

Policy on Equity, Diversity and Inclusion

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TABLE OF CONTENTS

1. GUIDING PRINCIPLES AND COMMITMENTS -----	1
2. SCOPE -----	3
3. ROLES AND RESPONSIBILITIES -----	3
4. EQUITY, DIVERSITY AND INCLUSION PERMANENT COMMITTEE (“EDI PERMANENT COMMITTEE”) AND EQUITY, DIVERSITY AND INCLUSION WORK GROUP (“EDI WORK GROUP”) -----	5
5. EXPECTATIONS FOR BEHAVIOUR -----	6
6. PERSONALIZED SERVICES AND ACCOMMODATION MEASURES -----	6
7. TERMS OF INTERVENTION -----	7
7.1 Personal initiative and support -----	7
7.2 Report -----	8
7.3 Mediation -----	9
7.4 Violations and sanctions -----	10
8. TIME LIMITS -----	10
9. CONFIDENTIALITY -----	10
10. APPLICATION OF THE POLICY -----	11
11. REPORTING -----	11
12. EFFECTIVE DATE AND REVIEW -----	11
APPENDIX 1 – DEFINITIONS -----	12

Foreword

Guided by values of openness and inclusion since its founding, HEC Montréal has grown into a very diverse community. To benefit fully from this rich diversity, HEC Montréal wishes to integrate equity, diversity and inclusion into all its actions and foster a culture of respect and cooperation among its members.

HEC Montréal is aware that it has an impact on the development of its students, who go on to influence the destinies of their organizations and society in general. Therefore, HEC Montréal also hopes that its students will become active agents of equity, diversity and inclusion over the long term.

This Policy is one of the tools chosen by HEC Montréal to continue fostering a culture of equity, diversity and inclusion within its entire community.

1. Guiding principles and commitments

- 1.1 HEC Montréal acknowledges the fundamental importance of ensuring that all members of its community, whether it be its students, employees (faculty or non-faculty), or administrators, can study, work and live in a safe and healthy environment.

It therefore commits to maintaining a respectful environment free of any form of discrimination.

- 1.2 HEC Montréal encourages all forms of diversity within its community and recognizes that diversity brings value to all its members and contributes to collective excellence.

HEC Montréal therefore commits to:

- 1.2.1 continuing to proactively attract, select and retain diverse talent within its community by giving everyone an equal chance to come to HEC Montréal and progress there as a student, faculty member, non-faculty staff member, or member of a decision-making body, regardless of gender, race, ethnicity, disability, sexual orientation, gender identity or expression, social condition, religion, political convictions, or background;
- 1.2.2 maintaining an up-to-date quantitative and qualitative profile of diversity within its community to identify actions to improve its regulations, processes and tools;
- 1.2.3 staying abreast of issues and best practices related to equity, diversity and inclusion.
- 1.3 HEC Montréal recognizes that having equity and inclusion within a community allows all members to benefit from its diversity.

It therefore commits to:

- 1.3.1 integrating equity, diversity and inclusion within all its regulations, processes and tools, especially with regard to the recruitment, selection, welcoming, integration, retention and advancement of its faculty and non-faculty staff;
 - 1.3.2 ensuring that HEC Montréal maintains processes to achieve equitable representation of members of designated groups among its faculty and non-faculty staff and among the members of its decision-making bodies;
 - 1.3.3 ensuring that all student groups demonstrate that they provide equal opportunity to all who wish to join the group and progress within it as a member, member of one of its committees, or member of one of its decision-making bodies;
 - 1.3.4 implementing measures to address the underrepresentation of designated groups in appointments to research chairs;
 - 1.3.5 ensuring the deployment and longevity of all institutional action plans relating to equity, diversity and inclusion that may result from this Policy.
- 1.4 HEC Montréal wishes to ensure that it offers a healthy, respectful and safe environment for studying, working and living, and that diversity, equity and inclusion are valued in this environment.

