

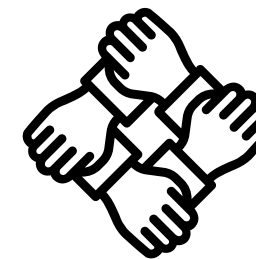


GUIDE TO INCLUSIVE PRACTICES

VERSION 1.0, MAY 2, 2023
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ENGINEERS &
GEOSCIENTISTS
BRITISH COLUMBIA



ENGINEERS AND GEOSCIENTISTS BC'S EQUITY, DIVERSITY, AND INCLUSION STATEMENT

Engineers and Geoscientists BC recognizes the importance and value of equity, diversity, and inclusion (EDI) within the organization and within the professions of engineering and geoscience as part of its regulatory mandate. In keeping with these principles, Engineers and Geoscientists BC is committed to supporting reconciliation with Indigenous Peoples and recognizes the lands on which British Columbia were founded.

Engineers and Geoscientists BC acknowledges the need to address systemic issues of inequity and is committed to building an inclusive environment within our organization, across all volunteer groups, and for registrants and registrant firms that promotes equity and diversity within the professions of engineering and geoscience.

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1.0 OVERVIEW

Engineers and Geoscientists BC recognizes the importance and value of equity, diversity, and inclusion (EDI) within the organization and in the professions of engineering and geoscience. Our [2022–2027 Strategic Plan](#) highlights social responsibility as a key pillar, which represents our organizational commitment to advancing EDI, as well as reconciliation with Indigenous Peoples and climate action.

Our commitment includes providing our registrants and volunteers with the resources and information they need to conduct themselves in alignment with our values in their roles as professionals or as representatives of Engineers and Geoscientists BC.

This Guide to Inclusive Practices is one of the resources that Engineers and Geoscientists BC has developed and made available to support registrants, volunteers, and staff. Additional sections covering other topics will be added over time as new material is identified.

1.1 APPLICATION AND SCOPE

The content included in this guide is intended to support our registrants, volunteers, and staff in understanding diversity, recognizing the importance of equity, and building and contributing to inclusive environments in their work with our organization. The guide provides information and guidance on best practices and expectations of conduct in alignment with the organization’s EDI statement (see page i), guidelines, and values.

The guide was developed specifically for Engineers and Geoscientists BC’s registrants, volunteers, and staff, but it has been made publicly available for others to use as well, in the spirit of sharing work that supports collective efforts to advance EDI. Engineers and Geoscientists BC believes that we achieve more by working together and sharing our knowledge. We encourage individuals and organizations to use and share the sections of this guide that they find valuable and relevant.

This guide covers several different aspects of a range of topics. Not all topics will be relevant to each individual or role. The guide is structured such that each section can be used as a stand-alone resource or as part of a group

of resources, depending on an individual's role and/or the specific activity or event. The guide is supported with a series of [one-page resources](#) that provide summary information on each topic, allowing individuals to easily access key information.

1.2 INCLUSION IS A JOURNEY

Advancing EDI is a journey that individuals and organizations embark on at different stages and paces. Engineers and Geoscientists BC recognizes that individuals will be at different stages of understanding and applying EDI practices. This guide is intended to support you regardless of where you are in your EDI journey. Individuals who find that much or all of this content is new are encouraged to take the recommendations one step at a time—select one area to work on, and build your knowledge and practice over time.

The work needed to learn about EDI, to understand the challenges that some groups face, and to create inclusive environments can be difficult and may create discomfort. It requires us to unlearn and relearn ways of doing things and to consider perspectives that may not have been previously included.

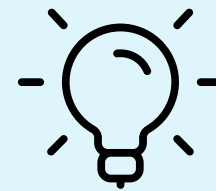
This process of relearning and considering different perspectives requires thoughtful consideration of established practices and approaches that contribute to exclusion and barriers for some groups. It is a journey that occurs over time as individuals and organizations learn and evolve their practices and approaches.

This journey requires that individuals and organizations approach this learning and work with an open mind and good intentions. To support this approach, the following guiding principles, developed by Engineers Canada and adapted by Engineers and Geoscientists BC, can be used to guide your learning and practice:

- Listen and learn with openness.
- Bring your curiosity.
- Be respectful of other perspectives.
- Consider your impact.

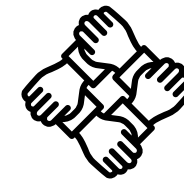
We strive to build an inclusive learning environment. We remind everyone to engage in this learning, to work with respect, and to recognize that we are all at different points in our learning journeys and we all have different lived experiences. We encourage everyone to maintain an open mind and to be mindful of how their words and actions may impact others.

1.3 TERMINOLOGY



Please note:

For a comprehensive glossary of terms and definitions, refer to [Appendix C](#), the “Defined Terms” included in the [Professional Practice Guidelines: Equity, Diversity, and Inclusion](#). Terms not defined in this guide are defined in the professional practice guidelines.



This guide uses several terms related to EDI. Understanding the terms is critical to effectively using this guide. Definitions are provided below for the three foundational terms: equity, diversity, and inclusion.

EQUITY involves determining the specific and unique needs of each group that has been historically, systemically, and persistently marginalized, with a view to what needs to be done to create inclusive environments without barriers to participation and advancement. Equity is sometimes used interchangeably with equality; however, their meanings are different. In particular, equality is focused on providing everyone with the same amount or types of resources, without a view as to whether these resources address their specific barriers.

DIVERSITY is the variety of unique dimensions, qualities, and characteristics we each possess. Some of these elements are physical (such as age, sex, and physical abilities), others are socially constructed (such as race and gender), and others are a result of our circumstances and experiences (such as religion, education level, and nationality). These

diverse and varying factors shape our perspectives and experiences in the world. Diversity is the inclusion of different types of people—such as people of different genders, sexual orientations, races, cultures, and religions, and with different physical or mental abilities—in a group.

INCLUSION is an environment or culture that strives for equity and values and respects diversity. It means having a sense of belonging and being valued for one’s unique contributions, as well as those held in common with others. It is the cultivation of an environment in which all people are treated respectfully, where individual differences are embraced, and where all individuals have equitable access to opportunities and supports.

1.4 QUESTIONS

Engineers and Geoscientists BC recognizes that efforts to advance EDI in engineering and geoscience are a continuous improvement process. With this in mind, we welcome your feedback and suggestions on how we can improve this guide. Please email diversity@egbc.ca if you have questions about this guide or our organizational stance on EDI within the professions.



2.0 ROLES AND RESPONSIBILITIES



- ✓ Individuals each play a critical role in promoting EDI and fostering inclusive environments.
- ✓ Registrants and volunteers should understand and conduct themselves in alignment with the organization's values and EDI statement.
- ✓ This guide has been developed to support individuals in understanding and developing practices that foster inclusive environments.

2.1 ROLES

This guide was developed to support a broad audience, including registrants, volunteers, and staff. Others may also find this guide helpful; therefore, the content has been developed to consider the wide ranges of roles that individuals and organizations hold and how those relate to EDI.

Registrants, volunteers, and staff of Engineers and Geoscientists BC each bring their unique perspective and expertise to the work being done by our professions and the organization. They play a key role in contributing to the professional community and their local communities through their work and volunteer roles. When these individual contributions are informed by a commitment to EDI values, they help strengthen the public's confidence and trust in the professions and support Engineers and Geoscientists BC's efforts to be a modern, progressive regulator. The knowledge and experience that individuals and organizations contribute are essential to enabling the organization to support and promote the professions as a trusted partner and progressive regulator.

