression and they may express it in any number of ways.

Genderfluid: Someone who does not have a fixed gender identity. They may move between many gender identities and expressions.

Gender Identity: A person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their sex assignment at birth.

Gender non-conforming: An umbrella term for someone who identifies or expresses themselves outside of the gender binary. The term may refer to someone who identifies as trans or it may not.

Gender Norms: The gender binary influences what society considers "normal" or acceptable behaviour, dress, appearance, and roles for women and men. Gender norms are a prevailing force in our everyday lives. Strength, action, and dominance are stereotypically seen as "masculine" traits, while vulnerability, passivity, and receptiveness are stereotypically seen as "feminine" traits. A woman expressing masculine traits may be chastised as "overly aggressive," while a man expressing "feminine" traits may be labelled as "weak." Gender norms can contribute to power imbalances and gender in equality in the home, at work, and in communities.

Genderqueer/Non-binary: Individuals who do not follow gender stereotypes based on the sex they were assigned at birth. They may identify and express themselves as "feminine men" or "masculine women" or as androgynous, outside of the categories "boy/man" and "girl/woman." People who are non-binary may or may not identify as trans.

Gender Role: The culturally and historically specific expectations and restrictions that are placed on a person based on whether they are assigned female or male at birth. Can be empowering, oppressive, or neutral.

Gender Spectrum: The representation of gender as a continuum, as opposed to a binary concept.

Harassment: comments or actions, such as unwelcome attention, jokes, threats, remarks, name-calling, touching or other behaviours that are known, or ought to be known, to be unwelcome, offensive, embarrassing, humiliating, or demeaning. Harassment under human rights legislation is based on the prohibited/protected grounds.

Hate Crime: criminal acts which promote hatred against identifiable groups of people, motivated by bias, prejudice or hate. Although individuals and groups that promote this destructive form of human rights-based discrimination often defend their right to "free speech," it is a criminal offense to disseminate hate propaganda and/or to commit hate crimes.

Heteronormativity: Refers to the commonplace assumption that all people are heterosexual and that everyone accepts this as "the norm." The term heteronormativity is used to describe prejudice against people that are not heterosexual and is less overt or direct and more widespread or systemic in society, organizations, and institutions. This form of systemic prejudice may even be unintentional and unrecognized by the people or organizations responsible.

Heterosexism: The assumption that everyone is heterosexual, and that heterosexuality is superior and preferable. The result is discrimination against bisexual, lesbian and gay people that is less overt, and which may be unintentional and unrecognized by the person or organization responsible.

Historical Trauma: A trauma experienced collectively by a group of people sharing a common identity, caused by the oppression of this group through one or more events in the past, and that is usually characterized by the persistence of social and health problems in this group across several generations.

Homophobia: Negative attitudes, feelings, or irrational aversion to, fear or hatred of gay, lesbian, or bisexual people and communities, or of behaviours stereotyped as "homosexual." It is used to signify a hostile psychological state leading to discrimination, harassment, or violence against gay, lesbian, or people.

Human Rights: The universal entitlement that all people should have access to freedom, justice and protection from discrimination and harassment, and that people should have equal access to a climate that preserves that dignity and worth of individuals and groups.

Inclusion: An approach that aims to reach out to and include all people, honouring the diversity and uniqueness, talent, beliefs, backgrounds, capabilities, and ways of living of individuals and groups.

Inclusive Language: A means of communication that is used to treat people with respect, and that involves using words and expressions that are not considered discriminatory or offensive, and that do not imply the exclusion or stereotyping of groups of people.

Inclusive Workplace: In an organization, a work environment where the differences in the identities, abilities, backgrounds, cultures, skills, experiences and perspectives of employees are recognized, valued and leveraged by management and coworkers, which fosters a sense of belonging and involvement for all employees.

Indian: Indians should only be used when referring to government policy (the Indian Act) or classification (status or non-status Indians).
Some First Nations people refer to themselves as Indians. People who are not Indigenous should not use the term as it has negative connotation linked to it.

Indigenous Peoples: The distinct societies of First Nations, Inuit and Métis Peoples in Canada When acknowledging Indigenous peoples do not say "Canada's Indigenous peoples" or "our Indigenous peoples." Both infer that Indigenous peoples are owned by Canada or individuals. Use the phrase "The Indigenous peoples on what we now call Canada" or "the Indigenous peoples on Turtle

Island." There isn't a pan-Indigenous culture. There are many cultures and spiritualities amongst Indigenous people. The phrase Indigenous cultures should be used.

Indigenous Land Acknowledgements: These statements bring respect and awareness to the land we are on. It also acknowledges the colonization of Indigenous peoples. The GTA is on Haudenosaunee, Anishinabek, Wendat territory.

Individual Racism: Prejudice or discrimination based on skin colour by an individual.

Institutionalized racism: Racism expressed in the practice of social or political institutions where organizational programs, policies or procedures benefit the one group.

Internalized Oppression: When members of a marginalized group accept negative aspects of stereotypes assigned to them by the dominant group and begin to believe that they are inferior. The incorporation by individuals within an oppressed group of the prejudices against them within the dominant society can result in self-hatred, self-concealment, fear of violence, feelings of inferiority, resignation, isolation, and powerlessness. It is a mechanism within an oppressive system for perpetuating power imbalance.

Intersectionality: A term coined by law professor Kimberlé Crenshaw in the 1980s to describe the way that multiple systems of oppression interact in the lives of those with multiple marginalized identities.

Intersex: A person born with sex characteristics (chromosomes, gonads, sex hormones, or genitals) that do not fit the typical medical definitions of male or female bodies.

Inuit: Refers to Indigenous peoples who live in the northern regions of Canada. Inuit also live in Greenland, Siberia, and northern Alaska. Inuk refers to an individual Inuit person.

Islamophobia: The fear or hatred of the religion of Islam or of Muslims that leads to discrimination, prejudice, or hostility towards Muslims.

Justice: About dismantling systems and structures that create inequality, replacing them with systems that promote fairness, and creating opportunities for diverse communities to thrive together. Justice is a product of diverse, equitable and inclusive societies.

Knowledge Keeper: A respected member of an Indigenous community who possesses and cares for traditional teachings and knowledge in one or several areas.

Linguistic Discrimination/Language Discrimination/Language-Based Discrimination: Discrimination against a person or group of people because of their language or the way they speak a language. A person may be subject to linguistic discrimination for a variety of reasons, including their accent, vocabulary or syntax, the fact that they use a form of the dominant language that is considered inferior (for example, a dialect), or because they speak a language that is different from that spoken by the majority.

Lived Experience: The events in a person's life that lead to an intimate familiarity with a given subject.

Lesbian: a woman who is attracted to women.

Marginalization: The process of pushing people to the edges of society and denying them access to power and resources.

Marginalized Communities: Groups of people who are systematically excluded from power and resources. Marginalized communities can be based on factors such as skin colour, ethnicity, gender, sexual orientation, religion, age, disability, and socioeconomic status.

Mental Illness/Mental Health Disorder: A disorder characterized by a disruption in mental processes, mood or behaviour that generally causes distress or impairs a person's functioning in various areas of their life.

Métis: The fur trade in west central North America during the 18th century led to a growing number of children of First Nations women and European fur traders. This population established distinct communities and married among themselves. The new Indigenous peoples – the Métis people – with their own unique culture, traditions, language (Michif), way of life, collective consciousness, and nationhood.

Microaggressions are verbal or nonverbal slight that impacts an individual who might identify as being from equity deserving communities.

Microinequities: The everyday, subtle ways in which people are treated differently because of their skin colour, gender, or other social identities.

Misgender: The act of referring to someone, intentionally or not, with a term that does not align with their gender identity. This includes using the wrong pronouns, using a trans person's dead name, or using a gendered term (sir or ma'am, husband or wife, Mr., Mrs., etc.)

Misogyny: The hatred and denigration of women and characteristics deemed feminine.