HEC Montréal therefore commits to:

- 1.4.1 proactively welcoming and integrating new members of its student body, faculty, non-faculty staff, and decision-making bodies;
 - 1.4.2 continuing and accelerating its efforts to foster an inclusive educational approach;
 - 1.4.3 taking into account the concerns of community members regarding equity, diversity and inclusion;
 - 1.4.4 supporting innovative projects that encourage equity, diversity and inclusion;
 - 1.4.5 promoting this Policy, distributing all related action plans to the entire HEC Montréal community, and providing visibility for its equity, diversity and inclusion commitments.
- 1.5 HEC Montréal wants each member of its community to foster respect and inclusion through their behaviour, words and actions.

Through its training and awareness initiatives, various communication strategies, and other methods, it commits to:

- 1.5.1 making its community members aware of the importance of being welcoming and inclusive toward diverse members in all the School's spheres of activity;
 - 1.5.2 raising awareness about unconscious bias among community members;
 - 1.5.3 promoting a respectful, collegial and collaborative atmosphere;
 - 1.5.4 valuing its community members' individual and collective commitment to equity, diversity and inclusion, in particular by creating resource groups.
- 1.6 This Policy is complementary to the legal provisions governing human rights and freedoms, including the Charter of Human Rights and Freedoms and the Canadian Charter of Rights and Freedoms, and does not restrict the scope of provisions in the administrative or educational regulations, policies or managerial rights of HEC Montréal.

2. Scope

- 2.1 This Policy applies to all members of the HEC Montréal community, whether living, working or studying on or off campus, as well as third parties dealing with HEC Montréal or any of its departments.
- 2.2 This Policy aims to incorporate concepts of equity, diversity and inclusion into all spheres of activity at HEC Montréal, such as academics (including internships), employment, research and social outreach.

3. Roles and responsibilities

3.1 General expectations and responsibilities

- 3.1.1 All members of the HEC community and third parties having a contractual link with HEC Montréal must be aware of this Policy and comply with the requirements and obligations contained herein.
- 3.1.2 In all the School's spheres of activity, all HEC Montréal community members must be actively engaged in promoting the expectations for behaviour set out in section 5.
- 3.1.3 When an HEC Montréal community member is confided in by another member or witnesses an action, statement or situation that is contrary to the expectations for behaviour set out in section 5, that member is obligated to assist the person in question by referring them to the person responsible for equity, diversity and inclusion at the School so that the person in question can be assisted in accordance with the Policy.

3.2 HEC Montréal Executive Committee

The Executive Committee approves the strategy and any action plans relating to equity, diversity and inclusion. The Committee promotes equity, diversity and inclusion in all HEC Montréal activities and follows the progress of action plan implementation on an annual basis.

3.3 Equity, Diversity and Inclusion Permanent Committee (“EDI Permanent Committee”)

The role and responsibilities of the EDI Permanent Committee are set out in sections 4.1 to 4.6.

3.4 HEC Montréal Community

All HEC Montréal community members must take matters of equity, diversity and inclusion seriously. Each member is responsible for helping foster a healthy and respectful environment for studying, working and living where diversity, equity and inclusion are valued, in accordance with the guiding principles of this Policy. Each member must be vigilant. Any situation (whether witnessed or experienced first-hand) that is contrary to the expectations for behaviour set out in section 5 must be reported in good faith to the person responsible for equity, diversity and inclusion at the School.

3.5 Director of HEC Montréal

The Director of HEC Montréal must embody the values of equity, diversity and inclusion. This person is the School’s primary spokesperson on the matter and shall use all available platforms to promote it.

3.6 HEC Montréal Managers

Managers must openly promote equity, diversity and inclusion within and outside of HEC Montréal.

They are responsible for applying this Policy in their units and must encourage the behaviour set out in section 5. When a violation of this behaviour is brought to their attention, they are required to act quickly to make sure it stops and, if applicable, refer the persons affected by the violation to the person responsible for equity, diversity and inclusion at the School.

When initiatives involving their units are undertaken as part of an equity, diversity and inclusion action plan, managers must implement the measures necessary to achieve the assigned objectives.

If applicable, managers will take the necessary measures to inform third parties with which their units do business of this Policy.