An individual could take on many different roles, including hosting, facilitating, or delivering workshops, meetings, or presentations; participating in meetings; interviewing prospective registrants; and engaging students or other members of your communities. It is important that all registrants and volunteers of Engineers and Geoscientists BC conduct themselves with a general understanding and commitment to EDI that promotes and fosters inclusive environments.



2.2 RESPONSIBILITIES

This guide is intended to support registrants and volunteers in their roles and in meeting their professional obligations related to EDI, as outlined in the [Professional Practice Guidelines: Equity, Diversity, and Inclusion](#). It is intended to be used along with other guidelines, policies, and other practices that registrants and volunteers are expected to be aware of and follow as part of their role and professional obligations. These include:

- Professional practice guidelines,
- Code of Ethics,
- Bylaws,
- Volunteer guidelines, and
- Other relevant policies and practices.

2.3 FOUNDATIONAL RESOURCES

Engineers and Geoscientists BC has certain resources that are foundational to our EDI strategy, actions, and programs. We recommend you familiarize yourself with these resources. They include:

- [Engineers and Geoscientists BC Equity, Diversity, and Inclusion Statement](#)
- [Professional Practice Guidelines: Equity, Diversity, and Inclusion](#)

Online training:

- [Equity, Diversity, and Inclusion \(EDI\) for Engineers and Geoscientists](#) (course)
- [Professional Practice Guidelines: Equity, Diversity, and Inclusion](#) (webinar)
- [4 Seasons of Reconciliation – Indigenous Awareness Learning](#) (course)
- [Mandatory: Regulatory Learning Module for 2022–2023: Truth and Reconciliation](#) (course)



3.0 INCLUSIVE MEETINGS



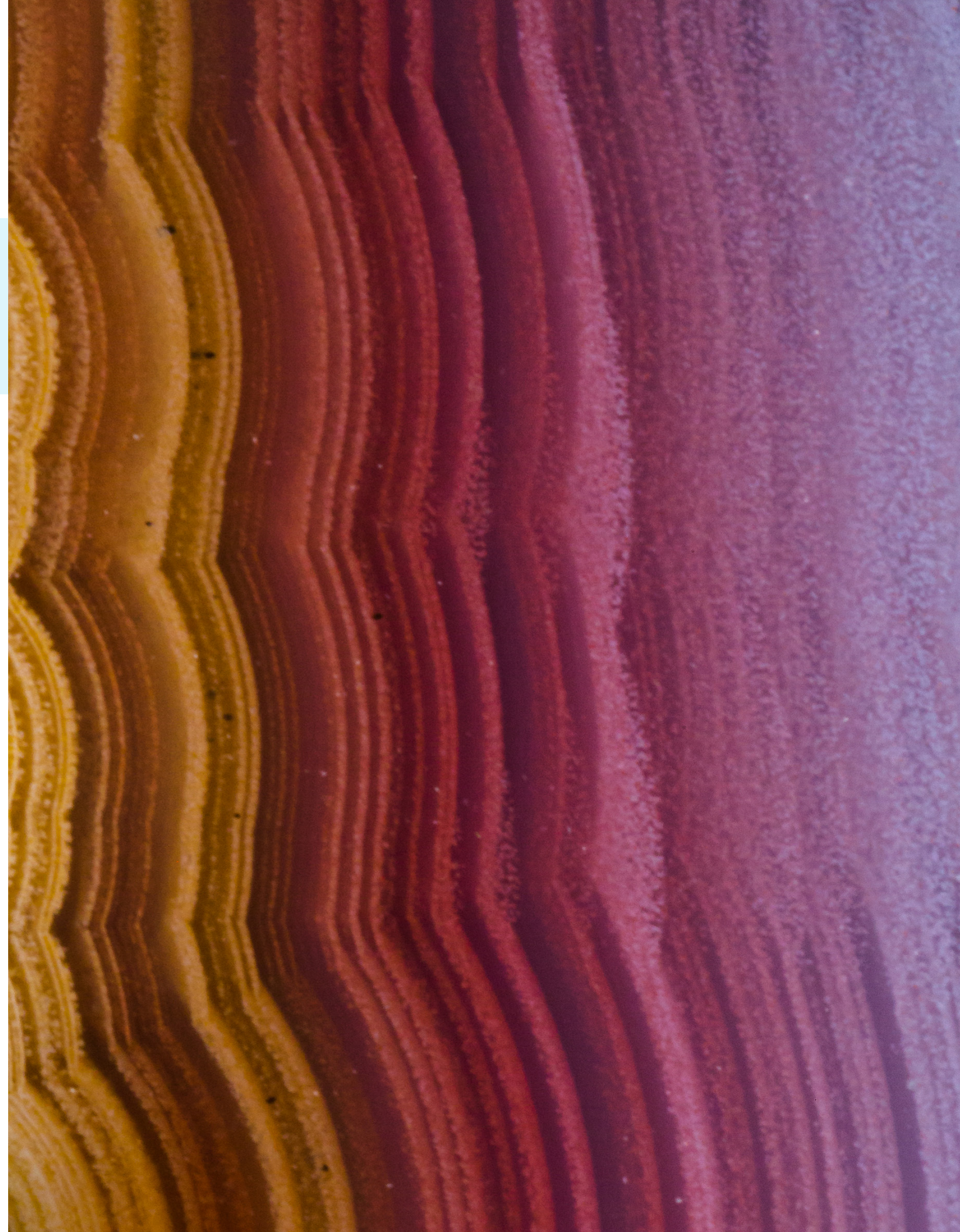
- ✓ Meetings are an important place to promote inclusive practices.
- ✓ All meeting participants contribute to inclusive meeting environments.
- ✓ Inclusive meetings create an environment where all attendees are more likely to contribute, improving engagement and collaboration.

Meetings matter. While they may be routine components of your work and your role, they also play a critical role in establishing and maintaining the culture of the team you are working on. Meetings provide an environment for inclusive practices to be developed and supported, creating an inclusive culture across the group. Having a diverse team is not enough—intentional practices are required to set a diverse working group up for success and to create an inclusive atmosphere. This requires a commitment to inclusion and equity to build an environment where all participants are not only comfortable, but also inspired to share their ideas and contribute to the group.

3.1 YOUR ROLE

Everyone is responsible for contributing to inclusive meeting environments. The chair or meeting facilitator is responsible for leading the meeting and has a critical role to play in creating and supporting an inclusive atmosphere. Meeting participants also have a role to play in supporting inclusive meetings by supporting the chair or meeting facilitator in taking action to create and contribute to inclusive meetings.

Following are some ways that you can work toward inclusive meeting facilitation based on your role. You may already be doing some of these things, and others may not be applicable depending on the structure of your meetings and your role in the group. You are not expected to implement all suggestions at once; rather, individuals should work to include as many of these practices as applicable over time.



3.1.1 AS A MEETING CHAIR OR FACILITATOR

As a meeting chair or facilitator, there are a range of different actions that can be taken at different stages of planning, preparation, during, and following a meeting to create inclusive meeting and event environments.