Model Minority: A minority that is perceived to have successfully integrated into society, particularly in academic, economic or cultural fields, especially in comparison to other minorities. The concept of a model minority may seem positive, but it carries negative connotations. Because it stems from stereotypes based on ethnic or racial characteristics, it erases the individuality of those within the group as well as the discrimination faced by its members. For example, certain Asian groups are stereotypically considered to excel at mathematics and science. This stereotype puts undue pressure on those belonging to these groups as the expectations of their successes in these fields are higher than for members of other groups. Such stereotypes can also lead to different minorities being pitted against each other because their successes are not measured in the same way.

MSM: Men who have sex with men.

Neo-Pronouns: Alternative pronouns that are gender neutral and preferred by some non-binary and gender diverse persons. Some examples are "ze/hir" and "ey/em", "xe/xyr" "ze/zir or ze/hir" "fae/faer" "ey/em/eir" "ae/aer"

Neurodivergence: A noun that means departure from what is considered typical in a person's neurological function or behavioural traits. Neurodivergence can be innate or acquired through alterations in brain functioning caused by trauma or other experiences. Examples of neurodivergence include autism, dyslexia and attention-deficit/hyperactivity disorder.

Neurodivergent: An adjective that is referring to a person with neurological functioning or behavioural traits that differ from what is considered typical. For example, people with autism, dyslexia or attention-deficit/hyperactivity disorder are considered neurodivergent. The term "neurodiverse" is often mistakenly used to refer to a neurodivergent person. However, "neurodiverse" refers to the variety of neurological traits possessed by a group. Therefore, a person cannot be neurodiverse.

Neurodiversity: A noun that describes the variation in neurological functioning and behavioural traits considered as a normal phenomenon in the human population. The concept of neurodiversity is inclusive as it encompasses both neurodivergent and neurotypical people.

Neurotypical: A term used to describe people whose brains function in a way that is considered normal or typical.

Non-Binary: An umbrella term for gender identities that fall outside of the man-woman binary.

Oppression: A combination of prejudice and institutional power which creates a system that discriminates against target groups and benefit dominant groups.

Pansexual: A person who is attracted to other people regardless of gender.

Passing: The experience of being viewed as something by other people in each context. Meaning varies depending on the context in which it is used.

Patriarchy: A system of social organization in which men hold the power and women are subordinate.

Pay Equity: The state of being paid the same amount for doing the same work, regardless of gender, skin colour, or other protected characteristics.

Place of Origin: A place an individual was born or previously resided.

Polyamory: The practice, state or ability of having more than one intimate, sexual and/or romantic relationship at the same time.

Power: Access to privileges such as information/knowledge, connections, experience and expertise, resources and decision making that enhance a person's chances of getting what they need to live a comfortable, safe, productive, and profitable life. Each person has various levels of power in different contexts depending on a personal combination of privileges and oppression.

Pow Wow: a traditional First Nations gathering which includes song, drumming, dance, and socializing. Pow Wows can also be a time for healing, scared and inter-national meetings – private or public. It should not be used for describing a non-First Nations meeting.

Poz: An abbreviation referring to an HIV positive person.

Prejudice: An unfavorable feeling, opinion or attitude formed beforehand without knowledge, thought, or reason in a hostile nature.

Privilege: A dominant group that obtains certain rights, freedoms, benefits, advantages, opportunities, and / or access over a non-dominant group.

Queer: An umbrella term used and reclaimed by some whose sexual orientations and/or gender identities fall outside of cisgender/straight norms.

Questioning: A period where a person explores their own sexual identity, orientation, and/or gender.

Race: A social construct to emphasis differences among people based on skin colour.

Racialized person: The phrase racialized recognizes that race is a social construct. People seen as belonging to racialized communities could be perceived as being socially different from, for example, the racial or ethnic majority. In Canada, the term "racialized communities" usually refers to non-white people. The word "racialized" stresses the fact that race is neither biological nor objective but is a concept which is societal in origin.

Racialization: the process by which societies construct races as real, different and unequal in ways that matter and affect economic, political and social life

Racial profiling: any action that relies on stereotypes about skin colour, ethnicity, ancestry, religion or place of origin, or a combination of these, rather than on a reasonable suspicion to single out a person for greater scrutiny or different treatment.

Racism: people are discriminated against due to the colour of their skin. It is based on the belief that the colour of one's own skin is superior.

Reconciliation: In the context of Crown-Indigenous relations, the process of repairing and improving relationships between Indigenous and non-Indigenous peoples and governments. The acknowledgement of the past and present effects of colonialism in Canada is essential to this process.

Refugees: people who flee from actual or potential persecution in their place of origin based on race, religion, nationality, social/ political affiliations, etc. When seeking employment and the use of services, Refugees may face barriers and stigma.

Regalia: Handmade clothing that holds spiritual significance to the dancer and is adorned with beading that has taken many hours (or even years) to assemble. Be respectful and always ask before taking photos or touching!

Religion: a set of beliefs concerning the cause, nature, and purpose of the universe. Usually involves devotional and ritual observances and often containing a moral code governing the conduct of human affairs.

Respect: The act of showing regard or consideration for someone or something. It is the willingness to accept someone or something for who or what they are, regardless of their differences

Safe Space: A physical or virtual space or environment where people can express themselves and share experiences without fear of discrimination, judgment, conflict, criticism, harassment, or repercussions.

Self-Identification: A person's own assertion of belonging to a certain group or category of people.

Settler: A person who has migrated to an area and established a permanent residence there, often to colonize the area. Settlements are often built on land already claimed or owned by another group.

Settler Colonialism: A particular type of colonialism where the colonizers stay on the land they colonize and never intend to leave.

Sex: The classification of people as either male, female, or intersex. Sex is usually assigned at birth and is based on an assessment of a person's reproductive systems, hormones, chromosomes, and other physical characteristics.

Sexism: The belief that one sex is superior to another, and the prejudice and discrimination that results from this belief.

Sexual Orientation: the direction of one's attraction. Some people use the terms gay, straight, bi, pan, or lesbian to describe their experience.

Sex-Positive: An attitude that promotes and embraces the diversity of human sexuality, focusing on; advocating for a consent-oriented culture, safe sex awareness, and comprehensive sex education that incorporates unbiased methods in its approach.

Social Determinants of Health: Things that are needed for people to avoid illness and to be physically, mentally and socially healthy (e.g. income, employment, housing, access to services).

Social Justice: A concept based on a vision of society in which the distribution of resources is equitable, and individuals and groups are given equal opportunity, fairness, civil liberties, and participation in the rights, freedoms, and responsibilities valued by society.

Stealth: When a trans person is not out about being trans in their social circles (with friends, employers, colleagues). There are many different levels of being stealth, but in some cases a trans person may need to end contact with those who once knew them as their assigned at birth sex, move to new locations, or get a new job. These changes are significant and may be due to personal reasons or based on physical, cognitive and/or emotional safety.

Stereotyping: an over-generalized belief about a community or group of people. The type of expectation can vary; it can be, for example, an expectation about the group's personality, preferences, or ability.

Straight: A person who is attracted to people of the opposite gender.

Systemic Barriers: barriers that are hidden (intentionally or unintentionally) that exclude certain groups or communities of people from fully engaging. These systemic barriers are often reinforced by existing policies, practices and procedures.

Systemic Discrimination: Discrimination created and maintained by the seemingly neutral practices, policies, procedures and cultures of organizations and government structures.

Systematic Racism: The discriminatory treatment of certain groups of people based on their race or ethnicity, caused and maintained by the apparently neutral practices, policies, procedures and cultures of organizations and government structures.

Tokenism: The practice of making a symbolic effort towards involving an underrepresented group of individuals under the guise of inclusivity or equality, and is often seen within a group, committee, organization, or workplace. The action itself or the type of involvement of the underrepresented is limited, and the false appearance of inclusivity or equality can then be used to promote a false appearance that hides deeper systemic issues within the organization.

Traditional Territory: Land identified by an Indigenous community as the territory it has historically occupied and used, and to which it still has spiritual, cultural and economic connections.

Trans: an umbrella term referring to people whose gender identities differ from the sex they were assigned at birth. "Trans" can mean transcending beyond, existing between, or crossing over the gender spectrum. It includes but is not limited to people who identify as transgender, transsexual, non-binary or gender non-conforming (gender variant or genderqueer).