3.7 Equity, Diversity and Inclusion Work Group (“EDI Work Group”)

The role and responsibilities of the EDI Work Group are set out in section 4.7 and subsequent sections.

3.8 Secretary General

General responsibility for the application of this Policy is entrusted to the person who holds the position of Secretary General of HEC Montréal. This person is responsible

for all action plans that may result from this Policy and may join forces with any person or work group concerned by these action plans to provide support.

4. Equity, Diversity and Inclusion Permanent Committee (“EDI Permanent Committee”) and Equity, Diversity and Inclusion Work Group (“EDI Work Group”)

- 4.1 The EDI Permanent Committee is tasked with ensuring understanding, commitment and engagement in all HEC Montréal units with regard to the issue of equity, diversity and inclusion. It shall determine the School’s priorities in relation to this issue, submit policy change proposals to the relevant bodies, approve the annual equity, diversity and inclusion report, and ensure that the report is published.
- 4.2 The following persons are named EDI Permanent Committee members by the Director of HEC Montréal:
 - 4.2.1 The Secretary General of HEC Montréal, who is responsible for the committee and serves as its chairperson;
 - 4.2.2 The directors of the following offices or services:
 - Office of Faculty Affairs
 - Office of the Academic Programs Director
 - Research and Knowledge Transfer Office
 - Human Resources
 - Student Administration
- 4.3 The Committee shall meet three times a year, or more often if necessary.
- 4.4 The EDI Permanent Committee is responsible for forming a work group (“EDI Work Group”) with the role of implementing the action plans resulting from this Policy.
- 4.5 The EDI Permanent Committee may include any person who can assist it with its mandate, as well as any work committee whose creation it deems pertinent, other than the work group described in section 4.7.
- 4.6 If an EDI Permanent Committee member is implicated in a report in connection with this Policy, they will be automatically removed from the Committee while the report is being processed. If the member is the Secretary General, the Director of HEC Montréal shall name another EDI Permanent Committee member as chairperson.
- 4.7 The EDI Work Group, reporting to the EDI Permanent Committee, must ensure that action plans proposed by the EDI Permanent Committee and/or the Secretary General are implemented. Its work must include regularly consulting HEC Montréal community members to ensure that it is addressing the needs and interests of designated groups.
- 4.8 The Secretary General shall choose the members of the EDI Work Group. Responsibility for the group falls to the person responsible for equity, diversity and inclusion at the School. EDI Work Group members are chosen based on objective

criteria such as gender parity; representation, to the extent possible, of the diversity at HEC Montréal; and representation of the groups that form its community: faculty members, non-faculty staff, and students, who may be recommended by the Permanent Committee of Student Association Presidents.

4.9 The length of the mandate of student members on the EDI Work Group is one year, with a possibility to renew. The Group will hold meetings four or more times per year.

5. Expectations for behaviour

In all its spheres of activity, HEC Montréal does not tolerate any form of exclusion for discriminatory reasons such as age, social condition, disability, gender identity or expression, language, sexual orientation, race, colour, ethnicity, religion, political convictions, sex, or any other reason described in federal or provincial charters of rights and freedoms.

To ensure the application of the guiding principles and commitments set out in this Policy, HEC Montréal requires each of its community members to behave as follows:

- Respect all HEC Montréal community members and their diversity in any form;
- Demonstrate open-mindedness; listen to the needs of others and be able to adapt to the realities of others;
- Propose, institute or facilitate the implementation of measures to adapt to and accommodate people who request such measures;
- Question the status quo in a constructive and positive manner and question processes and practices in place that are not favourable to equity, diversity and inclusion.

6. Personalized services and accommodation measures

6.1 When an action, statement or situation that is contrary to the expectations for behaviour set out in section 5 is reported to the person responsible for equity, diversity and inclusion at HEC Montréal, this person has a responsibility to all persons affected by the report to provide a welcoming atmosphere, references, and assistance from specialists throughout the reporting or mediation process, as applicable.

