Toronto Transit Commission

Diversity and Inclusion Toolkit

Table of Contents

Introduction to the Lens Toolkit

TTC's Diversity and Inclusion Lens has been designed for all employees, to help us apply a special filter to our work and see things from perspectives different than our own. This Toolkit complements the Lens by including a set of questions to prompt us to think about diversity and inclusion in our daily work, to identify and address the unintended barriers and impacts of our work on specific groups, and to help us work together more inclusively and deliver more inclusive services.

Diversity Dimensions: Quick Reference Chart

Some dimensions of diversity include but are not limited to:

Age	Sexual Orientation	Refugees and New Canadians	Staff and Unionized
Creed/ Religion	Race	Record of Offences	Seniority
Disability	Colour	Geographic Region	Work Location
Family Status	Ancestry	Education	Personality
Marital Status	Ethnic Origin	Language/ Fluency	Communication Style
Sex/ Gender	Place of Origin	Literacy Level	Learning Style
Gender Identity	Indigenous Peoples	Employment Status	Values
Gender Expression	Citizenship	Socioeconomic/ Economic Status	Assumptions and Beliefs

Understanding the Dimensions

The following descriptions have been included to help employees understand the dimensions of diversity:

Age	Refers to treating people fairly based on their age, including those protected under the Ontario *Human Rights Code* ("Code") (aged 18 or younger and aged 65 or older). Age also refers to the intergenerational differences among people.
Creed/Religion	Refers to religious beliefs and practices. Creed may also include non-religious belief systems that, like religion, substantially influence a person's identity, worldview and way of life. People who follow a creed, and people who do not, have the right to live in a society that respects pluralism and human rights and the right to follow different creeds.
Disability	Refers to past, present and perceived disabilities. Covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. There are physical, mental and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, mental health disabilities and addictions, environmental sensitivities, and other conditions.
Family Status	Refers to "the status of being in a parent and child relationship." This can also mean a parent and child "type" of relationship, embracing a range of circumstances without blood or adoptive ties but with similar relationships of care, responsibility and commitment (i.e. guardians, foster parents, step-parents). Includes same-sex parents, opposite-sex parents, and lone parents. Includes caring for children, parents and/or other dependent relatives.
Marital Status	Refers to the status of being married, common-law, single, widowed, divorced or separated and includes the status of living with a person in a conjugal relationship outside marriage, including both same-sex and opposite sex relationships.
Sex/ Gender	Sex refers to the classification of people as male, female or intersex. Sex is usually assigned at birth. It is based on an assessment of a person's reproductive or sexual anatomy, hormones, chromosomes, and other physical characteristics. The Ontario Human Rights Commission considers "sex" to be related to a person's biological sex or physical characteristics, but "sex" also includes a broader notion of "gender," which can be described as the social norms, stereotypes, expectations, behaviours, actions, interactions and roles linked or attributed to each sex. Additional categories of gender include: agender, bigender, gender-fluid, polygender, pangender, gender non-conforming, transgender, transsexual, and two-spirit.

Gender Identity	Refers to each person's internal and individual experience of gender. It is their 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 birth-assigned sex. Gender identity is fundamentally different from a person's sexual orientation.
Gender Expression	Refers to how a person publicly 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.
Sexual Orientation	Refers to the sex or gender of those to whom one is romantically or sexually attracted, and covers the range of human sexuality from lesbian, gay, bisexual, heterosexual, pansexual/polysexual, and asexual.
LGBTQ+	Is an acronym that stands for Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer and Questioning. The Plus (+) sign inclusively represents the broad and evolving communities within the umbrella of the acronym LGBTQ and the new ways people are self-identifying. Other variations of this acronym are commonly used, including the longer LGBTQQIP2SAA, which stands for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Pansexual, 2S (for Two-Spirit), Asexual and Ally.
Race	Refers to the socially constructed differences among people based on characteristics such as accent or manner of speech, name, clothing, diet, beliefs and practices, leisure preferences, places of origin and so forth. The process of social construction of race is called racialization: the process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life.
Colour	Pigmentation of the skin, especially as an indication of race.
Ancestry	Family descent or ancestral lineage.
Ethnic Origin	An attempt to classify or group people together based on commonalities in their social, cultural, language or religious background.
Place of Origin	The place where someone was born or previously resided.
Indigenous Peoples	An umbrella term referring to the community of First Nations, Inuit and Metis peoples. Many Aboriginal people prefer the term "indigenous" as it reflects the people of the land and is the term used internationally.
Citizenship	Refers to the place or places where a person has status as a citizen, vested with the corresponding rights, duties and privileges.

Refugees and New Canadians	Refugees and new Canadians are people that have immigrated to Canada and are new to making Canada their home. A person may belong to one or both of these categories. Refugees have come to Canada in order to flee from actual or potential persecution in their place of origin on the basis of grounds such as race, religion, nationality, social/ political affiliations, etc. When seeking employment and the use of services, Refugees and new Canadians may face barriers and stigma associated with the fact that they are new to Canada.
Record of Offences	Refers to whether a person has been convicted and pardoned for an offence under a federal law (i.e. *Criminal Code)*, or convicted under a provincial law (i.e. *Highway Traffic Act*). For human rights purposes, employers must look at a person's record of offences and consider whether the offence would have a real effect on the person's ability to do the job and risk associated with them doing it. Employers can only make employment decisions related to record of offences if it is a reasonable and *bona fide* qualification.
Geographic Region	Refers to where someone lives or comes from (country, province, city, town or neighbourhood). Some geographical differences can include rural vs urban areas, and different parts of Toronto such as the downtown core, outlying districts, commuter neighbourhoods, neighbourhood improvement areas, and priority neighbourhoods.
Education	Refers to a person's formal education and the level in which it was obtained, including primary, secondary, vocational, college, university, and apprenticeship.
Language/ Fluency	Refers to a person's spoken, written and reading characteristics and abilities, including accent, vocabulary and syntax.
Literacy Level	Ability level with respect to reading and writing.
Employment Status	Refers to whether a person is employed or unemployed, and can also include whether a person works full-time/ part-time/ casual, is a permanent, temporary or fixed-term employee, contractor, summer student, co-op student, or intern. From an equity perspective, we should consider the impact that a person's employment status has on their employment rights, how they are treated in the workplace and any associated vulnerabilities.
Socioeconomic/ Economic Status	Refers to the position of an individual on a social-economic scale based on such factors as education, income, type of occupation, place of residence, and, in some populations, heritage and religion.
Staff and Unionized	Refers to whether employees belong to and are represented by a bargaining association (unionized) or not (staff). These distinctions can create differences in the workplace, and an employee's union membership or lack thereof should not impact the need to create an equitable workplace for all employees.

Seniority	Refers to an employee's length of service. Whether an employee has a lengthy record of service or a shorter one, each employee's experience should be viewed through an equity perspective.
Work Location	Refers to the area(s) in which an employee performs work. This can include single locations, multiple locations, and work environments including office buildings, vehicles, stations, maintenance garages, outdoors, etc. It can also refer to the geographical location where an employee works.
Personality	Refers to individual differences in the ways that people think, feel and act. This can be impacted by a person's values, ideas, attitudes, memories, relationships, habits and skills. The workplace is made up of people with diverse personalities and it is important to learn how to work together inclusively across differences.
Communication Style	Refers to the unique manner in which individuals verbally and non-verbally articulate information. Communication styles can be impacted by many factors including upbringing, culture, personality, life experiences and disability/ ability level. For example, some people may be passive communicators whereas others may be more direct. Some may be more vocal, some quiet. The key to a positive work environment is understanding that communication styles vary; we should strive to listen to and communicate with others inclusively by respecting differences.
Learning Style	Refers to the unique manner in which individuals take in and process information. People learn in different ways which can include one or more of the following dimensions: visual (sight), auditory (listening), musical, tactile/ kinesthetic (physical), logical (mathematical), spatial, interpersonal/ social, and intrapersonal/ solitary. Because of this diversity, it is best to teach inclusively using different methods, and to extend accommodations when needed, to maximize learning potential.
Values	Refers to the ideas, beliefs, and principles that guide a person's behaviour and decisions. Values help an individual determine what they think is good/bad, positive/negative, and their life priorities. Examples of values are achievement, self-fulfillment, relationships, freedom, etc.
Assumptions and Beliefs	Beliefs are ideas that people hold to be true; they are the filter through which they understand the world. Assumptions are ideas that people have learned, either through their upbringing or society, which they do not question. Beliefs and assumptions are used to make judgements and interpretations about life experiences. From an equity perspective, our unconscious/ conscious beliefs and assumptions may impact the way in which we examine human differences and it is important to assess them critically.

Applying the Diversity Lens To:

Communications	Y/N

Your Audience and Mode of Communication

* Departments should consult with Customer Communications and/or Corporate Communications for help developing a communications strategy.