Transition: Refers to a range of social, legal, and medical changes that some trans people may pursue to affirm their gender identity.

Trans Man: A person who was assigned female at birth and identifies as a man.

Transmisogyny: Negative attitudes, expressed through cultural hate, individual and state violence, and discrimination directed toward trans women and trans and gender non-conforming people on the feminine end of the gender spectrum.

Transphobia: Negative attitudes and feelings and the aversion to, fear or hatred or intolerance of trans people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify discrimination, harassment and violence toward trans people, or those perceived to be trans.

Transsexual: a person whose gender identity differs from their sex assigned at birth. They may or may not undergo medically supportive treatments to align their bodies with their gender identity, such as hormone therapy, sex

reassignment surgery or other procedures or changes. This term is dated and can be considered offensive if someone does not use it to refer to themselves.

Trans Woman: A person who was assigned male at birth and identifies as a woman.

Turtle Island: the name given to the Americas by Indigenous peoples such as the Haudenosaunee, Anishinabek, Wendat and Mi'kmaq.

Two-Spirited: An umbrella term encompassing gender and sexual diversity in Indigenous communities. Two Spirit people often serve integral and important roles in their communities, such as leaders and healers. There are many understandings the term Two Spirit – and this English term does not resonate for everyone. Two Spirit is a cultural term reserved for those who identify as Indigenous.

Unceded: Referring to traditional or ancestral land never transferred to the Crown or to the Government of Canada by an Indigenous community by means of a treaty or other agreement.

Unconscious Bias: Biases that people hold without being aware of them.

UNDRIP: United Nations Declaration on the Rights of Indigenous Peoples. On September 13, 2007the UN General Assembly adopted the UNDRIP, after 20 years of discussion with the UN system. Recognizing the "over 370 million Indigenous people in Africa, the Americas, Asia, Europe and the Pacific...among the most impoverished marginalized and frequently victimized people in the world."

Visible Minorities: Persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour.

White privilege: the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed upon people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

Whitewashing: Whitewashing is the act of making something appear whiter than it is using language, images, or other forms of representation. Whitewashing can be used to erase or minimize the experiences of people of colour.

Woke: A slang term that refers to being aware of and actively engaged in social justice issues. The term has been used to describe people who are critical of racism, sexism, and other forms of oppression.

WSW: Women who have sex with women.

Xenophobia: The fear or hatred of people, cultures or customs that are foreign, or perceived to be foreign, that leads to discrimination or acts of hostility towards these people.

Appendix U: Words and Phrases to Avoid

Basket case: The origin of Basket Case goes back to World War I. It was originally a slang phrase indicating a soldier who had lost all four limbs, thus making them unable to move independently.
Use: Useless, Annoying, Lazy

Blackball, black mark, black market: Black is looked upon as a negative while white is looked upon as a positive, reinforcing social norms and people.
Use: banished, vetoed, smuggle, illegal

Crack the Whip / Whip-Cracker: Black slaves in North America and in parts of Europe were often whipped, hence having negative connotations.
Use: Retain control, be in charge

Crazy / Cray / Mental / Mental Case / Moron / Manic / Maniac / Psycho/ Psychotic / Looney / Looney Bin / Lunatic: Using these terms views people as their disability. These terms can be condescending and group people into one undifferentiated category. They do not reflect the individuality, equality, or dignity of people with disabilities.
Use: Absurd, Illogical, Irrational, Intense, Misleading, not making sense, not thinking, Naive, Mistaken, Confused, Misled, Misinformed, Uninformed, Ignorant

Dreadlocks: Dread was attached to the hairstyle's name when the style first entered North America to label them as dreadful or dreaded. The hairstyle has a cultural history in African, Jamaican, African American and some Indian cultures.
Use: Locks or locs

Dumb: Refers to deaf or hard of hearing people, people with speech-related disabilities, or people with linguistic or communication disorders or disabilities. It is not an alternative for describing someone ridiculous.
Use: Foolish, Arrogant, Ridiculous

Ghetto/Inner City: Often used negatively regarding racialized people of a lower socio-economic status.

Use: People who live in the city (or state the specific city). If referring to a low socio-economic status state low socio-economic status.

Grandfather clause/Grandfathered in: Used to refer to an old rule applying to a new situation. Often associated with efforts to disenfranchise African Americans.
Use: exempt

Guru: Used by people who follow Sikh and Hindu faiths, referring to someone who is spiritual and well respected. Using it casually negates its original value.
What to use instead: Expert

Gypped: Comes from the word Gypsy, which is a derogatory name for the Romani (Roma) people meaning thief or cheater.
Use: Ripped off, cheated

Gypsy: A racial slur directed to the Roma people.
Use: Roma

Lowest on the totem pole: Totem poles are sacred to many Indigenous Nations so using this phrase is disrespectful. The phrase refers to individuals who are the least important and are free for the taking. Interestingly, in many Indigenous communities, the lowest carvings on totem poles are often the most important.
Use: lowest rung on the ladder

Lynch mob: The racist roots of the phrase are hidden in plain sight. Though it has evolved into an umbrella term for an "unjust attack," lynch mobs originated as hordes of people, most always White, who would torture and kill Black people – often by hanging them – as a form of vigilante justice.
Use: mob justice or vigilante justice

Minority: The term 'minority' has been used as a blanket term for different equity-deserving communities. Also, the use of the word 'minority' reinforces the idea of a White majority and can minimize historically marginalized people and promote erasure of distinctive communities and identities. This term is outdated. It is recommended to use the specific name of the group or groups to which you are referring.

Use: Racialized person, person from a racialized community, racialized community

Moron: Originally coined by eugenicist and psychologist Henry H. Goddard, who used it to describe people he categorized as having low intelligence and behavioural deviance. Eugenics had to do with creating humans with "desirable" characteristics through breeding and preventing those with "undesirable" traits from reproducing. Goddard made it his mission to ensure "feeble-minded morons" did not immigrate to the United States, sending his staff to assess the "intelligence" of people coming into Ellis Island in the early 20th century. About 40 percent of Hungarian, Italian and Jewish immigrants were classified as "morons" and deported in 1913.
Use: fool, doofus, nitwit

Ninja: refers to a member of a feudal Japanese society of mercenary agents, highly trained in martial arts and stealth (ninjutsu), who were hired for covert purposes ranging from espionage to sabotage and assassination.
Today it is often used to claim expertise in an area, such as legal ninja or writing ninja, and the concern is that the word's origins are not being respected in such cases.
 Use: Expert

No can do: origins are racist to poke fun at Chinese immigrants who did not speak fluent English, beginning in the 19th century. There is a similar history with the phrase "long time no see."
Use: I cannot do that, or I am unable to do that now, or It is not possible

Off The Reserve: Indigenous people were not allowed to leave their communities with a special pass from Indian Agents. Deviating from what is expected or customary.
Use: Went rogue

Peanut Gallery: It is a classist phrase that refers to the cheapest, worst seats in a theater. It can also be construed as racist since the cheap seats where the only seats Black Americans were allowed to purchase in the early- to mid-1900s. Cheap balcony seats were reserved for or largely made up of African American patrons,

thus since the phrase implied that the opinions expressed by those from the gallery were unsolicited and unhelpful.
Use: Hecklers

Pow Wow: a traditional First Nations gathering which includes song, drumming, dance, and socializing. Pow Wows can also be a time for healing, scared and international meetings – private or public.
It is often used to describe casual meetings or gatherings by non-Indigenous peoples.
 Use: Meeting or huddle

Sherpa: an ethnocultural community who live in the Nepalese Himalayas. Often act as porters on mountain climbing expeditions.
Use: A strong commander, a guide

Sold down the river: This phrase has a negative connotation that originally referred to Black slaves sold in America to slave owners and taking either Mississippi or Ohio rivers to the south.
Use: betrayed

Spaz: Offensive word for spastic diplegia a form of cerebral palsy that results in muscle stiffness in the legs.
Use: inept, incompetent, clumsy

Spirit animal: spirit animals are an important part of the belief system of some cultures and refer to a spirit that helps guide or protect a person on a journey and whose characteristics that person shares or embodies.
Use: kindred spirit

That is so lame: When something/someone is considered boring, uninteresting, or inadequate. The term "lame" means difficulty walking or unable to walk, so its colloquial use reinforces negative connotations around mobility.
Use: boring, bland, unexciting, pathetic, or unoriginal.