Following are some tips to consider when planning a meeting or event that is being held in a physical location:

- Physical accessibility includes not only the space where you are meeting, but also access to the building and facilities such as washrooms and parking. Ease of access via transit, walking, and biking is also a factor, recognizing that not all attendees have or want to rely on vehicles to travel to and from the meeting or event.
- Consider the facility type and whether it is inclusive and welcoming to all of your participants. For example, a pub is a common choice for an evening event, but it is not inclusive of people who do not drink alcohol. Similarly, a meeting in a loud restaurant may be difficult for people who have hearing deficits.

Following are some tips to consider during meeting preparation and planning:

- Send out the agenda and meeting materials ahead of time.
- Consider different accommodations and elements of inclusive design that should be a part of the meeting, such as closed captioning for virtual meetings. You may not know what accommodations are required, so it is important to ask. Be sure to provide a way for participants to respond confidentially.
- Consider different approaches to seeking input prior to, during, and after a meeting, recognizing that different people have different comfort levels with engaging and talking while in a meeting. Different approaches allow people to contribute in the ways that are most comfortable to them.
- If organizing a hybrid meeting, develop a plan for how you will facilitate the meeting to engage both virtual and in-person participants. Think about how to manage introductions, monitor

chat activity, and ensure everyone has an equal opportunity to participate. Consider asking someone to support you in managing some of these tasks, such as monitoring the chat.

- If facilitating a hybrid meeting, set expectations for meeting protocols, including remaining muted when not speaking, selecting appropriate backgrounds, appearing on camera (or not), and asking questions or requesting to speak.
- If there is food at the meeting, ask participants about any dietary restrictions, and plan accordingly.
- If in person, make sure there are enough seats and space to accommodate everyone in the meeting in an equal and equitable way. For example, if only some participants can sit at a table and others have to sit in additional seating behind the table, it creates an unequal opportunity for engagement and ability to participate.

Following are some tips to consider during meeting kickoff:

- Greet everyone by name so they feel welcome to participate. If you do not know someone's name, do not make assumptions about their identity or what they would like to be called. Ask the person their name and what they would like to be called during the meeting.
- Instead of using "lady" or "gentleman," use "individual" or another gender-neutral term to identify the person, and ask them what they would like to be called. For example, "I see we have a new individual who has just joined us, with a background that shows _____. Could you please introduce yourself and let us know what name and/or title you would like us to use for you?"
- Include a land acknowledgement at the start of your meeting. For more information on including a land acknowledgement in your meetings, please see section 7.0 "[Land Acknowledgements](#)" of this guide.
- Engineers and Geoscientists BC volunteers can include a recognition of the organization's commitment to EDI and set expectations for inclusive behaviour at the beginning of a meeting. The following statements are provided as examples:

"Engineers and Geoscientists BC recognizes the importance and the value of equity, diversity, and inclusion within the organization and in the professions of engineering and geoscience. In keeping with these principles, I will be managing today's meeting with an inclusive mindset. As chair, I will be looking to ensure that everyone's voices are heard and respected during today's meeting."

OR

"Engineers and Geoscientists BC strives to build an inclusive learning environment. I'd like to remind everyone to keep the conversation respectful and recognize that we are all at different points in our learning journeys, and we all have different lived experiences. We ask everyone to maintain an open mind and to please be cognizant of how your words might impact others. Bring your curiosity, but please be respectful of other perspectives."

Registrants and others can develop their own statement that is relevant to their role and organization, using the examples provided above as a template. If developing a custom statement, consider including recognition of a specific date that relates to EDI initiatives. For more information about how to find key EDI dates, see [Appendix B](#) of this guide.

- Set clear ground rules at the start of the meeting and stick to them. As the meeting chair, you can even establish these before the meeting begins. It can be something as simple as encouraging participants to "come ready to share as well as to listen" in the original meeting invite. The following guiding principles, shared in the "Overview" section of this guide, can be used to set expectations and establish an environment that encourages respect and welcomes diverse perspectives and ideas:
 - Listen and learn with openness.
 - Bring your curiosity.
 - Be respectful of other perspectives.
 - Consider your impact.

- We strive to build an inclusive learning environment. We remind everyone to engage in this learning and work with respect and to recognize that we are all at different points in our learning journeys, and we all have different lived experiences. We expect everyone to maintain an open mind and to be mindful of how their words and actions may impact others.

Following are some tips to consider during and after the meeting:

- Ensure meeting procedures allow for equitable participation and inclusion, such as making sure everyone has an opportunity to speak once before others speak for a second time or letting participants know you will be asking each of them to comment, even if their comment is to pass.
- Provide an opportunity for people to engage in the meeting in different ways depending on their level of comfort. This means offering participants the opportunity to share with the group verbally, in the chat, or through the use of other facilitation tools, such as whiteboards and sticky notes (either virtual or in person), that allow people to contribute in different ways.
- Watch closely for dominators and interrupters. If someone is dominating the conversation, interject politely and redirect the conversation back to the broader group. If someone is interrupting someone else, step in quickly to say, “Wait, please; I would like to hear more about...”
- Follow up after the meeting by thanking participants, requesting their feedback, and inviting them to share any new ideas that have come up since the meeting.
- Depending on the focus of the meeting or the activity or project the group is working on, consider practices and approaches that support inclusion and collaboration as well as considering diverse inputs and perspectives. This could include activities such as using a talking circle format during engagement sessions or applying a process such as [Gender-based Analysis Plus](#) to a particular project or program you are working on.

- Consider the function of your group and raise ideas about relevant training and resources that would support EDI both within meetings and in the work the group is doing. For example, resources on implicit bias awareness may be relevant to a group that is responsible for the review and selection of people for awards, appointments, or other opportunities.

If you notice an individual who is not participating, take action to encourage participation. It is important to recognize that different people have different comfort levels with speaking and engaging during meetings. Following the above guidance helps create an environment where people feel comfortable and understand how they can and will be expected to engage, which gives them a range of ways to contribute their ideas and feedback.

If you notice that some people still are not participating, reach out to them outside of the meeting to ask for their input on how they would like to contribute and what you can do to create an environment where they feel comfortable contributing. It is important to recognize that different people contribute in different ways and in different amounts, but finding and recognizing the individual strengths of the people you are working with will lead to a group that is effective and inclusive.

3.1.2 AS A PARTICIPANT

Following are some tips for meeting participants:

- During introductions, include your name, pronouns, and any other relevant information, such as work title or employer.
- Be aware of and support the inclusive meeting practices of meeting chairs and facilitators, as listed above.
- Model the behaviours you expect to see from other participants. You are responsible for following the ground rules the chair has set out for the meeting.
- Interject if you observe behaviours such as bullying or harassment. It is appropriate to step outside of standard meeting protocols to raise an issue with the chair if you observe these types of behaviours.

- Use amplification to ensure other people’s ideas are heard and recognized. An example of this is: “I think Danika made a great point when they suggested...” You can use this method to amplify and acknowledge other participants’ ideas when they seem to have been missed by the group at large.
- Be aware of whether you are dominating the conversation or interrupting people as they contribute to the conversation.
- If you identify opportunities for inclusive practices that could be incorporated into meetings or the work the group is doing, approach the chair or facilitator at an appropriate time with your suggestions and provide options to support the proposed action.