1) Have you considered all possible target audiences, or have any been excluded? Refer to Diversity Dimensions listed on page 2.	☐
2) Is your communication strategy broad enough to reach your intended audiences, or are there any individuals/ groups you may have excluded? Do you need to broaden your communication zone to reach certain individuals/ groups?	☐
3) What modes of communication and/or communication channels are you using to reach your intended audiences?	☐
a) Are you relying on modes of communication that certain individuals/ groups may not regularly use or have access? For examples, see Diversity Dimensions listed on page 2 and barriers listed at question 4).	☐
b) Do you need to use targeted communications to reach certain individuals/ groups?	☐
c) Are any unique communication strategies required to reach audiences that may be excluded or difficult to reach through regularly used communication channels? For example: using community groups, networks, local organizations, agencies and/or community leaders, community radio/ television/ newspapers, community flyers/ printed materials/ bulletin boards, community websites/ social media, etc.	☐
d) Should your communications be in multiple formats? (i.e. audio, audio captioning, video, descriptive video, closed captioning, ASL interpretation, large print, braille, digital, electronic text, online, W3C-compatible website materials, telephone, voicemail, TTY, accessible information screens and electronic message boards, etc.)	☐
e) Should your communications be in multiple languages?	☐
4) Have you considered the communication barriers posed to certain individuals/ groups? Some examples are:	☐

Diversity Dimension	Possible Barriers in Communications
Language ability/ fluency level/ literacy level	Speaking quickly; using long or complicated communications that are not clear and to the point; using complicated signage that does not contain graphics or symbols; communications that are not in multiple languages

Age	Small print written materials; only posting information online (i.e. on TTC's website) which requires technical proficiency and access to a computer
Socioeconomic status/ a person living on the streets/under-housed	Only posting information online (i.e. on TTC's website) which requires access to a computer
Geographical region	Communications that are too narrow or targeted, and will not reach relevant individuals/ groups (i.e. people in the downtown core, outlying districts, neighbourhood improvement areas, priority neighbourhoods, etc.)
Disability – individuals who are blind/ partially sighted/ have low vision	Print materials like letters, reports, handouts, flyers, posters, signage; visual displays; banner stands; PowerPoint presentations (many features are not accessible); PDF documents (many features are not accessible); use of images without captions; using videos without audio commentary/ captions or transcript; using small print (font should be at least size 12-18), using decorative or complicated font styles (font style should be Arial or Verdana, which are both accessible); lack of colour contrast between text and backgrounds; use of watermark (i.e. "draft", "confidential", etc.) in page background behind text; using complicated/busy design (i.e. multiple colours and fonts, underlining, italics, screens and other graphic elements may present barriers); complex formatting (which can be inaccessible for people using screen readers); inaccessible websites
Disability – individuals who are deaf/ hard of hearing	Face-to-face communications (like speeches, presentations, ceremonies), audio announcements, videos without captioning or ASL interpretation, musical accompaniment, speaking quietly
Disability – individuals who have physical disabilities	Inaccessible websites, positioning of communication materials (signage, posters, banner stands, flyers), weight and amount of printed materials
Disability – individuals who have learning disabilities	Complex use of language, data visualisation, layout of websites and documents, colour contrast, lengthy communications

Disability – individuals who have mental health disabilities	Layout (i.e. complicated layout; layout that is inconsistent throughout the document), unnecessary use of colour (colour should be limited to headings and titles), excessive highlighting, excessive use of certain bright colours like red and neon colours, excessive use of dark colours like dark grey, dark blue, tone of language (i.e. verbose paragraphs instead of simple bullets and tables).	

5) Have you referred to TTC's Writing and Style Guide? http://sce.int.ttc.ca/dc/resourcece/ggds/TTC_Writing_Style_Guide.pdf	☐
6) Is there any additional information that would help you to understand the individuals/ groups you are trying to reach, to inform your communication strategy? See the Consultation tab on page 17.	☐
7) Have you considered the statistical information contained in the City of Toronto Ward Profiles to inform your communication strategy? (information regarding the age groups, family status, languages spoken, and household dwelling type of residents in each Toronto Ward) http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=2394fe17e5648410VgnVCM10000071d60f89RCRD	☐
8) For Internal Employee Communications Only: Are internal communications accessible by all employees/ target audiences? Should they be? (i.e. email, print materials, electronic text, TTCasts, the Coupler, red top notices, bulletin boards, paycheck inserts, telephone, voicemail, TTY, brochures/ handouts, all/some work locations, distribution to home address, communication to unions, etc.)	☐

The Communicator

9) Are you selecting people that are demographically diverse to communicate your message and represent the TTC (in interviews, audio recordings, videos, meetings, consultations, presentations, etc.)?	☐

The Content

10) Is diversity reflected in the content of your communication? Are the messages inclusive? Is the language inclusive? For example:	☐
a) Are you sharing stories and communicating messages that reflect diversity?	☐
b) Have you reviewed the content for biases, stereotypes and generalizations?	☐
c) Are your messages and terms gender-neutral (i.e. "Each employee should read their packet" instead of "Each employee should read *his* packet")? Age-neutral (i.e. "An entry-level position" instead of "A position for a young person")? Religion and creed-neutral (i.e. "Happy Holidays" instead of "Merry Christmas")? Sexual orientation-neutral (i.e. "Your partner", instead of "Your husband")? Marital status-neutral (i.e. that it is the "norm" to get married)? Family status-neutral (i.e. that it is the "norm" to have two parents)? For more examples regarding inclusive language, see Inclusive Language and Definitions on page 41).	☐

Updated January 27, 2017

d) Are any of the messages or terms culturally-specific (i.e. talk around the water cooler, picking the low hanging fruit, thinking outside the box, etc.)?	☐
e) Are you using idioms or idiomatic expressions that will not be universally understood across different generational, cultural, ethnic and language groups (i.e. retweet, selfie, touch base offline, etc.)?	☐
f) Are you using humour that will not translate across different generational, cultural, ethnic and language groups?	☐
g) Are any of the messages or terms offensive, disrespectful or outdated? (See Inclusive Language and Definitions on page 41)	☐
h) Are you using person-first language? (See Inclusive Language and Definitions on page 40)	☐

11) Is diversity and inclusion reflected in the images and photographs you are using? For example:
 	
a) Are the people in the images diverse?
 	
b) Is there diversity at every level of authority/ responsibility/ participation you are portraying?
 	
c) 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.
d) Who is at the centre of photographs/ videos? Who is on the outside/ margins?
 	
e) Will individuals/ groups relate to and feel included in the way they are portrayed?
	☐
	☐
	☐
	☐
	☐
	☐
	☐
	☐
	☐
	☐
	☐

12) Have pre-existing materials been reviewed for bias, stereotypes and/or exclusion?	☐
13) Have you included information or instructions regarding how individuals can request/ access alternative forms of the communication?	☐
14) When listing TTC's contact information on materials, have you: - Included TTC's TTY numbers for customers who are deaf or hard of hearing (416-338-0357 for complaints and suggestions; 416-481-2523 for information on fares, routes, schedules and seniors); and - Included TTC's Multilingual Services for customers requiring information in languages other than English (416-393-4636)?	☐ ☐ ☐

15) When providing a hyperlink to information on TTC's website, are you including a direct link to the page containing the information (in order to reduce the number of mouse clicks required to access the page)?	☐
16) Do you have a process or strategy for monitoring the impact of the communication?	☐

Hosting Meetings and Events	Y/N
1) Have you considered all possible intended audiences/ participants? Refer to Diversity Dimensions listed on page 2.	☐
2) Have you chosen a location that is inclusive and accessible? Is it central to all attendees? Is it connected to transit? Will a significant proportion of attendees have difficulty getting to the event based on their geographical region, age, disability, socioeconomic status, etc.?	☐
3) Are the facilities and arrangements for the meeting/event inclusive and accessible for everyone? Consider some of the following meeting/event barriers:	☐

Individual/ Group	Possible Event/ Meeting Barriers
Individuals who have mobility needs/ physical disabilities	Location of venue; location and accessibility of washrooms, entrances, exits, emergency exits, elevators, escalators, parking, etc; width of doors; lack of automatic doors; obstacles in pathways; electric cords that cross over aisles; width of aisles; layout of room; location of accessible seating; amount of accessible seating; podium height; stages that are not accessible; position of materials (signage, posters, banner stands, flyers); weight and amount of printed materials
Individuals who have learning disabilities	Providing complex information at event/ meeting (instead of in advance), layout of printed materials and presentations; see other communication barriers listed on page 7.
Individuals who are blind/ partially sighted/ have low vision	Name tags; notetaking, see other communication barriers listed on page 7.
Individuals who are deaf/ hard of hearing	See communication barriers listed on page 7.
Language ability/ fluency level/ literacy level	See communication barriers listed on page 7.
Ethnicity/ Ancestry/ Place of Origin	See communication barriers listed on page 7.
Age	Location of venue; see also barriers for individuals who have mobility needs, individuals who are deaf/hard of hearing, individuals who are blind/ partially sighted/ have low vision
Geographical region	Location of venue

Creed/Religion	Location of venue which has an exclusive focus on the consumption of alcohol	☐

4) Have you chosen a date and time that is inclusive for everyone? For example: ☐ ☐

- Does the meeting/ event conflict with an important religious or cultural holiday?