6.2 In certain cases, the alleged circumstances may require the adoption of temporary accommodation measures in order to adequately address the issue and preserve the safety and integrity of those involved, in accordance with section 7.4 below. In such cases, the person responsible for equity, diversity and inclusion who receives the report must inform the Secretary General, who will then ensure that such measures are put in place for the period deemed necessary by the person responsible for equity, diversity and inclusion. To institute these temporary accommodation measures, the Secretary General may be assisted by the Student Services Director, the Human

Resources Office, Faculty Affairs, the Office of the Academic Programs Director or the Research and Knowledge Transfer Office, depending on the case.

6.3 Depending on the situation, temporary accommodation measures may include:

- 6.3.1 For the student body: psychological consultation through the individual support services offered by Student Services; the separation of the parties involved; delaying an exam; changing locations, courses, or residences; or probation (conditional or otherwise).
- 6.3.2 For faculty and non-faculty staff: employee assistance program, separation of the parties involved, a change of workplace and/or schedule, or temporary administrative suspension of the respondent from the workplace.
- 6.3.3 For all members of the HEC Montréal community: restricted access of the respondent to certain places or a ban on participating in one or more activities, including classes, when there are reasonable grounds to believe that, in the circumstances, this person poses a threat to a healthy, respectful and safe learning, working or living environment; these measures may be applied for as long as the situation warrants.

7. Terms of intervention

7.1 Personal initiative and support

- 7.1.1 Communication problems can sometimes lead to conflicts. In some cases, providing clarification can resolve differences quickly and satisfactorily. If the situation permits, when an individual is affected by an action, statement or situation that is contrary to the expectations for behaviour set out in section 5, that individual may attempt to resolve the situation by communicating their discomfort to the person or persons responsible and by indicating the offending behaviour, the negative effect it had, and her or his desire to see the behaviour or situation stop. The persons in question are encouraged to explain themselves openly through respectful dialogue in order to resolve their differences.
- 7.1.2 When personal initiative is not appropriate or effective, or if the situation is not conducive to such an approach, the person affected by an action, statement or situation that is contrary to the expectations for behaviour set out in section 5 may request assistance from their direct supervisor, a manager, or any other person in authority, who may attempt to facilitate communication between the individuals involved. For situations involving students, it is always possible to seek assistance from Student Services. If persons in authority or Student Services administrators are respondents in the situation, it is always possible to seek assistance from the person responsible for equity, diversity and inclusion at HEC Montréal by contacting them at the designated email address (edi@hec.ca).

7.2 Report

- 7.2.1 If a person affected by an action, statement or situation that is contrary to the expectations for behaviour set out in section 5 is unable to resolve the situation through personal initiative, with or without the support of a person in authority, or if the situation is not conducive to this method of resolution, the person may report the situation directly to the person responsible for equity, diversity and inclusion at HEC Montréal by sending an email to the designated address (edi@hec.ca). Anyone who witnesses such a situation may also do so. In all cases, this process will be handled with the utmost discretion. The person responsible for equity, diversity and inclusion will then communicate with the person who filed the report within the timeframe stipulated in section 8.2.
- 7.2.2 When a report or any other request is made to the person responsible for equity, diversity and inclusion, this person must adhere to the following principles, whether the report is made by a person affected by a violation of the expectations for behaviour set out in section 5 or by a witness who wishes to provide information about an act or situation of which they were made aware, directly or indirectly:
- 7.2.2.1 Receive information without judging the person divulging it;
 - 7.2.2.2 Openly accept the narrative of events as reported, without questioning it;
 - 7.2.2.3 Respect the person's intervention choices;
 - 7.2.2.4 Not minimize or excuse the actions of the respondent, or insinuate that the person who claims to be affected is partly responsible for the incident that occurred;
 - 7.2.2.5 Ensure that the report is treated in compliance with the principles of confidentiality set out in section 9 of this Policy.

At all times, the person responsible for equity, diversity and inclusion at the School must refer any person who consults them to the professional resources of the Centre for Harassment Intervention (BIMH) when the reported situation involves psychological harassment or sexual violence. With the consent of the person who claims to be affected by the situation, joint terms of intervention can be established and information shared between the BIMH resources and the person in charge of equity, diversity and inclusion.