3.2 RESOURCES

To learn more about inclusive meetings and how to facilitate and contribute to meetings, see the following resources:

- [“Knowledge Burst Preview: Running More Inclusive Meetings” – Catalyst](#)
- [“To Build an Inclusive Culture, Start with Inclusive Meetings” – Harvard Business Review](#)
- [Inclusive Meetings Checklist – University of Waterloo](#)
- [Gender-based Analysis Plus Course – Government of Canada](#)
- [“Pronouns Matter” – Pronouns.org](#)
- [“The Inclusion Imperative for Boards” – Deloitte](#)
- [Inclusive Meeting Guide – Harvard](#)



4.0 INCLUSIVE PRESENTATIONS



- ✓ When delivering a presentation, there are things you can do to ensure that your content is inclusive, making it more understandable and connecting to a wider range of people.
- ✓ Inclusive presentations ensure that all individuals attending or participating are treated with respect and consideration.
- ✓ Inclusive presentations should use an equitable delivery approach where diversity and inclusion are reflected in the content and the materials.

4.1 PURPOSE

The goal of a presentation is to convey information in an understandable and memorable way. One of the best ways to do this is by ensuring that your information is approachable and inclusive of all individuals and groups that may be in your audience. Minimizing barriers to understanding and connection is key. Using inclusive language and presentation materials increases the relevance to a diverse audience and makes the content more appealing and interesting.

Engineers and Geoscientists BC recognizes presenters as subject matter experts and respects their role in determining their presentation's content and delivery approach. This section is not intended to mandate the inclusion of EDI in presentations, but to provide recommendations that align with the values of Engineers and Geoscientists BC.

Applying inclusion to presentations and workshops means that all individuals attending and participating are treated with respect, the delivery approach is equitable, and diversity and inclusion are reflected in the content and materials.

4.2 TIPS AND CONSIDERATIONS

Following are some considerations for the development of inclusive presentations:

- Include a land acknowledgement at the start of your presentation.
- Be intentional about addressing diverse audiences with visible and invisible identities that may include varying abilities, ethnicities, genders, geographies, nations, races, sex orientations, and socio-economic statuses. For example, opening your presentation with “Welcome, ladies and gentlemen” is not inclusive of all genders. A more inclusive approach would be to open with something such as “Welcome, colleagues/participants/folks.” In considering other dimensions such as geography, consider whether saying “Good morning/afternoon” applies to all attendees if the presentation is being delivered virtually or in a hybrid setting.
- When developing your presentation, ask yourself the following: Is the language inclusive? Are your images diverse? Who is included? Who is excluded? Are your materials easily readable by a wide range of audiences? Consider text size, colour choice, figure captions, etc.
- Consider whether your presentation or workshop speaks to the lived experiences of people from different backgrounds and identities. Alternatively, consider whether your presentation or workshop content makes assumptions or generalizations that may exclude some individuals or groups of people. For example, if you are speaking to students as part of career awareness outreach, check your assumptions about their family situations, such as saying “Ask your parents about...” Also consider whether all students will have access to resources if you suggest they try something out at home, such as looking up additional information on the internet or trying out something that requires parental involvement.
- Evaluate whether the approach you have taken is accessible to people of different backgrounds and identities.

- Consider your own implicit biases and how this may impact your presentation content and approach.
- Use [universal design principles](#) to create accessible presentation materials.
- If you are involved in selecting the venue or presentation platform, choose one that has accessibility features (live captioning, ramps, accessible washrooms, etc.).

For further support and ideas, see [“Inclusive Design for Accessible Presentations”](#) from Smashing Magazine, which provides an extensive review of factors to consider in the development and delivery of your presentation or workshop.



5.0 INCLUSIVE LANGUAGE



- ✓ The language you use is important in building and supporting an inclusive environment.
- ✓ Avoid stereotypes and vocabulary that excludes certain groups of people.
- ✓ Do not make assumptions about people based on their appearance to determine your language choices.
- ✓ Focus on saying what you mean instead of using colloquialisms.

Using vocabulary that avoids exclusion and stereotyping promotes all people as valued members of society. At a minimum, your communications should avoid all sexist, racist, and other discriminatory terms.

Using inclusive language makes others feel that they belong, are seen, and are valued. Inclusive language creates a sense of belonging that fosters connection and collaboration.

Following are some guiding principles regarding the use of inclusive language:

- Use person-centred language. Person-centred language puts people first, rather than their disease, symptoms, or condition. It recognizes that individuals are much more than their disability. An example of person-centred language is “a person with a disability” rather than “a handicapped person.”
- Be respectful of a person’s or group’s preference regarding vocabulary and be guided in your communications by that preference.
- Use language that does not exclude certain people or groups, regardless of whether they are present and/or receiving the communication.
- Use correct names. If the pronunciation is difficult, ask for help and then practise saying it correctly. Do not ask people to use a different name that is easier for you to pronounce.

- The sections below provide additional information about the use of inclusive language as it relates to Indigenous Peoples, abilities and disabilities, gender, race and ethnicity, and sexual orientation.

5.1 INDIGENOUS PEOPLES

Within Canada, *Indigenous* is an inclusive term referring to First Nations, Inuit, and Métis. It can also include Indigenous people from outside of Canada. Although *Indigenous* is an inclusive term, if you are working with or referring to a particular group, it is best to be as specific as possible, rather than always using this umbrella term.

In some instances, you may see the term *Aboriginal* used—for example, in relation to a legal document, such as the *Indian Act*. In this case, *Aboriginal* is the term used because that was the language used at the time the document was created. Unless directly quoting or referring to a specific title, such as the *Indian Act*, it is wise practice to use the current terminology and not reuse the outdated terms.

If you are unsure about what is the most appropriate term to use, respectfully ask the person or group involved, learn what is in use in your field, or ask someone knowledgeable in this area.

For more information on terms relating to Indigenous Peoples and their uses, please see the [Terminology Guide](#) from Queen’s University’s Office of Indigenous Initiatives.

Some terms that are used or have commonly been used in the past have been appropriated from Indigenous cultures and should not be used.

Following is a list of some terms to avoid:

INSTEAD OF..	TRY USING..
Powwow	Meeting, gathering, get-together
Tribe	Group, team
Circle the wagons	Let’s stand together on this, let’s present a united front

INSTEAD OF...	TRY USING...
Hold down the fort	Keep things running smoothly
They're on the warpath	They're laser focused, they're in a mood, you might want to consider connecting with them another time
Too many chiefs and not enough Indians	We need more people in support roles to get this project done
Low man on the totem pole	They have the least seniority

For more information on what language may be considered culturally offensive, see the following links:

- [“Use These Culturally Offensive Phrases & Questions at Your Own Risk”](#) – Indigenous Corporate Training Inc.
- [“10 Common Phrases \(and a Few Extras\) That No One Should Say at Work”](#) – In Business Magazine
- [23 Tips on What Not to Say or Do When Working Effectively with Indigenous Peoples](#) (e-book) – Indigenous Corporate Training Inc.

5.2 ABILITIES AND DISABILITIES

Ensure that the person comes first, not the disability. Review your language and emphasize abilities rather than disabilities or limitations. Try to keep your messaging as positive as possible. Consider the following:

INSTEAD OF...	TRY USING...
Handicapped	A person with a disability
Disabled	A person with a disability
Physically or mentally challenged	A person with [insert specific description] (e.g., A person with cystic fibrosis)

INSTEAD OF...	TRY USING...
Crazy, mentally ill	A person living with mental illness
Normal behaviour	Usual behaviour, typical behaviour

It's important to remember that chronic conditions and disabilities, such as mental illness, can be visible and non-visible. Do not assume that you know who is and who isn't living with a disability based on their appearance. For more information on visible and invisible identities, refer to Section 2.2.2, “Conceptual Context,” of the [Professional Practice Guidelines: Equity, Diversity, and Inclusion](#).