- Will any attendees be excluded based on their weekly day of religious worship/ observance? For example: 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 tried to choose a time that accommodates various demands on participants' schedules? (i.e. consider people who work varying work schedules, have childcare or family responsibilities, etc.)? ☐

5) What modes/ communication channels are you using to advertise your meeting or event? Are they inclusive? (See more at the Communications tab on page 7) ☐

6) When publicizing the meeting/ event, have you announced that the facilities are accessible? Have you listed any accessibility features that will be provided at the meeting/ event (i.e. ASL interpreters, real-time captioning/ C.A.R.T. (Communication Access Realtime Translation), note takers, etc.)? Are you publicizing the event using multiple modes of communication? (See more at the Communications tab on page 7) ☐

7) Have you informed people that individual accommodation can be requested for the meeting/ event? ☐

8) Have you provided contact information for attendees to ask questions about access and request accommodation in advance of the meeting/ event? Have you included contact information in alternative formats, such as telephone, TTY, email, fax, mailing address, etc.? ☐

9) Have you asked meeting participants who are blind (or who are partially sighted/ have low vision) in advance which format they prefer to receive meeting materials (large print, electronic text, audio CD, braille, etc.)? ☐

10) When publicizing the meeting/ event, have you asked the presenters and participants in advance to refrain from using various chemical-based or scented products (i.e. perfumes, colognes, scented toiletries, air fresheners, etc.) to promote a scent-free environment? ☐

11) Have you scheduled the date and invited participants well in advance of the meeting/ event, to provide sufficient time: ☐

- For you to make arrangements for ASL interpreters and closed captioning services ☐

- For you to make arrangements to meet individual accommodation requests ☐

- For you to make arrangements for conversion of print material to alternative ☐

13

formats before the meeting/ event

- For you to provide meeting/ event materials in advance for those who need more time for review ☐

- To provide participants with sufficient time to make transportation arrangements ☐

- To provide participants with sufficient time to arrange for a support person to attend with them ☐

- To provide participants with sufficient time to make arrangements for childcare or family responsibilities ☐

12) Have you chosen speakers and staff for the meeting/ event who are diverse?	☐
13) Is diversity and inclusion reflected in your meeting/ event topics, content, agenda and presentations? For more about content, see the Communications tab at page 9 starting at question 10).	☐
14) If the meeting/ event room is large, have you made arrangements to use an audio system and microphones?	☐
15) If audience members will be asking questions or providing feedback, have you arranged for staff to be equipped with portable microphones? Will comment cards be available for people to ask questions/ provide feedback in writing? Can feedback be provided after the event in alternative formats?	☐
16) Have you checked the quality and volume of the PA/ sound system?	☐
17) Have you eliminated or reduced background noise that may arise during the event or meeting?	☐
18) Have you checked the quality of the lighting system? Is the lighting poor-quality fluorescent or will slow rate flicker cause problems for individuals who have epilepsy?	☐
19) If dimming the lights is required, will you have spotlights on speakers and ASL interpreters to ensure that individuals who are deaf or hard of hearing can see ASL interpreters or lip-read?	☐
20) Have you included in your attendee count and made seating arrangements for ASL interpreters, meeting attendants and support persons? Have you made room for service animals when making your seating arrangements?	☐
21) Have you planned and announced safe and inclusive evacuation procedures?	☐
22) Have you advised speakers/ presenters of accessible requirements in advance of the meeting/event, such as:	☐
- Providing electronic copies of the slides/ presentation in advance for people who are blind/ partially sighted/ have low vision and/or people with developmental or cognitive	☐

14

disabilities who may need more time to review the material in advance

- Providing copies of slides/ presentations in advance to participants and ASL interpreters ☐

- Visually describing slides/ presentations while you are presenting, particularly if they contain pictures or graphics ☐

- Using large and accessible fonts for slide/presentations (i.e. Arial or Verdana font, at least 12-18 font) ☐

- Speaking slowly and loudly so audience members can hear you and ASL interpreters can describe content ☐

- Describing from the audience's perspective the location of exits, bathrooms, presenters, audience microphones, location of refreshments, etc., such as bathrooms are "to your right", instead of pointing or saying "over there" ☐

- Introducing participants who are providing services (ASL interpreters, meeting attendants, etc.) ☐

- Asking speakers/ presenters to identify themselves each time they speak ☐

23) For smaller meetings, have you advised the meeting chair of accessible requirements such as: ☐

- Asking everyone at the table to introduce themselves in the order they are seated ☐

- Asking people to state their name each time before speaking ☐

- Asking people to state the name of the person to whom they are asking questions ☐

- Asking people to announce themselves if they are entering or leaving the room ☐

24) Have you considered how to conduct inclusive discussions, such as: ☐

- The importance of facilitating open discussions where people can share different viewpoints. ☐

- 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 contribute to the meeting/event ☐

25) Have you scheduled 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 ☐

15

more time to access bathrooms, individuals who use guide dogs or service animals and may need to take animals outside during breaks, etc.	

26) If food or refreshments are being served:
 	
   - Have you ordered enough refreshments to include ASL interpreters, note takers, attendants, support persons etc.?
 	
   - Have you considered allergies and dietary needs when making arrangements for refreshments?
 	
   - Have you asked about allergy or dietary requirements in advance?
 	
   - Are tables and counters set up so that everyone can access the refreshments, or will staff or meeting attendants provide assistance?
 	
   - Have you made participants aware of allergy alerts when serving food and refreshments?
	☐
	
	☐
	
	☐
	
	☐
	
	☐

27) Have you considered the following for face-to-face introductions:
 	
   - When introducing yourself to someone who is blind/partially sighted/has low vision, introduce yourself and wait for them to offer their hand to be shaken.
 	
   - There may be cultural, religious and other Code-based reasons why individuals may not elect to shake hands.
	☐
	
	☐
	
	☐

28) Have you ended the event or meeting on schedule, for people who have made transportation or childcare/ family responsibility arrangements in advance and are not able to stay beyond the scheduled time?	☐

Consultation and Research | Y/N

Consultation

	Y/N
1) What consultation will help you to assess whether all individuals and groups are able to share their concerns and fully participate?	☐
2) Who should you be consulting with? - Employees? - Customers? - Diverse individuals or groups? - Departments that may have insight into the individuals or groups you are trying to include? - ACAT? - Customer Liaison Panel? - External experts? - Other employers or transit providers? - Organizations/ agencies that serve/ represent diverse individuals or groups? - Community resource groups? - City of Toronto? - Anyone else?	☐
3) What methods of consultation should you be using? For example: - Open meetings - Meetings by invitation - Focus groups - Interviews - Surveys - Questionnaires - Circulation of materials, proposals and/or drafts for comment - Anonymous feedback	☐
4) Do you participate in any internal or external networks to help connect with employees/ customers to understand their perspectives and needs?	☐
5) Do you need to adjust any of your research tools or processes to ensure they are inclusive for diverse individuals/groups? For example, a) Are your consultations accessible? See the Communications tab at page 7 and the Hosting Meetings and Events tab at page 12. b) Are you using multiple formats and methods for consultation? Should your consultations be in multiple languages? See the Communications tab at page 7 and the Hosting Meetings and Events tab at page 12.	☐ ☐ ☐
6) Are you using inclusive language in your consultations? See the Communications tab at question 10), page 9.	☐

Updated January 27, 2017

7) Is your consultation team diverse? Does your consultation team reflect the diversity of the individuals or groups from which you are seeking feedback?	☐
8) Has your consultation team been trained on working with diverse groups and being sensitive to different needs?	☐
9) Does your consultation process ensure that a diversity of perspectives will be heard, valued and considered? For example, have you considered: - How will you facilitate open discussion and decision making? - How will you encourage feedback from people who are reluctant to share their views? - 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?	☐ ☐ ☐ ☐ ☐ ☐
10) Is further consultation needed at a different stage of the process?	☐
11) Will you report back your final decision/ product to the people you have consulted with?	☐
12) How can you modify (increase, decrease or eliminate) the positive and/or negative impacts identified during the consultation process?	☐
13) Who will be involved in selecting the final product or recommendation? Have you included diverse representatives where possible in the decision making?	☐
14) Did you reflect in your final product the unique insights and perspectives shared by people during the consultation process? If not, have you noted this and explained why?	☐
Research	
15) Have you conducted any other research or considered any other references sources/ materials?	☐
16) Have you considered using the statistical information contained in the City of Toronto Ward Profiles to understand the demographics of the customers you are trying to include? The Ward profiles contain information regarding age groups, family status, types of languages spoken, and household dwelling type of residents in each Toronto Ward) http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=2394fe17e5648410VgnVCM10000071d60f89RCRD	☐
17) Have you reviewed TTC's employee demographic data to understand the demographics of our organization and some of the groups that are underrepresented in our workplace? http://intranet.int.ttc.ca/ceo/hr/humanrights/Documents/DHRD%20Annual%20Board%20Reports/2015_Annual_Report_on_Diversity_and_Human_Rights_Achievem.pdf	☐