Tipping point: Coined in the '50s and '60s to describe white families moving out of a neighbourhood because of the influx of African Americans. Today, it is often used to refer to a critical moment, usually with negative connotations.
Use: Boiling point, I/We reached my/the limit or this is the final straw

Uppity: During Segregation racist southerners used uppity to describe Black people who did not know their place, socioeconomically speaking. Originally, the term started within the Black community, but the racists adopted it quickly.
Use: arrogant, conceited

Welshing on a bet: To swindle someone by not paying a debt. A negative stereotypes about people of Welsh heritage.
Use: Cheated, swindled, to obtain by fraudulent means.

Appendix V: A Brief History of Racism in Canada 2020

Why does history still matter?

By making the link between history and in contemporary workplaces as it relates to racism and discrimination, we can move forward to recognize and end the systemic barriers that continue to persist.

Below is a brief overview of key historical periods that have shaped race relations in Canada.

Before Arrival of Europeans (prior to 1497)

Indigenous peoples lived on Turtle Island (First Nations name for North America) for thousands of years before European explorers arrived. Indigenous people say that they have been here since time immemorial. Indigenous communities had their own legal and political structures. They had their own cultural traditions and histories. Even with colonization their political structures and cultural and spiritual traditions continue to thrive.

Indigenous people had a long and rich cultural and history before the arrival of Europeans. A colonization and European narrative continue to dominate our understanding of Canada as a country.

Colonization (1534 in Canada)

Colonization refers to process of political economic and social domination and control over inhabited lands and people. Western European countries set up colonies around the world for their benefit. Local people and land are exploited for the benefit of the colonizing country.

Jacques Cartier, a French explorer, sailed from France on three separate occasions from 1534-1542 now viewed as the symbolic start of colonization in Canada.

Residential Schools

Indian residential schools existed in Canada since at least 1620 when the Recollect Order of Franciscans (Roman Catholic) established a boarding school at Québec. In 1884, the Canadian government legislated the Residential School System with churches running the schools. The goal of the schools was to assimilate Indigenous people into dominant society. It remains one of the darkest periods of Canadian history. It was estimated that over 150 000 Indian, Inuit and Métis children between the ages of four and sixteen attended the schools, in all Canadian provinces and territories except Prince Edward Island, New Brunswick and Newfoundland.

Children experienced significant trauma at these schools. In addition to being forcibly separated from their parents and family they experienced physical, sexual, and emotional abuse. Upon arriving at the schools, their traditional clothing was removed and destroyed, their hair was cut, and they were given English or French names. Children were forced to abandon their languages, cultural beliefs, and ways of life. If they were caught speaking their respective languages or practicing their cultures or spirituality they were beaten. They were told their parents, and their cultural and spiritual practices were savage or not civilized. The trauma that children experienced at residential schools impacted generations of Indigenous families across Canada. The last residential school closed in 1996 in Saskatchewan, but the negative legacy of these schools is still felt today.

Slavery (1689 – 1833)

Canada prides itself on being the "Promised Land" or the end of the Underground Railroad line for American slaves. Canadians are not taught or forget that the British colonies that became Canada were home to slavery for over 200 years, up until 1834.

British loyalists brought over 2000 slaves to Nova Scotia, Ontario and Quebec following American Revolution. The legacies of slavery are still seen and felt today in the form of anti-Black racism.

Immigration Act (1869)

The Canadian Government realized that immigration would result in growth and economic gains.

The Immigration Act of 1869 was discriminatory as immigration offices only existed in Britain, Europe, and the United States. They attracted farmers and laborers of British, European, and American ancestry and turned away workers, artisans and tradesmen from other countries. Immigrants who were considered ill or a threat to public safety were made to pay a levy.

The Chinese Head Tax (1885)

The Chinese Immigration Act of 1885 imposed a head tax on Chinese immigrants. All Chinese immigrants had to pay a head tax of $50. The amount was raised to $100 in 1900 and then $500 in 1903. The head tax was the first official legislation in Canada to exclude immigration based on ethnic origin. When the tax was removed from the Chinese Immigration Act in 1923, the discrimination continued with the ban of Chinese immigration until 1947. The Canadian Government profited from this practice, collecting $23 million in various head taxes over 38 years.

The Continuous Passage Regulation (1908-1947)

Canada made it difficult for those from outside Britain, Europe and the United States to gain immigrant. The Continuous Passage Regulation existed from 1908-1947. The amendment required all immigrants to arrive directly from their point of entry, without stops in between. The law was directed at people from South Asia and Japan as neither were about to travel directly from their respective countries.

The Komagata Maru (1914)

In 1914 Gurdit Singh, wealthy Sikh merchant, challenged the Continuous Passage Regulation by chartering the Komagata Maru to sail from Hong Kong to Vancouver with 376 prospective immigrants from India. Many of the men on-board were veterans of the British Indian Army and believed that it was their right as British subjects to settle anywhere in the Empire they had fought to defend and expand. The regulation kept people from Indian out of Canada until 1948. On May 23, 1914, a half mile from Canadian shores, the ship was surrounded by immigration boats and the passengers were not allowed to leave the ship. The ship remained there for two months, without food, water or supplies at times, while the legality of the continuous journey regulation was challenged in provincial court. The Supreme Court of British Columbia upheld the legislation and the Komagata Maru was escorted out of the harbour on 23 July 1914. Once the ship arrived back in India 20 passengers were killed and the rest jailed by authorities.

MS St. Louis (1939)

With the rising anti-Semitism and persecution of Jews in Nazi Germany the MS St. Louis left Hamburg, Germany May 13,1939, carrying 937 Jewish refugees who were seeking asylum. The ship was going to Cuba as the passengers had tourist visas. Only 28 passengers were allowed entry into Cuba, and the ship was forced to leave Cuba shortly after. Canada and the United States were hostile to the idea of Jewish immigration, so both countries denied entry. The ship eventually made its way back to Europe with the rest of the passengers still on board. While the U.K, France, Belgium, and the Netherlands took in of the passengers, the Nazi invasion of these countries put these Jewish asylum seekers at risk again. It is estimated that 254 of those who returned to Europe died during the Holocaust. This episode in Canada's history underscores Canada's anti-Semitic past and how it was translated into on immigration policies.

The Japanese Internment (1942)

Japanese people had been immigrating to Canada since the turn of the 20th century. Even with the onslaught of anti-Asian tensions, Japanese Canadians prospered. After the bombing of Pearl Harbour in December 1941 Canadian Prime Minister William Lyon Mackenzie King called for removal of Japanese Canadians from a 100-mile radius from the Pacific coast. Approximately, 22,000 Canadian Japanese, of which sixty-five per cent were Canadian born, were removed from their homes. Wartime restrictions were kept in place until April 1949.

The federal government apologized for the internment of Japanese Canadians in 1988, over 40 years later, and offered compensation. The city of Vancouver apologized in 2013, over 70 years later.

Demolition of Africville (1964)

Black people have lived in Nova Scotia since 1749. Many of the first settlers were former slaves from the Thirteen Colonies, Black Loyalists who were freed by the Crown during the American Revolutionary War and War of 1812. The Black residents were subject to systemic racism but formed a tight-knit community. Africville was located on the outskirts of Halifax. Even though the residents paid municipal taxes, they were denied basic services such as electricity, clean water and infrastructure. As the community became entrenched in poverty, the City of Halifax began to set up undesirable developments such as a prison, a slaughterhouse an infectious disease hospital, a depository for fecal waste and a city dump.

In 1964, the Halifax City Council evicted residents, who did not want to leave, with little to no compensation or consultation. Businesses and homes were demolished, and residents were relocated into housing projects. Today Africville has been declared a historical site, and a formal government apology has been issued to the community's descendants.