- 7.2.3 The report is not subject to any formality and can be filed at any time, there being no applicable time limit. A report may even be anonymous, except as provided in section 9 of this Policy.
- 7.2.4 With the aim of resolving the situation, the person responsible for equity, diversity and inclusion who receives the report may propose the following approaches to the person who feels they are a victim of actions, statements

or situations that are contrary to the expectations for behaviour set out in section 5:

7.2.4.1 Indirect intervention aiming to raise awareness within the immediate studying, working or living environment by the person who received the report, in collaboration (depending on the parties involved) with the appropriate HEC Montréal office(s);

7.2.4.2 Direct intervention (depending on the parties involved) with the relevant HEC Montréal offices in order to resolve a situation or put a stop to the offending behaviour, statements or actions;

7.2.4.3 Establishment of a mediation process between the parties involved to attempt to find one or more solutions that are acceptable to the parties and that correct the situation; this initiative shall be proposed by the person responsible for equity, diversity and inclusion under section 7.3;

7.2.4.4 Filing of a formal complaint pursuant to another HEC Montréal policy.

7.2.5 When it receives a report through the person responsible for equity, diversity and inclusion, HEC Montréal may justifiably begin addressing the situation if there is reason to believe that a situation may be contrary to the expectations for behaviour set out in section 5, given HEC Montréal's commitment to providing a healthy, respectful and safe environment for studying, working and living, in which diversity, equity and inclusion are valued.

7.2.6 Hypothetically, if the person responsible for equity, diversity and inclusion at the School is the subject of a report, the report must be communicated to the Secretary General.

7.3 Mediation

7.3.1 If the situation permits and the parties consent, the preferred course of action must be for the parties to come to an understanding through mediation in order to find one or more solutions that are acceptable to the parties and correct the situation.

7.3.2 If the parties consent to mediation, the Secretary General will begin the mediation process by designating a mediator who is external to HEC Montréal.

7.3.3 The mediator will contact the involved parties to enlist their participation in reaching an agreement. If a satisfactory agreement is reached by the individuals concerned, the terms of the agreement are recorded in a document signed by the two parties.

- 7.3.4 The mediator will submit the agreement reached between the parties to the Secretary General of HEC Montréal, who will then ensure that any support or corrective measures it contains are implemented.
- 7.3.5 If one of the parties declines to participate in mediation or does not adhere to the agreement resulting from mediation, or if mediation fails, the Secretary General may apply section 7.2.5.

7.4 Violations and sanctions

- 7.4.1 Major violations of the expectations for behaviour set out in section 5 may result in reprimands or sanctions pursuant to the regulations in effect at HEC Montréal, in particular the *Policy for a Respectful, Harassment-free Study, Work and Campus Life Environment* or the *Code of Conduct for HEC Montréal Students*.
- 7.4.2 Any person subject to this Policy who is affected by a violation of the expectations for behaviour set out in section 5 can file a complaint with the Commission des droits de la personne et des droits de la jeunesse, regardless of whether a report has been filed with HEC Montréal.

8. Time limits

- 8.1 Reports made in accordance with this Policy may be made at any time, with no applicable time limit. However, as time passes, HEC Montréal may have fewer means at its disposal to adequately process a violation of the expectations for behaviour set out in section 5. HEC Montréal community members who are affected by such a violation are encouraged to file a report or formal complaint as soon as possible.
- 8.2 Once the person responsible for equity, diversity and inclusion at the School has received information, a report or an agreement between the parties to mediation, the applicable response time may not exceed seven days after that date.

9. Confidentiality

- 9.1 All information relating to a report, a mediation process, or the identities of the persons involved will be kept confidential by all parties concerned, except when the disclosure of this information is necessary to adopt accommodation measures. Disclosure of this information will always be done in a restricted manner.
- 9.2 All HEC Montréal community members are subject to this confidentiality requirement, regardless of whether they are the main parties to the report or mediation process.