Updated January 27, 2017

18) Are there any emerging demographic changes or trends that should be researched/ considered?	☐
19) Is your research team diverse?	☐

20) Will your research methods produce results which genuinely reflect the views, experiences and concerns of diverse individuals/ groups? Have you considered the following:
 	
    a) Some cultural groups may not have an extensive written record due to the tradition of passing information through an oral history (i.e. Indigenous Peoples, many cultural groups in West Africa, etc.), therefore consultations may be required.
 	
    b) 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. "Lived experience" refers to a person's knowledge and perspective about a topic gained through direct, first-hand experience, rather than through secondary accounts.
	☐
	
	☐
	
	☐

21) If your research is not supported with consultations with diverse individuals/groups, could you review and validate your research findings with diverse individuals/groups before you make your conclusions and recommendations?	☐
22) Who will be involved in selecting the final product or recommendation? Have you included diverse representatives where possible in the decision making?	☐
23) How can you modify (increase, decrease or eliminate) the positive and/or negative impacts identified during the research stage?	☐
24) Do your conclusions and recommendations reflect the diversity and inclusion concerns/ needs identified during the research stage? If not, have you noted this and explained why?	☐
25) Is further research needed at a different stage of the process?	☐

Policies, Programs and Services	Y/N
1) Is your Policy, Program or Service ("PPS") inclusive? Does it create barriers, disadvantages or inequities for any individuals/groups? Refer to Diversity Dimensions listed on page 2. * Remember that PPS should be designed inclusively by removing barriers up-front, rather than after they become apparent, or making "one-off" accommodations.	☐
2) Which individuals or groups may be affected differently by your PPS? How will they be affected?	☐
3) Does your eligibility or selection criterion exclude any groups?	☐
4) Will any individuals or groups have difficulty accessing any resources, responsibilities, opportunities, benefits or rights under your PPS?	☐
5) Do you need to make any changes to your PPS to make it more inclusive? Do you need to request any financial or other resources to achieve this goal?	☐
6) Are you making any assumptions in your PPS that should be corrected? (i.e. employees under the PPS will all have full vision, customers using strollers will be female, parents will be heterosexual, etc.)	☐
7) Do any of the provisions of your PPS assume that everyone is capable of doing things the same way?	☐
8) Are the processes stipulated by your PPS inclusive and accessible? For example, do they require people to: a) Read, complete and submit forms/ materials that are not available in multiple formats b) Read or prepare materials within very short timelines c) Provide feedback or raise concerns only in writing d) Pick up or drop off forms/ materials in person e) Attend at a TTC location that is not accessible	☐
9) Are there any emerging demographic changes or trends that should be considered and/or addressed by your PPS?	☐
10) How does your PPS support the principles of diversity and inclusion?	☐
11) Should any specific provisions be added to your PPS to facilitate diversity and inclusion, or help eliminate discrimination and harassment?	☐
12) Should any special measures or accommodations be added to your PPS to achieve equitable implementation and full participation?	☐

13) Should you include an "inclusion" policy statement to acknowledge the principles of access and participation in your PPS?	☐
14) Are you using inclusive language in your PPS? See the Communications tab on page 9 (the "Content" section, starting at question 10) and the Inclusive Language and Definitions section on page 41.	☐
15) Did you consult with diverse individuals or groups during the development of your PPS? Did you consult with the individuals or groups most affected by your PPS? Did you consult with employees and customers who may have insight into the individuals or groups impacted by your PPS?	☐
16) Did you provide diverse individuals or groups with an opportunity to provide input into changes to your PPS?	☐
17) Is your PPS accessible or available in multiple formats? How are you communicating your PPS (or changes to your PPS) to employees and/or customers?	☐
18) What resources and training will be provided to support the equitable implementation of your PPS?	☐
19) How will you assess whether your PPS creates opportunities or removes barriers for individuals who risk exclusion? How will you assess whether your PPS is having any unintended impacts?	☐
20) Have you included a mechanism whereby employees and customers can identify issues or concerns with the implemented PPS? How will you track or monitor when similar issues are being raised by different individuals, which may indicate there is a systemic issue you need to address? Have you included individuals who stopped using the PPS or who never used it in the first place?	☐
21) Have both your new and pre-existing PPS been reviewed for bias and/or exclusion?	☐

Construction, Expansion and Service Planning	Y/N

1) Is your communication strategy regarding your project or service changes broad enough to reach all residents, or are there any people you may have excluded? (For more information on Communications, see page 7). For example, by: ☐

    i) Language? ☐

    ii) Literacy level? ☐

    iii) Disability (i.e. individuals who are blind /partially sighted/have low vision, or deaf/hard of hearing, have developmental disabilities) ☐

    iv) Age/Socioeconomic status/ individuals living on the streets/underhoused (i.e. people who may not use/ have access to computers for online information) ☐

    v) Geographical region (i.e. people who may be impacted, but who fall outside of your communication target zone)? ☐

2) Have you provided basic information in languages predominantly spoken in the community or area of project construction/ service planning? Have you budgeted for translation services? ☐

3) Have you provided basic information in alternative formats? See the Communications tab on page 7. ☐

4) Have you considered the City of Toronto Ward Profiles to understand the demographics of the neighbourhoods/areas that your construction project or service changes will affect? ☐

The Ward profiles contain information regarding age groups, family status, types of languages spoken, and household dwelling type of residents in each Toronto Ward)
http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=2394fe17e5648410VgnVCM10000071d60f89RCRD

5) Are there any demographic individuals/groups that reside in or frequently access the area who may be disproportionately impacted by the construction project or service changes? For example, consider the following: ☐

- Retirement residences and housing facilities for seniors

- Supportive housing, assisted living residences, long term care homes, group homes and specialized residences for seniors and individuals with disabilities

- Hospitals, health care facilities, rehabilitation and treatment facilities

- Other facilities and agencies serving individuals with disabilities, such as CAMH, CNIB, the Canadian Hearing Society, Balance, Variety Village, etc.

- Churches, mosques, temples, synagogues, chaityas and other places of worship

- Rent-geared-to-income/ subsidized housing buildings/complexes

- Food banks, drop-in meal programs, hostels, shelter facilities

- Youth centres and youth shelters

- Childcare facilities

- Indigenous housing, healthcare, and employment facilities, such as Anishnawbe Health, Anduhyaun Shelter, Miziwe Biik Aboriginal Employment and Training, Metis Nation of Ontario, Native Youth Resource Centre, Council Fire, etc.

- Women's shelters

- Culturally diverse neighbourhood profile areas, such as Chinatown (Spadina and Dundas), Greektown (Danforth), High Park (Bloor and Parkside), Koreatown (Bloor and Bathurst), Little India (Gerrard and Coxwell), Little Italy (College and Euclid), Little Poland (Roncesvalles and Dundas), Little Portugal (Dundas and Dufferin), the Village (Church and Wellesley), etc.

- Neighbourhood Improvement Areas (NIAs) such as Flemingdon Park, Kennedy Park, Mount Dennis, Mount Olive, Oakridge, Parkdale, Regent Park, Scarborough Village, Thorncliffe Park, Weston, etc. For more see: http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=e0bc186e20ee0410VgnVCM10000071d60f89RCRD&vgnextchannel=1e68f40f9aae0410VgnVCM10000071d60f89RCRD

6) How will the demographic individuals/groups be impacted by the construction project or service changes? For example: ☐

   a) Will everyone receive notice and understand the proposed changes? ☐

   b) Will any physical obstructions or service disruptions (like cranes, sidewalk closures, road closures, transit closures, transit detours, etc.) create barriers for individuals with disabilities, individuals using assistive/ mobility devices, seniors, individuals using buggies, individuals using strollers, etc. ☐

   c) Will any traffic, air quality, dust, noise or other emissions disproportionately impact any demographic groups, such as individuals in retirement residences, health care facilities, childcare facilities, etc.? ☐

7) Have you conducted any research and/or consultations to better understand the potential impact of your construction project/ service changes on any relevant demographic groups? ☐

8) Have you considered how you can:

   i) Assess the impact? ☐

   ii) Decrease, minimize or eliminate the impact? ☐

   iii) Minimize the duration of the disruption? ☐

   iv) Provide ample notice of the impact? For example, in advance, in multiple formats, communicating the reason for the disruption, the anticipated duration of the disruption, and any alternative arrangements/services in place to minimize the disruption, etc. ☐

9) Are you supporting local workforce development by facilitating the hiring of local contractors and residents for your construction project? For example, through the following: ☐

   - Working with Employment Services, and/or Toronto Employment and Social Services (TESS) to create an employment plan; ☐

   - Advertising workforce opportunities with local community groups, agencies and notice