Multiculturalism (1971)

In 1971, Canada became the first country in the world to adopt multiculturalism as an official policy. The Canadian Multiculturalism Act affirmed the government policy that every Canadian receive equal treatment, which respects and celebrates diversity. The Act recognized that English and French remain the official languages but that other languages may be used.

While the Multiculturalism Act created a national narrative of an equitable and accepting society, this section has demonstrated how Canada has historically treated racialized groups as unequal, as written in law and in practice.

The Impact in the Workplace

 Places of work need to recognize that many systematic barriers that exist have a historical context. The social and political discourses emerged from history.

Statistics Canada Unemployment Rates in Racialized Communities – 2024
Unemployment rates up among core-aged Black and South Asian Canadians on a year-over-year basis
Among the three largest racialized population groups, the unemployment rate in September was up on a year-over-year basis for core-aged:

Black Canadians: (+3.1 percentage points to 11.0%)
South Asian Canadians: (+0.9 percentage points to 7.3%)
Chinese Canadians: (little changed at 5.9%)
Indigenous people earn significantly less per hour than non-Indigenous people
First Nations ($28.78) and Métis peoples: ($30.38) earned significantly less per hour than non-Indigenous people ($32.58) in 2022.

The Indigenous population is younger on average, and larger shares were employed in sales and services occupations—jobs that tend to have lower wages.

In comparison, the unemployment rate of core-aged people who were not part of a racialized group and not Indigenous rose from 4.0% to 4.4% in the 12 months to September.

Appendix 2: IDEA Committee Terms of Reference

Inclusion, Diversity, Equity and Accessibility (IDEA) play a crucial role in fostering a safe, welcoming, respectful, and high-performing organizational culture. To promote meaningful change across Toronto Seniors Housing Corporation, the IDEA Committee was established to develop and guide strategic initiatives, action plans, and recommendations. Accordingly, the following Terms of Reference have been created for the IDEA Committee.

The IDEA Committee actively engages with various structures within TSHC that focus on supporting equity-deserving groups, including but not limited to, women, Indigenous persons, persons of Black/African descent, members of racialized communities, 2SLGBTQIA+ individuals, persons with disabilities and recognizing that individuals have intersecting identities.

Additionally, the IDEA Committee will consult and/or partner with relevant partners (as required) internally and externally to ensure appropriate consultation and alignment with organizational goals. This group provides valuable feedback and insights on inclusion, diversity, equity, and accessibility initiatives. The IDEA Committee will incorporate input from potential partners to refine, shape, and enhance recommendations, priorities, and activities under the IDEA Strategy as necessary.

Purpose

The Inclusion, Diversity, Equity, and Accessibility Committee will work to advance and strengthen IDEA related initiatives. The aim and purpose of the Committee is to:

Guide

- Guide, support, advance, and influence key IDEA related project milestones
- Provide input, and guidance into project actions and activities
- Support all levels of the organization in implementing IDEA - related initiatives
- Focus and align the Committee's IDEA efforts with the wider business goals, vision, and mission

Support

- Gather and share multi-disciplinary perspectives to inform key decisions as they relate to implementation of strategic activities
- Support the monitoring and evaluation of the effectiveness of IDEA strategies, initiatives, and programs to ensure continuous improvement and alignment with organizational goals
- Provide input on past IDEA initiatives to guide and inform project actions and activities

Advance

- Supports the implementation of approved strategies, evaluates, and measures program effectiveness
- Promotes the guiding principles of IDEA across the organization.
- Makes recommendations and provide input into Inclusion, Diversity, Equity and Accessibility actions, activities, and priorities
- Using an IDEA Lens, support the socialization and adaptation of new Inclusion, Diversity, Equity and Accessibility initiatives
- Champion IDEA initiatives across the organization

Roles and Responsibilities Co-Chairs are responsible for:

- Chairing committee meetings
- Ensure that all discussions within the committee are conducted with confidentiality, respect, and ethical integrity.
- Determining key agenda items for review, discussion, and feedback
- Preparing and distributing meeting agenda/materials in advance of committee meetings

- Reviewing minutes and documents before distribution to committee members

Committee members are responsible for:
- Respecting confidentiality and ethical guidelines when discussing sensitive issues related to inclusion, diversity, equity, and accessibility
- Attending and actively contributing to the meeting discussions
- Initiating discussions, and suggestions for improvement to strategic goals and objectives, initiatives, and implementation/launch activities
- Making recommendations on key initiatives and participating in the decision-making process
- Assisting with the implementation of communication and change management plans, especially during transition stages where engagement, consultation, and communication is essential to success; and
- Contributing unique perspectives based on personal and professional lived experiences.

Membership
The IDEA Committee's membership is composed of key partners and includes staff representation from:

- Engagement, Partnerships, and Communications
- Operations
- People and Culture
- Strategy and Business Management

This list of key partners and representatives is subject to change, grow, and expand as inclusion, diversity, equity, and accessibility work advances across the organization. The committee will include both managers and staff and 2/3 of the committee will be from equity-deserving communities.

Frequency of Meetings, Agenda Items, and Materials
Monthly meetings in person or video conference.

In addition to regular monthly meetings, the Committee may convene special meetings or working groups as needed to address urgent or time-sensitive issues.

The agenda and relevant documents will be distributed one week before the meeting.

Agenda items may be submitted to the Chair up to 10 days before the distribution of documents for the meeting. Additionally, items can be added to the agenda during the meeting, provided there is consensus among attendees.

Quorum Requirements

A quorum shall consist of 2/3 of the Committee members attending the meeting in person or through video conferencing.

Minutes

Minutes of each meeting are recorded by a delegated Committee member with an alternate.

Resources

The IDEA Committee will have access to necessary resources, including administrative support, budget allocations for IDEA initiatives, and the ability to engage external consultants or experts as required.

Reporting

The Committee will report to the Director, People and Culture on a quarterly basis to provide updates on progress, challenges, and recommendations.

Duration

The IDEA Committee will stand for two years after which the Committee members can be subject to change and expand as Inclusion, Diversity, Equity, and Accessibility work advances across the organization.

Conflict of Interest

Committee members are required to disclose any potential conflicts of interest and recuse themselves from discussions or decisions where a conflict may arise.

Amendments

Amendments to the Terms of Reference will be made by consensus of the IDEA Committee members and will be formally documented and approved.

The IDEA Committee will provide reports to the Board two (2) times a year.