5.3 GENDER

Choose your words with care. Pay particular attention to your phrasing to avoid using gender-specific terms. Instead use gender-neutral terms (e.g., use they/them/theirs instead of he/she, him/her, or his/hers when providing general examples or in cases where you do not know an individual's pronouns).

Following are some examples of gender-neutral language that can be used instead of gendered language:

INSTEAD OF...	TRY USING...
Mankind	Humankind
Manning the office	Staffing the office
Man hours	Staff hours, resource hours, working hours, labour hours
Businessman	Businessperson, leader, representative
Middleman	Go-between
Spokesman	Spokesperson, representative
Forefathers	Ancestors

INSTEAD OF...	TRY USING...
Manmade	Artificial, synthetic, constructed
Guys (when used to refer to a group of people, such as “Hi guys” or “Guys, listen up!”)	Everyone, folks, team, colleagues, participants, friends (such as “Hi everyone” / “Hi folks” or “Participants, listen up!” / “Team, listen up!”). The appropriate terms will depend on the formality and group that you are addressing.
Husband/wife	Partner, spouse
Chairman	Chair
Men and women	People

Gender expression and identity are inherent to a person’s identity, not a preference or choice. You should not make assumptions about someone’s gender, nor should you use pronouns based on how they look or sound.

Consider sharing your pronouns with others as a way of encouraging someone to share their pronouns with you. This might look like saying, “My name is _____. My pronouns are ___ / ___. What are your name and pronouns?”

When an individual shares their pronouns with you, make sure to use the correct pronouns moving forward. To learn more about the use of pronouns, please see section 6.0 “[Use of Pronouns](#)” in this guide.

5.4 RACE AND ETHNICITY

Make sure to respect diverse cultural backgrounds. Avoid identifying people by race, colour, or national origin, unless it is appropriate for context. Do not assume that a person’s appearance defines their nationality or cultural background. Members of your group may have visible and non-visible identities that intersect with other characteristics to make up their unique identity.

Following are a few tips on how to be respectful of all cultural backgrounds:

- Capitalize the proper names of nationalities, peoples, and races, such as Indigenous, Métis, Cree, Inuit, Arab, French-Canadian, Jewish, Latin, or Asian.
- Do not draw attention to someone’s cultural attire or practices.
- Avoid singling out specific cultures or drawing undue attention to ethnic or racial backgrounds. When references are relevant and necessary, learn the appropriate, accepted terminology, and use the language preferred by the individual or group concerned.
- Avoid putting people from equity-seeking groups on the spot by asking questions about sensitive issues or expecting them to respond on behalf of an entire group.
- Do not ask someone to deliver a presentation or represent the organization in a public-facing event solely because of their identity.
- Avoid asking invasive questions about someone’s upbringing or making assumptions about their history, family, or identity.

5.5 SEXUAL ORIENTATION

Sexual orientation is a personal characteristic that forms a part of an individual’s identity. Specifically, it is the part of a person’s identity in relation to gender or genders that they are sexually attracted. It is important to not make assumptions about relationships based on someone’s gender identity or expression.

Following are best practices for using inclusive language related to sexual orientation:

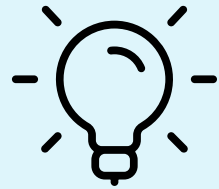
- Avoid making assumptions about individuals’ relationships based on identities (such as assuming a man colleague with children has a woman partner).
- Understand and use the appropriate terms (for example, 2SLGBTQ+ is an abbreviation for Two Spirit, lesbian, gay, bisexual, transgender, queer, and +/other gender and sexual minorities). To learn more

about 2SLGBTQ+ and what the letters mean, watch the video [“What Does LGBTQ2S+ Stand For?”](#) from the ACEC-BC EDI Committee.

- Make sure to respect preferences of individuals and groups for how they would like their relationships referred to (for example if someone introduces their partner, use that term rather than husband, wife, etc.).
- If examples are part of your communication, use examples of people that are members of these different groups.
- Avoid using umbrella terms, such as gay or homosexual, to describe everyone.



6.0 USE OF PRONOUNS



- ✓ Pronouns are part of an individual's identity, not a preference.
- ✓ Using a person's pronouns is important to make them feel included and respected.
- ✓ If someone shares their pronouns with you, it is important to respect and use their pronouns when communicating with or about them.

Pronouns are an important part of our identity. They are the words we want others to use when talking to or about us, such as he/him, she/her, or gender-neutral pronouns like they/them. Knowing and using a person's correct pronouns builds a culture of inclusion and makes people feel respected and valued.

As an individual, you may choose to share your pronouns. Sharing your pronouns is completely optional and at your discretion whether you choose to do so or not.

6.1 WHY SHARE YOUR PRONOUNS?

When someone shares their pronouns, even if you feel they are obvious based on your gender expression, it helps gender-diverse people feel welcome and safe within the group. It invites others to share language that affirms their own identities. Modelling the use of pronouns is a powerful way to create an inclusive environment and signals to others that it is safe for them to share their pronouns, if they choose.

6.2 TIPS AND CONSIDERATIONS

If members in your group choose to share their pronouns:

- Take note of the person's name and the pronouns they've shared with you.
- Make sure to use those pronouns when you communicate with or refer to that individual in communications, or use their first name.

If you use the wrong pronoun:

- Correct yourself in the moment and move on. Don't over-apologize.
- If someone corrects you, say "Thank you," correct yourself, and move on. Using new pronouns and names takes practice and is a skill that takes time to develop.

6.3 MORE INFORMATION

To learn more about pronouns, see the [gender diversity resources](#) available from the UBC Equity & Inclusion Office.

7.0 LAND ACKNOWLEDGEMENTS



- ✓ Land acknowledgements show respect and recognition for the traditional territories of Indigenous Peoples in Canada.
- ✓ Engineers and Geoscientists BC encourages individuals to provide a land acknowledgement at the beginning of their meeting or event.
- ✓ There are many resources to support you in developing and delivering a meaningful land acknowledgement, including resources to find the land you are on and help with correct pronunciation.

We honour and recognize the importance of the territories of all Indigenous people whose lands we each call home. This section provides detail about land acknowledgements and how to incorporate them in your presentations, meetings, events, and other gatherings to recognize the territories of Indigenous Peoples, including First Nations, Inuit, and Metis.

7.1 PURPOSE

Land acknowledgements, often delivered at the start of a meeting or workshop, are a way to recognize Indigenous communities and to remind us each of our role in reconciliation. They are a key element of inclusive presentations and are intended to show respect for the Indigenous communities connected to the land where the meeting or presentation is occurring.

A land acknowledgement is something that a non-Indigenous person or visiting Indigenous person would say at the beginning of a meeting, event, or other gathering. An Indigenous person may offer a welcome when on their home territory to welcome guests.

Making a deliberate acknowledgement of a specific nation or specific nations acknowledges the relationship that nation or those nations have had with the land since time immemorial. It also provides an opportunity to raise awareness and understanding of the specific nation(s) and our individual and collective roles in reconciliation with Indigenous Peoples in Canada.