23

boards;	☐
- Accessing workforce apprenticeship and training programs, such as COBT Hammer Heads, to provide skills training and jobs to local residents;	☐
	☐
- Accessing employment programs targeting diverse candidates, such as the City of Toronto's Youth Employment Program (YEP); and	
	☐
- Facilitating community engagement.	
10) Are you designing your project inclusively? (i.e. parking, walkways, building entrances, ramps, automatic doors, width of doors, elevators, escalators, braille signage, gender-neutral washrooms, rest/ prayer rooms, flashing alarms, lighting, accessible workspaces, low counters and fixtures, etc.)	☐

Hiring and Promotion   Y/N

* *Hiring Departments embarking on a hiring process should consult with Employment Services as per TTC's Employment Policy. The checklist below includes a list of considerations, for you to discuss with Employment Services and work together with them as partners to make the recruitment process as inclusive as possible.*

1) Do employees in your department/ group reflect the diversity of the residents TTC serves? Is diversity reflected at every level of your department/ group? For more information on TTC's demographics, please contact Employment Services and/or the Diversity and Human Rights Department.	☐
2) 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.	☐
3) What knowledge, skills and experience might improve your department's capacity to serve TTC's diverse customers? Have you considered what new perspectives diverse individuals may bring to the department/group?	☐
4) Do you have 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.).	☐
5) Have you completed any self-assessment tests to determine what unconscious biases are impacting your behaviour? See the following link for short, 5-min self-assessments: https://implicit.harvard.edu/implicit/	☐
6) Have you reviewed the job description and job posting to ensure it continues to include bona fide occupational requirements (requirements that are integral to carrying out the functions of the position)? Does it contain selection criteria or competencies that are no longer essential to the position? For example, language requirements that may not be essential to a manual, non-customer facing position? The same principles apply when you are developing or creating a new job description or job posting.	☐
7) 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? The same principles apply when you are developing or creating a new job description or job posting.	☐

8) Are the experiential requirements listed in the job description, job posting, pre-screening criteria and/or assessment criteria still necessary or valid in order to perform the job? For example:
 	
   • 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.
 	
*Note: candidates should not be required to demonstrate "Canadian" experience.
	☐

9) Are you using inclusive language in the job description, job posting, testing materials and during your interviews and telephone discussions with candidates? For example:
 	
   • Are your communications, messages and terms gender-neutral (i.e. referring to a "foreperson" not a "foreman")? Age-neutral (i.e. "An entry-level position" instead of "A position for a young person")? Religion and creed-neutral (i.e. "Happy Holidays" instead of "Merry Christmas")? Sexual orientation-neutral (i.e. "Your partner", instead of "Your husband")? Marital status-neutral (i.e. that it is the "norm" to get married)? Family status-neutral (i.e. that it is the "norm" to have two parents)? For more examples regarding inclusive language, see Inclusive Language and Definitions on page 41).
 	
   • Are you providing examples and communicating messages that reflect diversity?
 	
   • Are you using jargon, idioms or humour that would not be easily understood across different generational, cultural, ethnic and language groups (i.e. talk around the water cooler, picking the low hanging fruit, thinking outside the box, etc.)?
 	
   • Are any of the terms or messages you are using outdated, disrespectful or offensive? (See Inclusive Language and Definitions on page 41)
 	
   • Are you using person-first language? (See Inclusive Language and Definitions on page 41)
	☐
	
	☐
	
	☐
	
	☐
	
	☐
	
	☐
	
	☐

10) Have you considered where to post your job to reach the broadest pool of diverse applicants? For example, in addition to TTC's website, should your job ad be shared with any community partners, employment agencies that serve diverse applicants, educational institutions, or other places which may facilitate access to job postings for diverse applicants? Please discuss options with Employment Services.	☐
11) When reviewing applications sent to you by Employment Services, are you allowing irrelevant information to influence your assessment of candidates, such as their name, home address, sex/gender, where a candidate went to school/received their training, where they received their prior work experience, etc.? Please note that Employment Services also adheres to these principles when reviewing applications.	☐
12) Does your interview panel include diverse representatives?	☐
13) Have you drawn from the diversity of your department by varying the interviewers who participate on interview panels?	☐

Updated January 27, 2017

14) Have you considered having cross-departmental interview panels to draw on the different experience, skill-sets, educational background, professional background, etc. of people outside of your department?	☐
15) When you are ready to submit your list of interview panel members to Employment Services, have you confirmed that all members of your panel have completed the TTC's behavioural interviewing training in the past three years?	☐
16) In accordance with TTC policy, 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.?	☐
17) Are you evaluating candidates consistently and objectively, based solely on the pre-approved relevant job-related criteria, including the interview questions? Does the same go for any tests or screening tools you are using?	☐
18) When reviewing the proposed rating criteria provided by Employment Services, have you considered a competency (answer) guide to assist you in assessing candidates you will be interviewing or testing?	☐
19) Are you asking candidates any questions that may be culturally biased, such as questions which 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?").	☐
20) 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, based on factors like: • Personality • Fit • Your "gut" impression • Your first impressions of them • How comfortable you feel with them • How easily 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	☐
21) Are you evaluating candidates based on the length of time they stayed at prior positions? This could result in bias against candidates based on generational and other factors.	☐
22) 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:	☐

Updated January 27, 2017

- 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; and

- 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; and

- Other diverse individuals who face barriers and are underemployed due to race, colour, ethnicity, ancestry, place of origin, ethnic origin, sex/gender, sexual orientation, etc.

23) Are you rejecting candidates because they appear to be overqualified? This could have an adverse effect on: ☐

- 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; and

- Individuals re-entering the workforce after lengthy absences (such as individuals with disabilities or who have taken time off for childrearing)

24) Are you favouring candidates that are similar to 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, etc.? ☐

25) 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)

- Providing test materials in alternative formats

26) Did you know that Employment Services assists and directs applicants to service providers who can assess their international degrees, diplomas and credentials for Canadian equivalency? Any questions related to assessing credentials should be discussed with Employment Services. ☐

27) Are you aware that Employment Services can engage the services of a translation provider if a candidate provides non-English speaking references?	☐
28) If an original copy of a candidate's diploma, degree or other educational/professional documentation is not available because documents cannot be obtained from their country of origin, did you know that Employment Services will consider other methods of validation?	☐
29) For internal succession planning, advancement opportunities, temporary acting opportunities and developmental assignments, are you:	☐
• Meeting with all of your employees to discuss their professional goals,	☐
• Identifying any missing skills, knowledge and experience they will need to obtain to attain their professional goals, and	☐
• Evaluating each of your employees objectively against the same selection criteria for these opportunities, to ensure that you are not overlooking or underutilizing diverse internal talent?	☐

Training	Y/N

The Instructors

1) Are you selecting instructors that are demographically diverse?	☐
a) Have you recruited instructors from diverse backgrounds so they reflect the population of TTC customers?	☐
b) Have you drawn from the diversity of your department by varying the instructors who deliver the course content?	☐
2) Have you built diversity and inclusion competencies into the hiring process for instructors? Have you included interview questions to assess their sensitivity to and experience with diversity and inclusion issues? For example, "Describe your experience working with participants who are deaf/ hard of hearing, or other student populations that exhibit alternative learning styles", "Describe your experience working with participants from diverse cultural backgrounds", etc.	☐
3) Have you built diversity and inclusion competencies into the training process for instructors?	☐

The Training Facilities and Materials

4) Is the building and room inclusive and accessible?	☐
a) 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?	☐
b) Is there accessible seating? Where is it located?	☐
c) How wide are the pathways and aisles? Are there any obstacles in pathways or isles, such as electric cords that cross over aisles?	☐
d) Is the layout of the room accessible, including the position of instructors/speakers, podium height, position of flip charts, position of banner stands, etc.?	☐
e) 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/ participate? Have you checked the quality and volume of the PA/ sound system?	☐
f) Have you eliminated or reduced background noise that may arise during the training?	☐
g) Will ASL interpreters, real-time captioning/ C.A.R.T., and comment/question cards be available for participants who are deaf or hard of hearing to participate?	☐
h) 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?	☐
i) 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	