Background: How We Got Here

Toronto Seniors Housing Corporation

Leadership Team Interviews

Staff Survey Feedback Sessions

McLeans Workshop

IDEA Committee

Employee Engagement and Demographic Survey
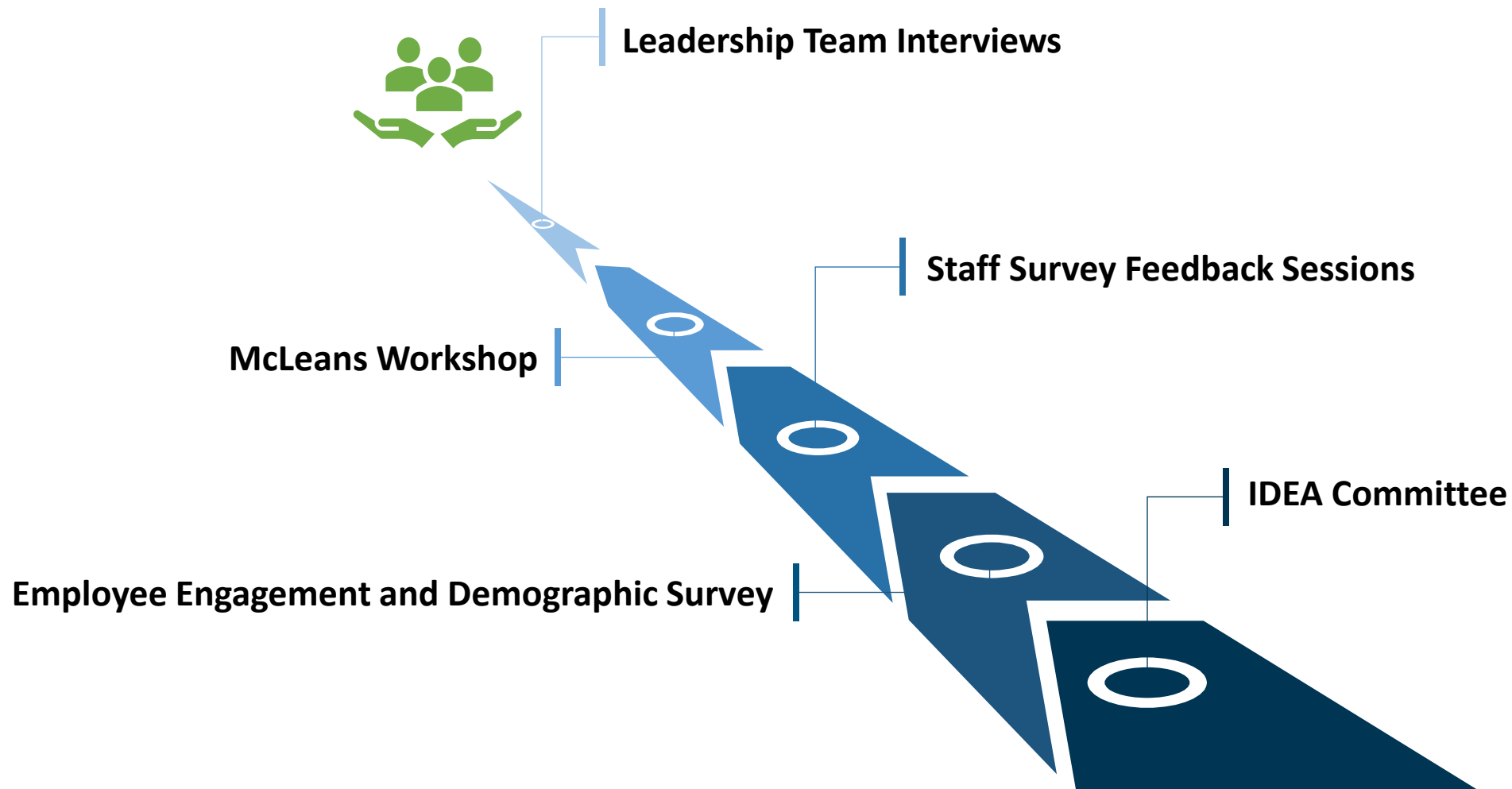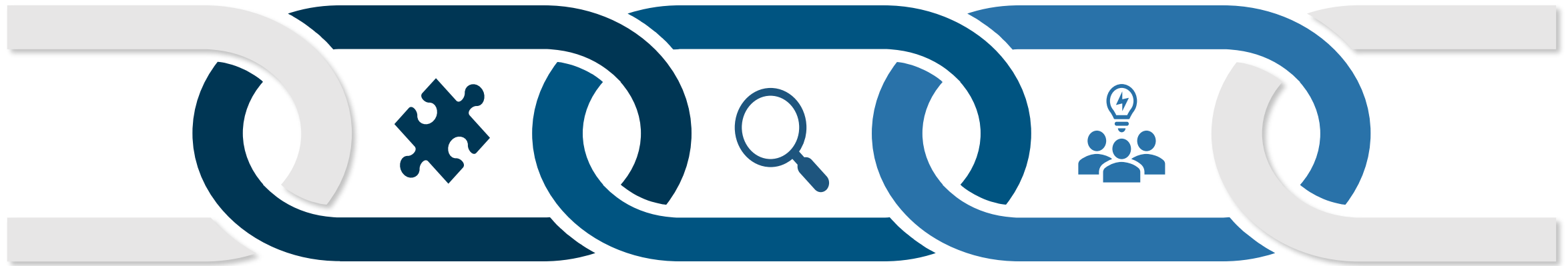
TSHC IDEA Strategy

IDEA Strategy

TSHC's three-phase IDEA Strategic Plan details TSHC's core IDEA Pillars, objectives, and initiatives, complete with measurable targets to gauge TSHC's success.

Diversity Lens

Serves as a tool used to guide decision-making on policies, procedures, and programs.

IDEA Committee

The IDEA Committee is a staff-led committee that actively engages with various structures within TSHC that focus on supporting equity-deserving groups, provides valuable insights on IDEA, consults and/or partners with relevant partners as required, and helps refine, shape and enhance recommendations, priorities and activities under the IDEA strategy.

Governance

Board	Bi-Annual Reporting – Director of People and Culture.
CGHRC	Bi-Annual Reporting – Director of People and Culture.
Leadership Team	Support the strategy within their respective departments.
Director, People and Culture	Overall lead of IDEA strategy implementation.
IDEA Advisor (Proposed)	Implements the IDEA strategy ad supports the IDEA Committee. Supports policy and recruitment practices review, operationalizes, and updates strategy.
IDEA Committee	Staff led committee. Makes recommendations to IDEA Advisor.

Three-Phase Roadmap

01

**Immediate Action
2026 - 2026**

Foundation Building and
Diversity Lens Integration

02

**Expanding and Deepening
2026 - 2027**

Enhancement, Engagement, and
Diversity Lens Appllication

03

**Embedding and Sustaining
2027-2028**

Integration, Accountability, and
Continuous Review

Phase 1: Immediate Action (2025-2026)

01 Foundation Building and Diversity Lens Integration

Focus: Establishing core IDEA infrastructure, foundational knowledge, and the initial application of the diversity lens.

Key Activities:

- Review and align policies with IDEA and Human Rights standard and the Diversity Lens checklist

- Deliver IDEA training to all staff emphasizing the application of the Diversity Lens in daily work

- Activate the IDEA Committee and foster an inclusive culture

Phase 2: Expanding and Deepening (2026-2027)

02

Enhancement, Engagement, and Diversity Lens Application

Focus: Building on the foundation by enhancing engagement, support, communication, and deepening the application of the Diversity Lens.

Key Activities:

- Develop and implement both mentorship and buddy programs.

- Create a transparent IDEA communication strategy.

- Expand wellness initiatives and address the needs of equity-deserving groups.

- Promote IDEA Committee activities, ensuring diverse representation and input.

Phase 3: Embedding and Sustaining (2027-2029)

03

Integration, Accountability, and Continuous Review

Focus: Fully integrating IDEA into all aspects of TSHC's operations, ensuring long-term sustainability, and continuously evaluating the effectiveness of the Diversity Lens.

Key Activities:

- Embed IDEA into all positions.

- Ensure performance evaluations include IDEA principles.

- Address inclusion, diversity, equity and accessibility for people with disabilities.

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
- Tamil Heritage Month			
January	1	New Years Day	Canadian Stat
January	4	World Braille Day	Braille is a tactile system using dots to represent letters, numbers, and symbols, created by Louis Braille to enable blind and partially sighted individuals to read.
January	4	National Ribbon Skirt Day	A bill put forward by Senator Mary Jane McCallum for Indigenous women to encourage women and girls to reclaim their cultures.

McCallum was inspired to create the bill after a young Saskatchewan girl named Isabella Kulak was shamed for wearing a ribbon skirt during a formal school event. |
January	6	Birth of Guru Gobind Singh	Guru Gobind Singh Ji was the 10th Sikh Guru who created the Khalsa.
January	7	Orthodox Christmas	The day that Orthodox Christians celebrate Christmas.
January	7	Bodhi Day	Buddhist celebration of the Enlightenment of Buddha, ca. 596 B.C.E.
January	14	Orthodox New Year	New Year for Orthodox Christians
January	14	Thai Pongal	Pongal is a harvest festival
January	20	Martin Luther King Jr. Day	
January	21	Lincoln Alexander Day	1968 - elected as the first Black MP in Canada Held his seat for four terms 1980 - chair WCIB 1985- named Lieutenant-Governor of Ontario and was first Black man to hold that title. 1991-2007 - University of Guelph's chancellor from 1991 to 2007.