10. Application of the Policy

10.1 The Secretary General has the overall responsibility of implementing this Policy.

11. Reporting

11.1 The person responsible for equity, diversity and inclusion at HEC Montréal shall brief the Executive Committee annually on the development of quantitative and qualitative diversity profiles in the community throughout the year. The briefing will also detail initiatives resulting from the action plan, training and awareness activities, and modifications to the School's processes or practices, as well as results.

11.2 The Secretary General shall report annually on the application of this Policy in a report to the Board of Directors detailing:

11.2.1 the briefing presented to the Executive Committee by the person responsible for equity, diversity and inclusion at the School;

11.2.2 the number of reports or mediation requests received by the person responsible for equity, diversity and inclusion at the School, and the time they took to be processed;

11.2.3 interventions made and the nature of sanctions applied, if applicable.

11.3 As applicable, the Secretary General is responsible for reporting to various government bodies, in accordance with the Canada Research Chairs Program, the provincial equal employment access program, the Federal Contractors Program, or any other program.

12. Effective date and review

13.1 This Policy was adopted by the Board of Directors of HEC Montréal on October 29, 2020, taking effect the same day.

13.2 HEC Montréal commits to reviewing this Policy at least once every four years.

APPENDIX 1 – Definitions

“Inclusive educational approach”: Inclusive education aims to allow all students to develop to their fullest potential. Adopting an inclusive educational approach means valuing diversity and recognizing the range of learning needs. An inclusive educational approach does not exclusively apply to matters of students with disabilities; it also takes into account the differences and needs of all learners (e.g. ethnicity, language, culture, religion, gender, impairment or disorder, family situation, or particular ability).¹

“Indigenous persons”: People who are of First Nations Peoples (North American Indian) or are Inuit or Métis of Canada.

“Author of a report”: Anyone who feels that they are a victim of an action, statement or situation that is contrary to the expectations for behaviour set out in this Policy and who makes a report to HEC Montréal. A report may be made by one or more persons.

“Unconscious bias”: An unconscious bias is an implicit attitude, stereotype, motivation or hypothesis that can occur without one’s knowledge, control or intention. Unconscious bias is the result of one’s life experience and affects all types of people. Everyone carries implicit or unconscious biases. Examples of unconscious bias include gender bias, cultural bias, race/ethnicity bias, age bias, language and institutional bias. Decisions made based on unconscious bias can compound over time to significantly impact the lives and opportunities of others who are affected by the decisions one makes.²

“Centre for Harassment Intervention (Bureau d’intervention en matière de harcèlement, BIMH)”: A joint service of Université de Montréal and HEC Montréal. The BIMH is the entity mandated by HEC Montréal to help the School meet its commitments regarding psychological harassment and sexual violence, and to be a single point of service for all HEC Montréal community members affected by any form of psychological harassment or sexual violence.

“Equity, Diversity and Inclusion Permanent Committee” or “EDI Permanent Committee”: The committee established under section 4 of this Policy.

“Community” or “HEC Montréal Community”: Students, faculty members, non-faculty staff members, and members of HEC Montréal administration and Board of Directors.

“Discrimination”: Discrimination is defined as conduct that manifests as statements, behaviour, actions or rules that aim to exclude or reduce a person or deny that person rights due to race, colour, sex, pregnancy, physical appearance, sexual orientation, civil status, age (except as permitted by law), religion, political views, language, ethnicity, nation of origin, social condition, disability, or means of palliating a disability.

“Diversity”: Diversity refers to the plurality of personal and professional experiences, as well as differences between cultures. The concept reflects the differences in race, colour, place of origin, religion, immigration status, Indigenous status, ethnicity, disabilities, gender, sexual orientation, gender identity and age.³

“Equity”: Equity guarantees fair treatment and equal access to employment or career advancement opportunities. The concept also refers to the efforts made by HEC Montréal

to identify and eliminate potential barriers that prevent designated groups from fully participating in all School's spheres of activities. The following activities are considered to be conducted by HEC Montréal and its community: teaching, research, training, management of the institution, management of personnel, and activities conducted by HEC Montréal students.