Updated January 27, 2017

can see instructors/speakers/ASL interpreters or lip-read?	
5) Have you included in your attendee count and made seating arrangements for ASL interpreters, meeting attendants and support persons? Have you provided sufficient seating space for people with mobility devices and for people bringing service animals?	☐
6) Are your training materials accessible?	☐
a) Have you used large and accessible fonts for slide/presentations? Are you using colour contrast? (see the Communications tab at page 7)	☐
b) 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?	☐
c) 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.)?	☐
d) Have you provided copies of slides/ presentations in advance to participants and ASL interpreters?	☐
e) Are you using images, videos and/or musical accompaniment without audio commentary, captioning or ASL interpretation?	☐
f) Are you using complicated diagrams? Are you using culturally-specific graphics or symbols?	☐
7) 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.)?	☐
8) Have you informed participants that individual accommodation can be requested for the training and testing procedures?	☐
The Training Date and Time	
9) Have you chosen a date and time that is inclusive for everyone? For example:	☐
a) Is the session scheduled to occur on an important religious or cultural holiday?	☐
b) Will any participants be excluded based on their weekly day of religious worship/ observance, and if so, can an alternative date be chosen? For example: 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.	☐
c) Have you tried to avoid times that exclude participants based on various demands on their schedules? (i.e. consider people who work varying work schedules, have childcare or family responsibilities, etc.)?	☐
10) Have you scheduled the training date and invited participants well in advance to provide sufficient time:	☐
a) For you to make arrangements to meet individual accommodation requests?	☐
b) For you to make arrangements for ASL interpreters and closed captioning services, if needed?	☐

c) For you to arrange for conversion of print material to alternative formats before the training, if needed?	☐
d) For you to provide materials in advance for those who need more time for review?	☐
e) For participants to make transportation arrangements?	☐
f) For participants to arrange for a support person to attend with them, if needed?	☐
g) For participants to make arrangements for childcare or family responsibilities?	☐

The Training Method

11) Have you considered all possible target audiences/ participants when developing your training method, or have any been excluded? Refer to Diversity Dimensions listed on page 2.	☐
12) 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?	☐
13) Have you considered the needs of participants with different learning styles, for example, verbal/auditory, written/visual, physical/kinesthetic, social, solitary, logical, etc.?	☐
14) Are your communications clear and to the point, or are they long and complicated? Will your communications be understood by participants with learning disabilities, different language abilities, different fluency levels, and different cultural backgrounds?	☐
15) Are you speaking slowly and loudly so participants can hear you and ASL interpreters can describe content?	☐
16) Are you visually describing slides/ presentations while you are presenting, for participants who are blind/partially sighted/have low vision?	☐
17) Have you considered how to facilitate inclusive discussions and participation, such as:	☐
a) Taking proactive steps to welcome the perspectives of diverse participants who have specific equity concerns or needs?	☐
b) The importance of facilitating open discussions, in which participants can share different viewpoints, and participants from diverse backgrounds can share their experiences?	☐
c) The importance of seeking out and listening to dissenting voices, ideas and perspectives?	
d) Paying attention to who is and is not speaking, and creating a comfortable environment for everyone to ask questions and participate in the training?	☐ ☐
e) 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.?	☐

f) 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?	☐
g) Encouraging feedback and critique of course content?	

The Content

18) Is diversity and inclusion reflected in the content of your training and presentations? Are the messages inclusive? Is the language inclusive? For example:	☐
a) Are you sharing stories, giving examples, and communicating messages that reflect diversity and inclusion?	☐
b) 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?	☐
c) Have you reviewed the content for biases, stereotypes, generalizations and/or exclusion? Have pre-existing training materials been reviewed as well?	☐ ☐
d) Are your messages and terms gender-neutral? Age-neutral? Disability-neutral? Religion/ creed-neutral? Sexual orientation-neutral? Family status-neutral? Marital status-neutral? Etc.	☐
e) Are your messages or terms culturally-specific (i.e. talk around the water cooler, picking the low hanging fruit, thinking outside the box, etc.)?	☐
f) Are you using idioms or idiomatic expressions that will not be universally understood across different generational, cultural, ethnic and language groups (i.e. retweet, selfie, touch base offline, etc.)?	☐
g) 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?	☐
h) Are any of the messages or terms offensive, disrespectful or outdated? (See Inclusive Language and Definitions on page 41)	☐
i) Are you using person-first language? (See Inclusive Language and Definitions on page 41)	
j) Is your content sensitive to participants who may experience systemic barriers?	

19) Is diversity and inclusion reflected in the images and photographs you are using? For example:	☐
a) Are the people in the images diverse?	☐
b) Is there diversity at every level of authority/ responsibility/ participation you are portraying?	☐
c) 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.	☐
d) Who is at the centre of photographs/ videos? Who is on the outside/ margins?	
e) Will individuals/ groups relate to and feel included in the way they are portrayed?	
20) 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?	☐
21) Does the content include the needs and perspectives of diverse customers and employees who will be accessing the service?	☐
Commencing and Ending the Training	
22) Have you taken the time to learn how to pronounce participants' names correctly, to demonstrate respect and inclusion of participants from different backgrounds?	☐
23) When you commence your training sessions, do you review accessibility features such as accessible seating, portable microphones, availability of comment cards, etc.?	☐
24) Do you describe from the audience's perspective the location of exits, bathrooms, presenters, audience microphones, location of refreshments, and so forth, such as saying "bathrooms are to your right", instead of pointing or saying "over there"?	☐
25) Do you announce safe and inclusive evacuation procedures?	☐
26) Do you introduce participants who are providing services (ASL interpreters, meeting attendants, etc.)?	☐
27) For participants who are blind/partially sighted/have low vision, do you ask speakers/ participants to identify themselves each time they speak?	☐
28) 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.?	☐
29) 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?	☐
30) 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 his/her training and sensitive to the needs of all participants?

Evaluating and Testing

31) 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 what unconscious biases are impacting your behaviour? ☐

See the following link for short, 5-min self-assessments: https://implicit.harvard.edu/implicit/

32) Do you check your biases and assumptions when evaluating and testing participants? For example: ☐

  a) 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.?

  b) Do you assume that certain participants will excel or learn faster than others based on any biases or 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?

  c) Do you assume that participants with accents, participants from different countries, or participants from certain educational backgrounds will be poor communicators or writers?

  d) Do you assume that a student's writing abilities are equal to their intellectual capacity?

  e) 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?

  f) Do you assume participants who are older or who have disabilities will require more help and learn slower than others?

  g) Do you assume all participants will seek help if they need it?

33) 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? ☐

Working with Others	Y/N

* This section applies to working with both coworkers and customers.

1) 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?	☐
2) 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; that 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.	☐
3) Do you have any biases, perceptions or stereotypes about people (employees and/or customers)?	☐
4) Have you completed any self-assessment tests to determine what unconscious biases are impacting your behaviour? See the following link for short, 5-min self-assessments: https://implicit.harvard.edu/implicit/	☐
5) What steps have you taken to reduce the impact of your biases?	☐
6) 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?	☐
7) 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?	☐
8) 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 representative of a group? Do you associate them with a certain label?	☐
9) 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.?	☐
10) Do you support your coworkers in the workplace equally? What are the ways in which you support them? What about customers?	☐
11) Do you help new and/or marginalized coworkers by making introductions, sharing	☐

information and unwritten rules?	
12) Do you always help customers access TTC's 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 customers? Do you think customers feel comfortable coming to you with questions and/or requests?	☐
13) 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 about 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, 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	☐
14) When you are working with others, do you seek out multiple perspectives?	☐
15) 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?	☐
16) 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?	☐
17) Do you discourage jokes, insults and negative comments that may be offensive to others? Do you refrain from using language that perpetuates stereotypes?	☐
18) Do you refrain from speaking negatively and gossiping about others? Do you discourage gossip when others are engaging in it?	☐
19) Do you assume responsibility for learning about diversity and inclusion and the impact it has on the workplace and the services you deliver?	☐
20) Do you champion TTC's diversity and inclusion efforts and speak positively about them to colleagues?	☐

Leading and Managing People	Y/N

In addition to the questions in the prior tab "Working with Others", consider the following:

1) What steps have you taken to create an inclusive working environment in your department? ☐

2) What steps have you taken to encourage employees to contribute in creating an inclusive environment? ☐

3) Do you have a positive working relationship with all employees in your department? ☐

4) 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? ☐

5) Do you support employees in your department equally? What are the ways in which you support employees? ☐

6) Do you provide equal opportunities for employees to develop their skills and abilities? ☐

7) 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? ☐

8) Do you coach, mentor and groom employees who are different from you to succeed in the organization? ☐

9) Who do you select to provide developmental assignments? Do you evenly distribute those opportunities, or do you tend to go to the same people? ☐

10) 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? ☐

Note: for more information on hiring, promotion, succession planning, and temporary acting opportunities see the "Hiring and Promotion" tab on page 25.