In giving a land acknowledgement, you also acknowledge the ties Indigenous Peoples have to the land and the importance to their culture, ceremonies, and traditions. It is also part of a larger process to raise awareness of Indigenous presence and rights, to recognize the history of colonialism and the harms to Indigenous Peoples, to acknowledge our presence on the land, and to build a positive tone of collaboration and reconciliation.

7.2 STRUCTURE

There are several ways that you can structure a respectful land acknowledgement. Engineers Canada has a [comprehensive guide](#) available. Some recommendations from the guide are:

- Confirm the pronunciation of each Indigenous group referenced in your land acknowledgement.
- Personalize your land acknowledgement. The more personal and well researched a land acknowledgement is, the more effective it is.
- Consider what land acknowledgement means to you and your audience.

The framework below can be used as a starting point:

“Before going further, I would like to acknowledge the unceded territories of the _____ (e.g., Coast Salish) Peoples, in particular the _____ (name of the First Nation, Inuit, or Metis community, e.g., the Squamish, Musqueam, and Tsleil-Waututh First Nations in Vancouver), on whose territory we work (or on whose territory we stand).”

7.3 WHEN TO GIVE A LAND ACKNOWLEDGEMENT

Engineers and Geoscientists BC encourages individuals to include a land acknowledgment at the beginning of meetings and events. Engineers and Geoscientists BC has a Land Acknowledgement Policy that outlines meetings and events that should include a formal territorial acknowledgement and

provides guidance on language that can be used. As specified in the policy, the following meetings should include a land acknowledgement, to be given by the person noted in parentheses:

- All meetings and gatherings of the Board, its subcommittees, and statutory committees carrying out the business of Engineers and Geoscientists BC (Board chair or committee chair).
- All branch annual general meetings (branch chair or designate).
- All live continuing education events (PD coordinator or designate).
- The annual general meeting (Board chair or designate).
- The annual conference (CEO, Board chair, or designate).
- Induction ceremonies (CEO or designate).
- Any event with government officials present (CEO or designate).

The above examples are specific meetings outlined in the Engineers and Geoscientists BC Land Acknowledgement Policy and may not be directly applicable to your specific role. However, this list should prompt volunteers to consider what meetings and events they participate in where a land acknowledgement may be appropriate, such as annual general meetings or continuing education events outside of Engineers and Geoscientists BC. If you don't already, we encourage you to include a land acknowledgement as a part of meetings and events.

In addition to the above instances where a land acknowledgement is required, individuals and organizations are encouraged to include a land acknowledgement whenever they are hosting a meeting or event.

7.4 HOW TO GIVE A LAND ACKNOWLEDGEMENT IN A VIRTUAL SETTING

For virtual presentations or events, attendees may be located on different lands across the province and beyond. Land acknowledgements are still important in a virtual setting. There are two general ways to approach a virtual land acknowledgement:

- Recognize the land that the head office of the organizing company resides on.

- Recognize the land that your remote office is on (the location you are joining from).

It is also appropriate to acknowledge that participants are joining from different lands across the province or country or around the world. In this case, encourage your attendees to acknowledge and research the traditional land they live on. An effective way to do this is to invite attendees to share their acknowledgement in the chat.

7.5 WHERE TO LEARN MORE

For more information on land acknowledgements as they relate to engineers and geoscientists, see [“Land Acknowledgements for Engineers and Geoscientists”](#) in the Engineers and Geoscientists BC Knowledge Centre.

Following are some additional resources on land acknowledgements. Consider reviewing them to learn more.

7.5.1 ENGINEERS AND GEOSCIENTISTS BC RESOURCES

- [Professional Practice Guidelines: Equity, Diversity, and Inclusion](#) (webinar)

7.5.2 LEARN ABOUT THE TERRITORIES YOU ARE ON

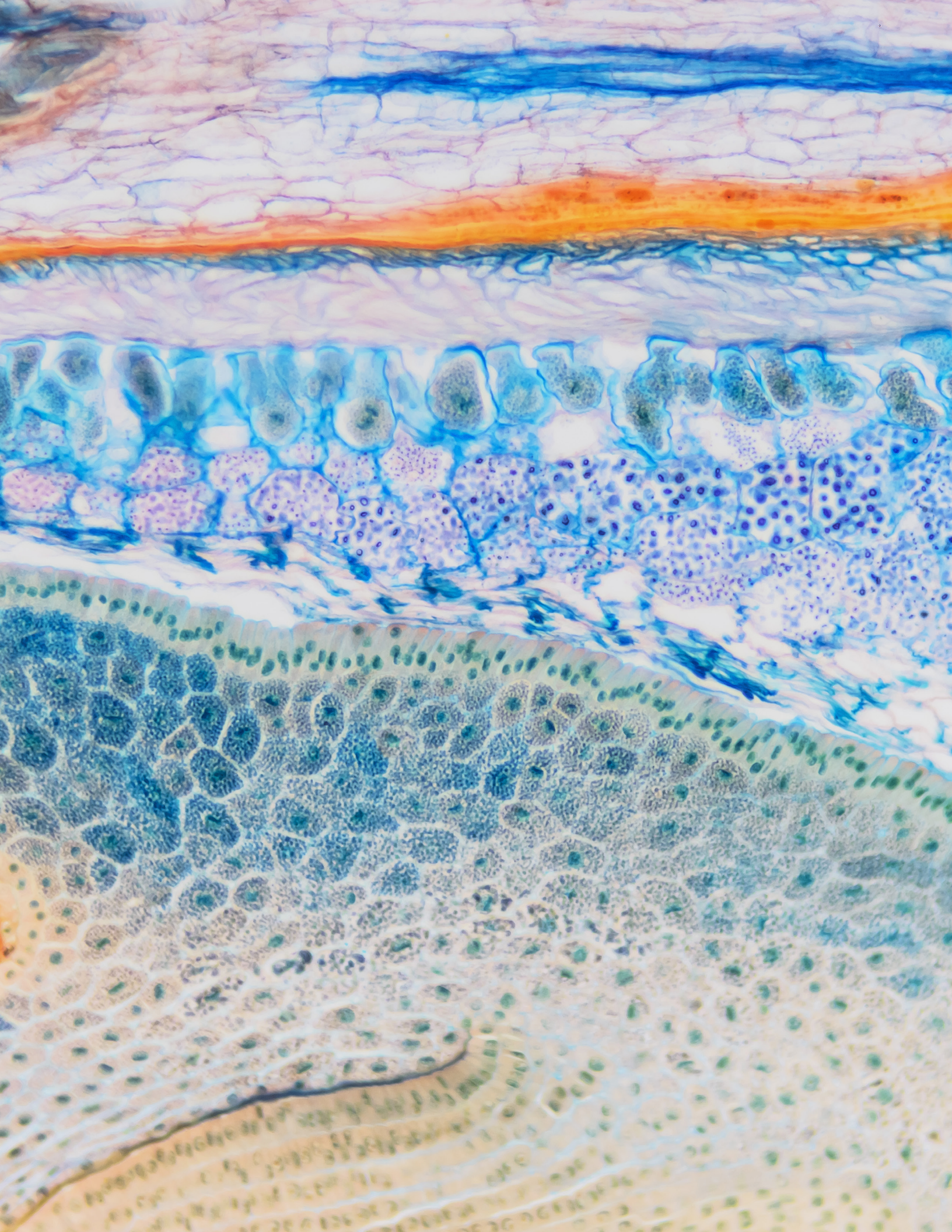
- [Whose Land](#)
- [Native Land](#) (interactive map of different territories)
- Reach out to local Indigenous groups to learn more about the land you live on