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
January	27	International Day to Commemorate the Memory of Victims of the Holocaust	Tribute to the memory of the victims of the Holocaust and reaffirms its commitment to counter antisemitism, racism, and other forms of intolerance that may lead to group-targeted violence.
January	29	Lunar/Chinese New Year	Lunar New Year celebrates the beginning of a new year on the traditional Chinese calendar.
y - Black History Month			
February	1	World Hijab Day	
February	11-May	White Cane Week	
February	12	Magha Puja Day	Commemorates a time when 1,250 enlightened monks, disciples of Buddha, spontaneously came together to pay respect to the Buddha.
February	17	Family Day	Ontario Statutory Holiday
February	21	International Mother Language Day	To promote linguistic and cultural diversity and multilingualism
February	26	***Maha Shivaratri	Celebration of the birth of Lord Shiva
eritage Month, Hellenic Month & Persian Heritage Month (Provincial)			
March		Ramadan	Ramadan is the month when the Qur'an was revealed. Muslims fast from sunrise to sunset. ***Ramadan is the 9th month of the Muslim calendar and is determined by the moon.
March	1	International Wheelchair Day	
March	3	Black Mental Health Day	Anti-Black racism has negative mental health impacts on Black Torontonians despite the resilience of Black communities. Additionally, Black Torontonians cannot easily access culturally appropriate mental health supports and services.

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
March	3	World Hearing Day	
March	8	International Women's Day	A time to reflect on progress made, to call for change and to celebrate acts for women.
March	14	Holi	Holi is a spring festival that where devotes throw colourful powder on each other.
March	14	Hollah Mohalla	A three-day festival where Sikhs demonstrate their martial skills in simulated battles.
March	15	International Day to Combat Islamophobia	Islamophobia is hatred of Muslims and is often shown in the form of harassment, abuse, incitement and intimidation of Muslims.
March	21	International Day for the Elimination of Racial	On March 21,1960, South African police killed 69 people demonstrating against apartheid. The day celebrates that human beings are born free and equal in dignity and rights.
March	21	Nurooz	Persian New Year
March	21-29	Passover	
March	30	Nav Varash	Hindu New Year
March	31	Eid ul-Fitr	The "Feast of the Breaking of the Fast" marks the end of Ramadan, the holy month of fasting from dawn until dusk.
March	31	International Transgender Day of Visibility	Dedicated to celebrating transgender people and raising awareness of discrimination faced by transgender people worldwide, as well as a celebration of their contributions to society.
March	31	National Indigenous Language Day	Acknowledge and honour the strength and resilience of Indigenous languages and cultures.
April - Genocide Awareness Month & Sikh Heritage Month			
April	2	World Autism Awareness Day	
April	9	International Day of Pink	A worldwide anti-bullying and anti-homophobia.

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
April	13-20	***Pesach/Passover	Pesach (Passover) commemorates the exodus of the Jews from slavery in Egypt. The holiday is a celebration of freedom, and the story of the exodus from Egypt is a powerful metaphor that is appreciated not only by Jews, but by people of other faiths as well.
April	13	***Vaisakhi	The day the Sikhism/Khalsa was created.
April	18	***Good Friday	Christian commemorate the crucifixion of Jesus Christ Canada-wide Statutory Holiday
April	20	***Easter	The most holy of Christian sacred days. The day commemorates the resurrection of Jesus Christ from his death by crucifixion.
April	21	Easter Monday	
April	24	Yom Hashoah	Holocaust Remembrance Day" memorializes the six million Jews murdered in the Holocaust and honors the resistance and resilience of the Jewish people.
April	27	Orthodox Easter	
April	24	Armenian Martyrs' Day	Memorializes the genocide of MARTYRS' DAY approximately 1.5 million Armenians between 1915 and 1923 in Turkey.
May		May - **Asian Heritage Month, Canadian Jewish Heritage Month** Polish Heritage Month (Federal) Provincial Heritage Months: Armenian, Asian, Dutch, Jewish, Polish & South Asian	

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
May	5	South Asian Arrival Day	South Asian immigrants began arriving in Ontario at the start of the 20th century settling in various parts of the province. For South Asians, the month of May has been a time of celebration and commemoration of their arrival.
May	5	National Day of Awareness for Missing and Murdered Indigenous Women and Girls Also Known as Red Dress Day	Raises the awareness of missing and murdered Indigenous women and girls. A Statistics Canada report from October 2023 states Indigenous women and girls are 6x likely to experience violence than non-Indigenous women and girls.
May	7 to 13	Emergency Preparedness Week	
May	11	Mother's Day	Mother's Day is a time honouring one's mother and is celebrated on different days in many parts of the world.
May	12-18	Tamil Genocide Education Week	Recognition of the genocide of the Tamil peoples in Sri Lanka. The Sri Lankan state perpetrated a genocide against the Tamils during the civil war which lasted from 1983 to 2009, and especially so in May of 2009
May	12	Vesek	Buddhists over the world celebrate the birth, enlightenment and death of Gautama Buddha on Vesak Day, a time of joy, peace and reflection.
May	13-19	Mental Health Awareness Week	Mental Health Awareness Month takes place across Canada in May every year. During this month, Canadians can learn about mental illnesses and how they affect people's lives in different ways.
May	17	International Day Against Homophobia Transphobia and Biphobia	Coordinate international events that raise awareness of 2SLGBTQIA+ rights violations and stimulate interest in LGBT rights work worldwide.
May	18	Global Accessibility Awareness Day	
May	19	****Victoria Day	Celebration of Queen Victoria's birthday Canadian Statutory Holiday
May	21	World Day for Cultural Diversity	Recognizes cultural diversity as a cultural source of innovation, exchange and Diversity creativity, as well as the obligation to create a more peaceful and equitable society based on mutual respect.

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
May	28 to 3	National AccessAbility Week	
May	28	World Hunger Awareness Day	an annual day focused on raising awareness and encouraging action to end world hunger. According to the Food and Agriculture Organization, as many as 783 million people face hunger globally
June	All	June - **Seniors Awareness Month**, Italian Heritage Month, **National Indigenous History Month,** Portuguese Heritage Month, **PRIDE Month & Filipino Heritage Month**	
June	5-7	***Hajj	An annual Islamic pilgrimage to Mecca, mandatory for all Muslims.
June	6	***Eid ul-Adha	Commemoration of Ibrahim's willingness to sacrifice his son in obedience of a command from God. Marks the end of the annual Hajj (pilgrimage to Mecca).
June	8-15	National Public Service Week	TO recognize the work of public service employees
June	15	Father's Day	Father's Day is a time honouring one's father and is celebrated on different days in many parts of the world.
June	20	World Refugee Day	Raises awareness about the plight of refugees and displaced persons.
June	20	Summer Solstice	During the summer solstice, the sun reaches its northernmost point.
June	21	National Indigenous Peoples Day	Celebrates the heritage, diverse cultures and outstanding achievements of First Nations, Inuit and Métis!
June	25-30	Somali Heritage Week	Recognizing the economic, political, social and cultural achievements and contributions of Somali Canadians in all aspects of Ontario society.
June		Filipino Heritage Month	
June	25	Multiculturalism Day	Honours the many ethnocultural communities that help build a strong and vibrant Canadian society.

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
June	29	Toronto Pride Parade	Celebrates the LGBTQ communities in the pursuit of their rights to be known, heard, understood, accepted, respected, and to celebrate who they are.
July	All	Disability Pride Month	
July	1	Canada Day	Stat Holiday
July	11	R-Path Anniversary	
July	18	Nelson Mandela Day	Shine light on the legacy of a man who changed the 20th century and helped shape the 21st. Renew the values that inspired Nelson Mandela: Absolute determination A deep commitment to justice, human rights and fundamental freedoms.
· Emancipation Month			
August	1	Emancipation Day	The 1834 the Slavery Abolition Act of 1833 came into effect across the British Empire.
August	2	Caribana Parade	Since 1967, North America's biggest Caribbean Carnival happens in Toronto every year!