11) Do you provide meaningful recognition for the work of all employees? Do you think all employees in your department feel their contributions are valued? ☐

12) Do you apply policies, practices and procedures fairly to all employees? ☐

13) Are there any policies, practices, procedures, and/or attitudes in your department that may be preventing some individuals from fully engaging in their work? ☐

14) Is your performance feedback, evaluations and performance management fairly applied to all employees? ☐

15) 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?	☐
16) 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)?	☐
17) Do you regularly think about whether any other barriers to diversity and inclusion 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 DHRD?	☐
18) 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?	☐
19) Do you raise issues in a manner that encourages open discussions and dialogue? How do you encourage full participation from all employees?	☐
20) Do you think employees feel comfortable coming to you to suggest improvements and innovation? Do you think they feel comfortable talking openly with you?	☐
21) Are you paying attention to who is and is not expressing their views and ideas? How can you encourage everyone to share their views?	☐
22) Have you reflected on your own cultural identity to understand how that influences your communication style and your perspectives of others? Have you considered how that influences your perceptions of people from cultural backgrounds different than your own?	☐
23) Have you considered whether it would be beneficial to make any changes to your management style, to make it more inclusive and helpful to your employees and/or to better serve customers?	☐
24) Do you clearly communicate to employees that inappropriate behaviour such as jokes, insults, and stereotypical comments are not acceptable? Do you model this behaviour at all times?	☐
25) Do you refrain from speaking negatively and gossiping about others? Do you address gossip when others are engaging in it?	☐
26) Are you aware of TTC's commitments to diversity and inclusion and do you ensure that your employees are also informed?	☐
27) Do you assume responsibility for learning about diversity and inclusion and the impact it has on the workplace and the services your department delivers?	☐

28) Do you model behaviours which demonstrate that you value diversity and inclusion? Do you champion TTC's diversity and inclusion efforts, speak positively about them to coworkers, and inspire change?	☐
29) Do you provide time for both you and your employees to integrate diversity and inclusion into your department's plans, projects, policies, programs, practices and services?	☐

Inclusive Language Guide and Definitions

Inclusive language is an important part of TTC's goal to treat all employees and customers with respect and dignity, and to value and support individual differences between us. Inclusive language refers to terminology that does not exclude, devalue, trivialize, disrespect, demean or stereotype others. Using inclusive language signals respect, requires us all to be aware and sensitive to others, and to actively think about the implications of the language we are using. This can go a long way to maintaining good employee and customer relations.

Inclusive language and preferred terminology changes over time as society and culture evolves. Preferred terminology may also differ depending on the individual or group with whom you are speaking. While it may seem like a daunting task to learn and use the most inclusive language without making mistakes or saying the wrong thing, the most important thing to remember is to show respect and openness towards others, and demonstrate a willingness to learn and change.

A few guiding principles for your use of inclusive language:

- When unsure about the correct terminology to use, it is always better to ask a person how they would like to be referred.

- It is best to use person-first language, which refers to the person first, and the characteristic second. For example, "a person who lives on the street" or a "person who is under-housed", rather than "a homeless person".

- Avoid using descriptors that refer to a person's personal characteristics, such as their disability, race, gender, sexual orientation, age etc., unless those descriptors are necessary and relevant in the context.

- Avoid using "us" versus "them" constructions, or constructions that imply that there is a dominant group, which is "normal", and a secondary group, which is different. This reinforces power imbalances and inequities between people.

- There are often differences between what is considered respectful and appropriate language for people belonging to the group (in-group) versus people who do not belong to the group (out-group). For example, some terms which were historically used as pejorative terms for individuals have now been reclaimed, altered, and used as positive identifiers by some members of the in-group when speaking about themselves. The term "queer" is an example of this; some people in the LGBTQ+ community may use this term to positively identify themselves, but it is still considered a derogatory term when used by others who do not self-identify as LGBTQ+.

Persons with Disabilities

General principles to remember:

- Use language that focuses on the person, not the disability. For example, if it is necessary to reference the person's disability at all, say "Tom has schizophrenia", not "Tom is schizophrenic".

Updated January 27, 2017

- Always use person-first language and put the person before the disability. For example, "a person who is deaf", not "a deaf person".

- Use language that is positive and emphasizes abilities rather than limitations.

- Avoid phrases like "suffers from" and "is afflicted with" which can imply that the person is in discomfort, constant pain, or that they are weak, a victim, or should be pitied.

- Avoid using language that implies the person is special, inspirational, or courageous simply because they experience disability. Implying that a person with a disability is courageous or special just for living their life and getting through the day can be patronizing and offensive.

- Change the focus from disability to accessibility, for example "accessible parking" and "accessible washroom" rather than, "disabled parking" and "disabled washrooms".

- Many individuals with disabilities are comfortable with the use of common words and terms to describe daily living. For example, individuals who use wheelchairs "go for walks" and individuals who have vision loss still may be "pleased to see you". However, you should avoid associating impairments with negative implications and colloquialisms, such as "blind drunk".

Words to Use and Avoid:

Use	Don't Use
Persons with disabilities, persons living with disabilities, persons with health conditions	(The) disabled, (The) handicapped, (The) crippled, physically challenged, a person with abnormalities
A person without a disability	Able-bodied, non-disabled
Person with a learning/ developmental disability	Mentally handicapped, mentally defective
Children with disabilities	Special children
A person with spinal cord injury	A quadriplegic, a paraplegic, a person who is incapacitated
A person with cerebral palsy	She is afflicted with cerebral palsy
A person with epilepsy	An epileptic, a person who has "fits" or "attacks"
A person with diabetes	A diabetic
A person who sometimes experiences depression	A depressive
A person with an amputation	An amputee
A person with burns	A burn victim, a person who is disfigured
Individuals with schizophrenia	Schizophrenics
Individuals with dyslexia	Dyslexics
Pat uses a wheelchair for mobility	Pat is confined to a wheelchair, she is wheelchair-bound
Accessible washroom	Handicapped washroom

Accessible parking	Handicapped parking
A person who is deaf or hard of hearing	A person who is hearing impaired
A person who is blind/ has low vision/ partially sighted	Visually impaired

Definitions

Assistive device:	Assistive devices include specialized aids and devices that enable individuals, primarily with disabilities, to perform a task and/or carry out their everyday activities. These include wheelchairs, assistive listening devices, hearing aids, adaptive computer technologies, electronic devices with adaptive technology, visible emergency alarms, prostheses and ventilators, to name a few. Some forms of information and communications technology and medical devices may be considered "assistive devices".
Mobility device:	A form of assistive device, a mobility device is an aid exclusively related to the physical mobility of individuals with disabilities to travel to and from destinations in their everyday activities. These include power-driven devices such as electric wheelchairs and scooters as well as manual-operated devices such as walkers, canes, manual wheelchairs and standing frames, to name a few.
Communication support:	Facilitates communication for persons who have disabilities that affect hearing, speaking, reading, writing, and/or understanding. Communication supports include speech-generating devices, personal listening or sound amplifying devices, modified keyboard or mouse, ASL interpretation, and alternative accessible formats (such as braille, large print, video and audio descriptions, etc.).
TTY:	A form of communication support, TTY (teletypewriter) is a telephone communications device that can be used to communicate by text with individuals who are deaf, hard of hearing, or have speech impairments. The caller and the receiver can both use a TTY device, or either one can use the Bell Relay system (the number is listed at the front pages of the telephone directory or online).
Lived experience:	Refers to a person's knowledge and perspective about a topic gained through direct, first-hand experience, rather than through secondary accounts.

Race, Colour and Ethnicity

General principles to remember:

- Avoid references to a person's colour, ethnicity or racial background, unless it is necessary and relevant in the context. If necessary to refer to the person's colour,

ethnicity, or race, learn the most appropriate terminology or use the term preferred by the person or group concerned.

- Referring to a person's race is a method of labelling or categorizing them in a way that is not real, but socially constructed. There are no accepted, precise or universal definitions of race. The process of social construction of race is called "racialization"; that is the process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life.

- The terms "racialized person", "racialized community" and "racialized group" are generally preferred over "visible minority" or "racial minority". Using the terms "visible minority" or "racial minority" can be inaccurate and misleading because not all differences are visible, a racialized group may not be the minority (minority is often relative to geographic location) and minority can imply inferior social position. The term also implies that "whiteness"' is the standard. You may notice the term "visible minority" used in limited contexts because it is listed under the Federal *Employment Equity Act* (which has not been updated since 1995), but it is otherwise considered an outdated term.

- Avoid using terms and colloquialisms that associate race, colour and/or ethnicity with negative implications, such as "a black mark on someone's record", "black day", "black sheep", "black market", "black magic", "blackmail", etc.

Words to Use and Avoid:

Use	Don't Use
Racialized person/group	Visible Minority, Racial Minority, Person of Colour or Non-White
Asian, South Asian, Southeast Asian	Orientals
Person who is black, or African Canadians	Coloured People, Person of Colour, the Black(s)
Person who is white	The White or the Whites

Indigenous Peoples

General principles to remember:

- Indigenous is an umbrella term referring to the community of First Nations, Inuit and Metis peoples. There is a wide array of cultural and language differences within this broad umbrella.

- Many people prefer the term "Indigenous" over "Aboriginal" as it reflects the people of the land and is the term used internationally. Having said that, "Aboriginal People" is still occasionally used, as it is listed under the Federal *Employment Equity Act*, which has not been updated since 1995.

- "First Nations" is an umbrella term used to replace the term "Indian" (both status and non-status), but does not include people who are Inuit or Metis. First Nations has also been adopted to replace the term "band" in some communities. First Nations peoples come from different areas or Nations and have distinct cultures, languages, customs and traditions. Avoid referring to First Nations peoples as a homogeneous group.

- Avoid using language that implies inferior and/or hierarchical values, such as describing Indigenous Peoples as "belonging" to Canada.