7.5.3 LEARN HOW TO PRONOUNCE THE NAMES OF THE TERRITORIES YOU ARE ON

- [A Guide to the Pronunciation of Indigenous Communities and Organizations in BC – Government of BC](#)
- [Pronunciation Guide to First Nations in British Columbia – Indian and Northern Affairs Canada](#)

7.5.4 OTHER RESOURCES

- [A Guide to Acknowledging First Peoples and Traditional Land: Land Acknowledgements for Staff and Volunteers – Engineers Canada](#)
- [British Columbia Assembly of First Nations](#) (information about First Nations in BC)
- [Pronunciation Guide to First Nations in British Columbia – First-Nations.info](#)



8.0 INCLUSIVE MENTORSHIP



- ✓ As a mentor, it is important to consider the unique perspectives and experiences of others, recognizing that your experience may differ from the experience of those you are mentoring.
- ✓ Draw upon diverse experiences and examples to connect with students and mentees.
- ✓ Use the other sections of this guide to support you in developing inclusive environments when working with students and/or mentees.

Mentorship can support connection and belonging within the professions and provides benefits to both mentee and mentor. Cultivating authentic mentorship relationships is important to the continuation of the professions. Depending on an individual's role within an organization or as a volunteer, they may find themselves mentoring students, young professionals, or others. Adopting inclusive mentorship practices helps address systemic inequities within the professions of engineering and geoscience and helps foster more effective mentorship relationships.

8.1 WHY INCLUSIVE MENTORSHIP IS IMPORTANT

Mentors have an important role to play when it comes to demonstrating diversity. This can be through their own lived experience and intersectional identity as well as by being allies to encourage and support individuals from equity-deserving groups.

8.2 MENTORING STUDENTS

The goal of mentoring students in the professions is to encourage them to pursue post-secondary education and eventually a career in engineering or geoscience. You may be providing mentorship to students through the [Engineers and Geoscientists BC School Outreach & Career Awareness Program](#), with another organization, or with an after-school group.



The following tips can help support inclusive mentorship relationships with students:

- Encourage students to enroll in engineering and geoscience programs that provide varied and diverse exposure to engineering and geoscience professions.
- Expose students to diverse role models through examples and scenarios that include people from different equity-seeking groups. See [“Designing Gender-Inclusive STEM Classes”](#) from the Engendering Success in STEM Research Consortium for inclusive classroom approaches that can be applied to situations where you are working with students.
- Connect engineering and geoscience subjects to everyday life.
- Use gender-neutral language. See [“Gender”](#) in section 5.3 of this guide for more information on the use of gendered language.
- Change the narrative about engineering and geoscience careers, making connections between improvements to community and people. (For example, instead of talking just about a bridge, talk about how it helps people get to school, see their family, and access things such as food and health care.)
- Adjust your reading and comprehension levels, as well as your language and cultural norms.
- Ensure diverse representation in any images and other media used, as well as in specific examples and scenarios for discussion.
- Consider diverse audiences and lived experiences in discussion.
- De-emphasize innate engineering and geoscience abilities; instead praise students for hard work and effort.
- Emphasize skill building over performing well.
- Encourage students to consider the connection to improving the world around them.
- Respect boundaries, including your own.

8.3 MENTORING PROFESSIONALS AND EMERGING PROFESSIONALS

Mentoring professionals and emerging professionals aids in their personal development and adds to their career growth within the engineering and geoscience fields. You may be providing mentorship through the [Engineers and Geoscientists BC Mentoring Program](#), through another program, or informally through your workplace or professional network.

The following tips can help support inclusive mentorship relationships with professionals and emerging professionals:

- Be prepared to share personal experiences about your professional life.
- Consider your intersectional identity and the intersectional identity of your mentee when you provide advice.
- Listen to their experiences and consider how their positionality is different from yours, as well as how that will make their experience different from yours.
- Recognize that your experiences will differ, and take this into consideration when providing guidance and support.
- If you are mentoring someone who has a different background and/or identity from you, find a common interest to connect over, such as hobbies or values.
- Define your roles as a mentor and mentee to help reduce ambiguity.
- Encourage and set the expectation for mentees to become mentors in the future.

8.4 MORE INFORMATION

- For more information and ideas on how to be an effective mentor, see [“Mentoring Works”](#) from Westcoast Women in Engineering, Science & Technology.

APPENDIX A: ADDITIONAL RESOURCES

Engineers and Geoscientists BC's [Equity, Diversity, and Inclusion Resources](#) page provides a comprehensive list of resources for individuals, organizations, and external groups who want to learn more as well as to inspire and drive diversity and inclusion within our industries. Explore these resources to learn more about how to incorporate EDI into your practice.

If you are aware of additional resources that would be a valuable addition to this guide or the EDI Resources page, please share them with us at diversity@egbc.ca.

APPENDIX B: KEY EDI DATES

There are numerous dates that individuals may find useful to reference during an EDI awareness moment at the beginning of a meeting. Recognizing a date is an effective way to highlight an awareness date related to EDI (such as National Indigenous Peoples Day) or dates of cultural significance (such as Lunar New Year). By highlighting a specific date, individuals can connect the discussion to specific EDI topics and increase awareness and cultural understanding. Many lists are available online, and these lists are constantly being updated to adjust for dates that change from year to year as well as to add new awareness dates. Following are a few lists that individuals can reference:

- [Days of Significance – 2023 – SFU](#)
- [Religious Accommodation and Days of Significance – UBC](#)
- [Important and Commemorative Days – Government of Canada](#)

APPENDIX C

DEFINED TERMS

The following definitions are included in Engineers and Geoscientists BC’s Professional Practice Guidelines: Equity, Diversity, and Inclusion.

TERM	DEFINITION
<i>Act</i>	Professional Governance Act, S.B.C. 2018, c. 47.
Advantaged Group	A group that has been historically, systemically, and persistently given advantages in Canadian society over other groups. This is often based on being the majority; however, that is not necessarily the case. Advantaged Groups are often considered the default norm for whom processes, physical spaces, and systems are designed, which other groups often need to adapt to or navigate.
Ally; Allies	Part of an Advantaged Group who support Equity-Seeking Groups through awareness and action to neutralize or dismantle inequities. Individuals can identify as part of an Equity-Seeking Group and still be an ally of people in other Equity-Seeking Groups.
Bullying	Repeated action taken that intentionally harms, humiliates, intimidates, or coerces others, especially those who are vulnerable and/or within a power imbalance.
Bylaws	The Bylaws of Engineers and Geoscientists BC made under the Act.
Conduct Unbecoming a Registrant	As defined in the Act: “...conduct of a registrant that (a) brings the regulatory body or its registrants into disrepute, (b) undermines the standards, methods or principles that are the foundation of the profession, or (c) undermines the principle of holding paramount the safety, health and welfare of the public, including the protection of the environment and the promotion of health and safety in the workplace in the manner that reflects the stewardship of a given profession by each regulatory body.”
Discrimination	An action, decision, or practice that has an adverse effect on an individual or group based, in part, on a protected characteristic, such as, for example, race, place of origin, gender, religion, sexual orientation, gender identity, age, or disability.