“HEC Montréal students”: Persons admitted to HEC Montréal or registered in at least one course offered by HEC Montréal who are participating in an internship (including postdoctoral training) or participating in any other HEC Montréal educational or research activity. Included in this definition are the participants in programs offered by all HEC Montréal units, such as the Executive Education.

“Gender expression”: The way a person publicly expresses gender. This can include behaviour and appearance, such as dress, hair, makeup, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender.⁴

“Designated groups”: For the purposes of this Policy, designated groups are women, Indigenous persons, persons with disabilities, visible minorities and ethnic minorities. This definition is based on definitions found in *Canada's Employment Equity Act* and Quebec's *Act Respecting Equal Access to Employment in Public Bodies*.

“Gender identity”: Gender identity is 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 the gender typically associated with their sex assigned at birth. For some persons, their gender identity is different from the gender typically associated with their sex assigned at birth; this is often described as transgender or simply trans. Gender identity is fundamentally different from a person's sexual orientation.

“Inclusion”: Inclusion is the action of creating and nurturing environments where each individual or group of individuals feels welcomed and respected in their differences, so that all people can participate fully in educational and research activities conducted by HEC Montréal and its community.³

“Ethnic minorities”: Persons, other than Indigenous persons and visible minorities, whose mother tongue is neither French nor English.

“Visible minorities”: Persons, other than Indigenous peoples, who are non-Caucasian in race or non-white in colour. They can be Chinese, South Asian, Black, Filipino, Latin American, Southeast Asian, Arab, West Asian, Japanese, Korean and many other visible minorities.

“Respondent”: A person who is the subject of allegations of one or more actions that are contrary to the expectations for behaviour set out in this Policy. One or more people may be the subject of an allegation.

“Person with a disability”: The *Act to secure handicapped persons in the exercise of their rights with a view to achieving social, school and workplace integration (L.R.Q., chapter E-20.1, s. 1)* defines a “handicapped person” as “a person with a deficiency causing a significant and persistent disability, who is liable to encounter barriers in

performing everyday activities.” However, for the purposes of this Policy, we will use the term “person with a disability.”

Specifically, a disability is:

- An impairment (i.e., a loss, a malformation or dysfunction of an organ or structure, which is either present at birth or acquired at some point during a person’s life)
- The cause of a limitation (i.e., a reduction in ability to function intellectually, psychologically or anatomically in a way that is considered normal or within the limits of what is considered normal)
- Significant (i.e. the degree of severity or acuteness make it impossible to restore the person’s abilities to a normal level by the use of a prosthesis, such as glasses, contacts or a hearing aid, or an orthotic device, such as insoles or orthopaedic shoes)
- Persistent (i.e., its disappearance cannot be foreseen)
- And a barrier in the accomplishment of common activities.

“Report”: The act of disclosing information about an action, statement or situation that is contrary to the expectations for behaviour set out in this Policy, in order to point out or denounce a fact that could lead HEC Montréal to take action. A report is made confidentially to the person responsible for equity, diversity and inclusion at HEC Montréal. A report can be anonymous; it can be filed by the alleged victim or by a witness.

“Third party”: Any person who is a third party to HEC Montréal or one of its units (including employees of the third party, contractors, clients, visitors, service providers, guests, consultants, sponsors, volunteers, external organizations, or all other similar relationships) who has a relationship with HEC Montréal or one of its units.

Notes (Appendix 1 – Definitions)

1. Sources: http://pedagogie.quebec.ca/sites/default/files/documents/numeros-tableau/letableau_v5_n3_educationinclusive.pdf
and
https://www.enseigner.ulaval.ca/sites/default/files/guide_app_inclusive.pdf
2. Source: http://www.nserc-crsng.gc.ca/doc/EDI/Guide_for_Applicants_fr.pdf
3. The definitions of equity, diversity and inclusion were inspired by several sources on the subject, including an NSERC document entitled [Guide for Applicants: Considering equity, diversity and inclusion in your application](#).
4. Source: <https://www.canada.ca/fr/ministere-justice/nouvelles/2016/05/identite-de-genre-et-expression-de-genre.html>