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
August	4	****Civic Holiday	A Statutory Holiday in Canada except for Quebec, Yukon, Prince Edward Island and Newfoundland and Labrador. Every region has a different name for it: Civic Holiday – MB, NWT, NU and in parts of Ontario and Nova Scotia Heritage Day – AB Natal Day parts of NS New Brunswick Day, Saskatchewan Day British Columbia Day Simcoe Day – Toronto John Galt Day - Guelph Colonel By Day - Ottawa
August	7	***Raksha Bandhan	Also called Rakhi, celebrates the protective relationship between brothers and their sisters. Sisters tie a thread on their brothers' wrists to symbolise their bond. Brothers promise that they shall be the protectors of their sisters & give a gift. They both give sweets to each other.
August	9	International Day of World's Indigenous Peopl	Raise awareness and protect the rights of Indigenous people throughout the world by recognizing the achievements and contributions that Indigenous people.
August	16-17	***Krishna Janmashtami	Birth of Lord Krishna
August	27	***Ganesh Chaturthi	Birth of Lord Ganesha.
Month, Prostate Cancer Awareness Month.			
September	1	Labour Day	Canadian Statutory Holiday

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
September	7	Ukranian Heritage Day	The first official Ukrainian immigrants, Vasyl Eleniak and Ivan Pylypiw, arrived in Canada on September 7, 1891. Ontario is home to more than 336,000 Ukrainian Canadians. There are over 1.2 million Canadians of Ukrainian descent across the country.
September	10	World Suicide Prevention Day	The triennial theme for World Suicide Prevention Day for 2024-2026 is "Changing the Narrative on Suicide". This theme aims to raise awareness about the importance of reducing stigma and encouraging open conversations to prevent suicides
September	23-24	***Rosh Hashanah	A two-day festival during which labour isn't allowed, and celebrants engage in meditation, prayer and reflection. The first day is called Erev Rosh Hashanah, or the New Year's Eve.
September	4th week	Gender Equality Week	
September	25	nternational Day of Sign Languages (IDSL)	International Day of Sign Languages (IDSL) is celebrated annually across the world on 23 September every year along with International Week of the Deaf. The choice of 23 September is the same date that the World Federation of the Deaf was established in 1951.[1][2]
September	30	Truth and Reconciliation Day	Honours the children who were forced to attend residential schools, as well as their families and communities. Canadians are encouraged to consider ways that they can participate in reconciliation.
	30	Orange T-Shirt Day	Opens the door to global conversations on all aspects of Residential Schools. It is an opportunity to create meaningful discussion about the effects of Residential Schools and the legacy they have left behind.

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
Awareness Month, Islamic, Women's, Hispanic, Hungarian, Korean & Latin American Heritage Months, Breast Cancer Awareness Month			
October	1	National Seniors Day	Canadians pay tribute to all seniors who have helped shape our country and who continue to enrich our lives every day.
October	2	***Yom Kippur	Yom Kippur means Day of Atonement, where people fast and reflect on the past year. They ask for God's forgiveness for anything that people may feel they have done wrong.
October	4	National Day of Action for Missing and Murdered Indigenous Women and Girls (MMIWG) In Canada	Indigenous women and girls are more likely to go missing or to be murdered than non-Indigenous women and girls. We are working with provinces, territories, Indigenous organizations and communities nationwide to end this crisis and ensure their safety.
October	13	****Thanksgiving	Stat Holiday
October	20	***Diwali	Diwali is called the "Festival of Lights" and is celebrated to honor the God, Rama-Chandra. Rama returned to his people after 14 years of exile during which he fought and won a battle against the demons and the demon king, Ravana.
October	20	***Bandi Chhor Divas	Bandi Chhor Divas celebrates Guru Hargobind's release from prison as a political prisoner. He refused to leave without the 52 other kings and princes who were also political prisoners.
October	2 to 8	Active Aging Week	
October	10	World Mental Health Day	
October	8 to 14	Fire Prevention Week	
October	18	World Persons Day	
October	29	AODA Anniversary	

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
October	6 to 13	Sukkot	
October	31	Halloween	North America's first recorded instance of dressing in disguise on Halloween was in Vancouver, British Columbia, in 1898, and the first recorded use of the term trick or treat was in Lethbridge, Alberta, in 1927
n Heritage Month & Lebanese Heritage Month, Movember			
November		National Seniors Safety Week	
November	5	***Guru Nanak Dev Ji's Birth	Guru Nanak Dev's was the First Guru of the Sikhs and the Founder of Sikhism.
November	8	Indigenous Veterans Day	First Nations, Inuit and Métis people in have a long and proud tradition of military service to our country.
November	11	Remembrance Day	Remembrance Day is a yearly memorial day to remember those who died in military service. It is observed across Canada each year on 11 November — the anniversary of the Armistice agreement of 1918 that ended the First World War
November	16	Louis Riel Day	
November	20	Transgender Day of Remembrance	We began marking this day in 1999 in response to the brutal killing of Rita Hester, a Black Trans woman. On Transgender Day of Remembrance, we honour all Trans, Two-Spirit, and non-binary people who were victims of violence, hatred, and discrimination and who had their lives taken.
November	25 to 10	16 Days of Activism Against Gender-Based Violence	
November	22	****Holodomor Memorial Day	Millions of victims of the Holodomor, the famine genocide deliberately inflicted on Ukrainian people in 1932 and 1933 by Joseph Stalin's totalitarian regime. The Holodomor, which means "death by hunger" in Ukrainian.
December			

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
December	1	World AIDS Day	World AIDS Day brings together people from around the world to raise awareness about HIV/AIDS and demonstrate international solidarity in the face of the pandemic.
December	2		Modern slavery occurs in almost every country in the world, and cuts across ethnic, cultural and religious lines. More than half (52 per cent) of all forced labour and a quarter of all forced marriages can be found in upper-middle income or high-income countries.
December	2	The International Day for the Abolition of Slave	The International Day for the Abolition of Slavery, marks the date of the adoption, by the General Assembly, of the United Nations Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others. Main Forms of Modern Slavery: Forced Labour Child Labour Debt bondage Frced marriage Human Trafficking
December	3	International Day of Persons with Disabilities	Recommit to building a future free of barriers, where persons with disabilities have every opportunity to thrive. We also celebrate the contributions of persons with disabilities, here in Canada and around the world.
December	6	National Day of Remembrance and Action on	membering those who have experienced gender-based violence and those who we have lost to it. It is also a time to take action. Achieving a Canada free from gender-based violence requires everyone living in this country to educate themselves and their families and communities on gender-based violence, centre the voices of survivors in our actions and speak up against harmful behaviours.

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
December	10	Human Rights Day	Commemorates the Universal Declaration of Human Rights that proclaimed the inalienable rights which everyone is entitled to – regardless of race, colour, religion, sex, language, political or other opinion, national or social origin, property, birth or other status
December	15-22	***Hanukkah	Commemorates the successful rebellion against the Syrians in the Maccabean War. There was enough oil to keep the lamp burning for one day but it lasted for eight days. Candles are lit every night of Hanukkah.
December	21	Yule - Winter Solstice	A celebration of the winter and the rebirth of the sun.
December	24	Christmas Eve	
December	25	Christmas	Celebrates the birth of Jesus Christ.
December	26	Boxing Day	

Toronto Seniors Housing - Days of Significance 2025

Month	Dates	Day(s) of Signicance	Significance
December	26-Jan 1	Kwanzaa	Kwanzaa is an African American created in 1966 by Dr. Maulana Karenga that celebrates family, community, and culture. It is a seven-day holiday celebrated between December 26 and January 1 of each year. 7 principles of Kwanza: Umoja (Unity): Unity of families, communities, nation and worldwide African community. Kujichagulia (Self-Determination): Individuals are encouraged to shape their own destinies. Ujima (Collective Work and Responsibility): Stresses collaboration and shared responsibilities for community development. Ujamaa (Cooperative Economics): Promote financial literacy and entrepreneurship by highlighting community-based businesses or social enterprises that provide collective prosperity. Nia (Purpose): Set community-oriented goals and work toward them, collectively. Kuumba (Creativity): Celebrate creativity and fosters continuous improvement. Imani (Faith): Belief in oneself, family, community and positive change.