TERM	DEFINITION
Diversity	The variety of unique dimensions, qualities, and characteristics we each possess. Some of these elements are physical (such as age, sex, and physical abilities), others are socially constructed (such as race and gender), and others are a result of our circumstances and experiences (such as religion, education level, and nationality). Diversity is the inclusion of different types of people—such as people of different genders, sexual orientations, races, cultures, religions, physical, or mental ability—in a group or a Firm.
Duty to Report	The duty of a Registrant, who must report to Engineers and Geoscientists BC and, if applicable, any other appropriate authority, if the Registrant, on reasonable and probable grounds, believes that: a) the continued practice of a regulated practice by another Registrant or other person, including Firms and employers, might pose a risk of significant harm to the environment or to the health or safety of the public or a group of people; or b) a Registrant or another individual has made decisions or engaged in practices which may be illegal or unethical.
Engineers and Geoscientists BC	The Association of Professional Engineers and Geoscientists of the Province of British Columbia, operating as Engineers and Geoscientists BC.
Equity	Determines the specific and unique needs of each group that has been historically, systemically, and persistently marginalized, with a view to what needs to be done to create inclusive environments without barriers to participation and advancement. Equity is sometimes used interchangeably with the concept of equality; however, their meanings are different. In particular, equality is focused on providing everyone with the same amount or types of resources without a view to whether these resources address their specific barriers.
Equity-Seeking Group(s)	Groups that have been historically, systemically, and persistently marginalized in Canadian society, and seek to address the inequities they continue to face. Equity-Seeking Groups are often not considered the default norm for whom processes, physical spaces, and systems are designed, which they often need to adapt to or navigate. Examples of Equity-Seeking Groups include people who are marginalized, disadvantaged, or discriminated against based on their race, colour, religion, marital status, family status, disability, sex, sexual orientation, gender identity, or age.

TERM	DEFINITION
Firm	As defined in the <i>Act</i> : “(a) a legal entity or combination of legal entities engaged in providing services in respect of a regulated practice, or (b) a ministry or agency of the government prescribed by the government, but does not include a legal entity or combination of legal entities that may be exempted from this Act by regulation of the Lieutenant Governor in Council.”
Harassment	Unwanted behaviour that offends, demeans, intimidates, or humiliates. (See also the definition for Sexual Harassment.) Includes any inappropriate conduct or comment that was known or reasonably ought to have been known would cause humiliation or intimidation.
Harmful Situation	Types of conduct or structural issues, which are discriminatory, including Discrimination, Harassment, Bullying, Microaggressions, or Lateral Violence. Harmful Situations can be experienced on several levels, including on an individual basis or a systemic level across a group, Firm, or industry. A Harmful Situation can occur through actions or structures even if there is no intent to harm by the person or organization that is taking the action or supporting the structure.
Inclusion	Having a sense of belonging and/or being valued for one’s unique contributions, as well as those held in common with others. Inclusion is an environment or culture that strives for Equity, and values and respects Diversity.
Indigenous Rights	Collectively-held rights to a range of activities and title held before contact with non-Indigenous settlers. These rights include (but are not limited to) title, hunting, trapping, fishing, cultural practices, language, archaeological artefacts, and self-governance. These rights are broadly affirmed in Section 35 of the <i>Constitution Act, 1982, Schedule B to the Canada Act 1982</i> (UK), and have been and continue to be clarified through numerous court cases across Canada and internationally with the United Nations Declaration of Rights of Indigenous People (UNDRIP), which has been adopted into legislation provincially and federally.
Individual Registrant	An individual who is registered with Engineers and Geoscientists BC as a Registrant, including professionals, trainees, and those who have non-practicing status.

TERM	DEFINITION
Intersectionality	Intersectionality is a framework for conceptualizing a person or group of people as affected by overlapping Discrimination and disadvantage. It takes into account the layering of an individual’s unique identity and/or characteristic factors, such as race, class, ability, or gender. It affects how other people and systems treat them, often with cumulative adverse impacts based on multiple identity and/or characteristic factors. It also recognizes that the layering of individual identity and/or characteristic factors creates a unique lens through which individuals view and experience the world.
Invisible Identities	People in Equity-Seeking Groups whose identities are less visible or not visible but are still historically, systematically, and persistently excluded, if they are read as or known as being a part of a group. Examples of Invisible Identities include some people with mental health conditions or neurodivergence and 2SLGBTQ+ people. Some people of colour or certain physical disabilities may also have a degree of invisibility.
Lateral Violence	Harmful Situations directed inward towards members of one’s own Equity-Seeking group.
Marginalization	The intentional or unintentional exclusion of a group of people based on stereotypes, Unconscious Bias, misinformation, and/or superiority.
Microaggression(s)	Brief and commonplace daily verbal, behavioural, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults to the target person or group (BCOHRC 2021).
Permit to Practice	A certificate bearing a Permit to Practice number that is issued to a Registrant Firm by Engineers and Geoscientists BC and confirms that the Registrant Firm is entitled to engage in the reserved practice in BC, subject to any suspensions, limitations, conditions, or restrictions on the Registrant Firm’s registration.
Privilege	Mostly unearned access to resources and power available primarily to people in Advantaged Groups. Privilege may not be visible to or understood by people who have it.
Professional Environments	Encompasses all of the people, circumstances, objects, and the atmosphere—mental, cultural, or physical—surrounding a Registrant during the performance of their profession as an engineer or geoscientist. This includes professional activities or work as an engineer or geoscientist performed in the office, during field work and travel, and in communities in a professional capacity.

TERM	DEFINITION
Professional Misconduct	In the Act, Professional Misconduct is defined as misconduct by a Registrant as a professional, relating to the performance of duties while engaged in a regulated practice, including a failure to comply with, or a breach of, the Act, the Engineers and Geoscientists Regulation, or the Engineers and Geoscientists BC Bylaws.
Protected Grounds	<p>Identity factors or characteristics that are protected from Discrimination in the Canadian Human Rights Act and in British Columbia’s Human Rights Code.</p> <p>Protected Grounds in the Human Rights Code may include race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.</p>
Registrant	Means the same as defined in Schedule 1, section 5 of the <i>Professional Governance Act</i> .
Registrant Firm	A Firm that is registered with Engineers and Geoscientists BC as a Registrant.
Sexual Harassment	Unwelcome conduct of a sexual nature that detrimentally affects the work or service environment or leads to adverse consequences for the victim. A broad range of conduct may fall within the definition of Sexual Harassment. The conduct may be physical or verbal, overt or subtle, and may arise from one incident or a number of incidents.
Tokenization	<p>Any action taken or decision made based solely on Diversity without intent of Inclusion. Tokenization occurs when something is done only to prevent criticism or give the appearance of fairness.</p> <p>Tokenization also occurs in instances where an individual who is part of an Equity-Seeking Group is asked or expected to speak on behalf of the whole Equity-Seeking Group. This kind of request typically stems from the misconception of group homogeneity (i.e., individuals within Equity-Seeking Groups have the same experiences or needs).</p>
Unconscious Bias; Unconscious Biases (also known as Implicit Bias)	<p>Mental shortcuts about groups of people that inform someone’s actions or words towards people of that group. Everyone has Unconscious Biases that are influenced by personal experiences and cultural context.</p> <p>Unconscious Bias refers to attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. We rely on these biases to navigate the multitude of decisions we need to make every day. Unconscious Biases can differ from declared or conscious beliefs.</p>