44

Words to Use and Avoid:

Use	Don't Use
Indigenous	Aboriginal, Native
First Nations	Indian, Band
Community/ ancestry/ home	Reserve
Indigenous Peoples in Canada	Canada's Indigenous Peoples
Inuit (plural), Inuk (singular)	Eskimo

Gender, Gender Identity and Gender Expression

General principles to remember:

- Gender is not binary, but a continuum. Gender includes the socially constructed categories of female, male and intersex, as well as agender, bigender, gender-fluid, polygender, pangender, gender non-conforming, transgender, transsexual, and two-spirit.

- Many individuals do not identify with the linear/ fixed classifications of gender, but rather identify with gender on a spectrum.

- Gender neutral terms and phrasing are preferred. In general, it is not necessary to specify the gender of a person in a particular role.

- Do not use gendered titles (Mr. Mrs. Miss. Ms.); instead use the person's first name (or first and last name for formal communications).

- Masculine nouns and pronouns have historically preceded the feminine equivalent, for example, "husband and wife" and "his and hers", which reinforces inequality. It is preferable to alternate word order to avoid this, if it is necessary to reference gender at all.

- Avoid using the phrase "men and women" where possible (and the more outdated "ladies and gentlemen") as it implies that gender is binary. Use "individuals" instead.

- Avoid making assumptions based on stereotypes/unconscious biases, such as assuming clerks are female, or assuming mechanics are male.

- Avoid using terms and colloquialisms that associate gender with negative implications, such as "you throw like a girl" or "you cry like a girl".

- Gender identity is fundamentally different from a person's sexual orientation.

- Many individuals do not identify with the sex/gender they were assigned at birth.

- When speaking or referring to individuals, always use their preferred name and pronoun.

Words to Use and Avoid:

Use	Don't Use
Chairperson, spokesperson, businessperson	Chairman, spokesman, businessman
Foreperson, body repairperson	Foreman, body repairman
Handyperson, storeperson	Handyman, storeman
Police officer, firefighter, mail carrier	Policeman, fireman, mailman
Server, service staff	Waitress, waiter
Cleaner, housecleaner, janitor	Cleaning lady
Humankind, personkind	Mankind
Staff in the office	Women in the office
Staffing the office	Manning the office
Work hours	Man hours
Each employee should read their packet	Each employee should read his packet
The operator	The female operator
The nurse	The male nurse
Trans, Transgender	Transgendered, a transgender
She is cisgender	She is not transgender, she is "normal"
Transition, transitioning	Sex change
Birth assigned sex, assigned male at birth	Biological sex, biologically male
An individual who cross-dresses	Transvestite
Intersex	Hermaphrodite
A person who is pregnant, people who are pregnant	Expectant mothers, pregnant women
Woman, women	Lady, ladies, girl/girls (unless referring to a minor)
They, them, their	He, she, him, her

Definitions

Birth-assigned sex/gender: Refers to the classification of an infant's sex at birth. It is often determined by the observational inspection and appearance of external anatomy when an infant is born. However, classification of sex is more complicated and includes a combination of bodily characteristics including chromosomes, hormones, internal and external reproductive organs, and secondary sex characteristics. A person's gender identity sometimes matches their birth-assigned sex, but sometimes a person's birth-assigned

sex is incorrect and does not match their gender identity (for example, individuals who are intersex or transgender).

Agender:	Individuals who do not consider themselves having a gender.
Bigender:	Individuals who have two gender identities.
Gender-Fluid:	Individuals whose gender identity or expression is not fixed and shifts over time and/or circumstance.
Polygender/Pangender:	Individuals whose gender identity is not limited to one gender and who may identify with numerous (or all) genders.
Gender Non-Conforming:	Individuals who do not conform to or match a society's prescribed gender roles or norms.
Cisgender:	Individuals whose gender identity matches the sex they were assigned at birth.
Transgender/ Transsexual:	Individuals who do not identify (internally or publically) with their birth-assigned gender/sex.
Trans Women/ Male to Female/ MTF / M2F	Individuals who identify as female, although their birth- assigned sex is male.
Trans Man/ Female to Male / FTM / F2M	Individuals who identify as male, although their birth-assigned sex is female.
Transitioning:	Refers to the process an individual undertakes to change their birth-assigned gender to the gender with which they most identify. The process can involve some or all of the following changes: dress, appearance, grooming, name/ gender pronoun, medical, legal, social and/or personal.
Two-Spirit or 2S:	An umbrella term used by some indigenous North Americans to describe gender-variant individuals within indigenous communities who are seen as having both male and female spirits within them. Traditionally viewed as a separate gender, today the term refers to sexual, gender and/or spiritual identities that are both male and female. Not all indigenous cultures use this term or conceptualize gender this way.
Intersex:	Refers to a person born with reproductive or sexual anatomy, chromosomes and/or hormones that do not fit the traditional or stereotypical classification of male or female. Some individuals who are intersex may identify with their birth-assigned sex, while others may not.

Cross Dressing:	Refers to individuals who wear items of clothing commonly or stereotypically associated with a sex or gender different than their own. Cross dressing may not be synonymous with an individual's gender identity, and the individual may have no intent to dress or live full-time as the other gender. Individuals cross dress to varying degrees and for various reasons, including as an expression of gender, as a matter of clothing choice, as a hobby, for fun, or for other personal reasons.

Sexual Orientation

General principles to remember:

- Avoid referencing a person's sexual orientation if it is not necessary or relevant to the discussion.

- Sexual orientation is not binary, but a continuum. Many individuals do not identify with linear or fixed classifications of sexual orientation, but rather identify on a spectrum. Sexual orientation includes categories such as lesbian, gay, bisexual, heterosexual, polysexual/ pansexual and asexual.

- Do not assume that a person's partner/ spouse is the opposite gender from them, or that a person's parents are male and female, etc. For example, by asking a female, "What does your husband do?" or "Where do your mom and dad live?"

- Avoid language which implies that sexual orientation is a voluntary choice, such as referring to someone's sexual orientation as a "sexual preference" or "lifestyle choice".

- Avoid using terms and colloquialisms that associate sexual orientation with negative implications, such as "that is gay" or "that is queer".

Words to Use and Avoid:

Use	**Don't Use**
Invite your partner or spouse	Invite your husband or wife
Parents	Mom and dad
Same-sex, LGBTQ, gay, lesbian	Homosexual
A person who is gay/ lesbian	A gay/ a lesbian/ the gays/ the lesbians
Sexual orientation	Sexual preference, lifestyle choice

Definitions:

Lesbian:	Refers to women who are attracted to other women.
Gay:	Refers to a person who is attracted to the same sex or gender. The term is often used to refer to men who are attracted to other men, however it is also used to refer to women who are attracted to women.

Bisexual:	Individuals who are attracted to both men and women.
Heterosexual:	Individuals who are attracted to the opposite sex or gender.
Homosexual:	Individuals who are attracted to their same sex or gender. However, the terms gay or lesbian are preferred over homosexual, as the term is considered outdated and offensive due to its clinical history and pejorative connotations.
Polysexual/ Pansexual:	Individuals who are attracted to individuals of multiple or all sexes, gender identities and expressions.
Asexual:	Refers to individuals who are not sexually attracted to anyone, or have a low or absent sexual interest.

LGBTQ+

General principles to remember:

- LGBTQ+ is an acronym that stands for Lesbian, Gay, Bisexual, Trans, Two-Spirit, Queer and Questioning. The Plus (+) sign inclusively represents the broad and evolving communities within the umbrella of the acronym LGBTQ and the new ways people are self-identifying.
- Other variations of this acronym are commonly used, including the longer LGBTQQIP2SAA, which stands for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Pansexual, 2S (for Two-Spirit), Asexual and Ally.

Definitions:

For Lesbian, Gay, Bisexual, Pansexual, Asexual, see definitions under "Sexual Orientation".

For Two-Spirit, 2S, and Intersex, see definitions under "Gender Identity".

Trans:	An umbrella abbreviation term referring to individuals with diverse gender identities and expressions that differ from stereotypical gender norms. It usually describes individuals who do not identify (internally or publically) with their birth-assigned sex/gender. Trans can mean transcending beyond, existing between, or crossing over the gender spectrum. It includes but is not limited to individuals who identify as transgender, trans woman (male-to-female), trans man (female-to-male), transsexual, transitioning, intersex, gender nonconforming, gender variant or gender queer.
Queer:	A general umbrella term some people in the LGBTQ community may use to identify themselves. Historically used as a pejorative term for individuals with a same-sex orientation. Some members of the LGBTQ community have

reclaimed and altered this term as a positive identifier when speaking about themselves, to represent individuals who diverge from conventional heterosexuality.

Questioning: Refers to individuals who are unsure about, have not yet defined, are exploring or thinking about exploring their gender identity, gender expression or sexual orientation. Some individuals prefer to identify as questioning, rather than adhering to a social label that does not reflect how they feel.

Ally: Is a person who considers themselves a supporter of the LGBTQ+ community.

Updated January 27, 2017