Canada Research Chairs    Chaires de recherche du Canada      Canada

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**Complete Full Report**

**Important Note**

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page **will not save** the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the $50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their public accountability web pages.

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

All sections of the form are mandatory (unless otherwise noted).

Contact information

**Please complete the fields below.**

**Name of Institution:**

Simon Fraser University

**Contact Name:**

Dr. Sara Swenson

**Position Title:**

CRC Lead

**Institutional Email:**

isa_crc@sfu.ca

**Institutional Telephone Number:**

(778) 892 3075

**The link for the EDI progress report and EDI Stipend report:**

https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rSf78IxTcoGc%3D

Does your institution have an EDI Action Plan for the CRCP?

Yes

**PART A: EDI Action Plan** - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

Date of most recent plan (e.g. latest revision of the public plan):

12/15/2017

Rating given action plan in most recent review process:

Fully Satifies

Name of vice-president level representative responsible for ensuring the implementation of the plan:

Dr. Angela Brooks-Wilson, Associate Vice-President, Research pro tem

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements here). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by underrepresented groups (e.g. women, persons with disabilities, Indigenous peoples and racialized minorities at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one current under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g. course correction, obstacles, lessons learned, etc.) for each objective.

<div align="center">

**Key Objective 1**

</div>

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 1:

Build practices and processes to sustain or increase diversity among CRC chairholders and applicants. This objective draws on the overall desire of SFU to maintain and potentially increase the diversity of its CRC chairholders. SFU is currently meeting its equity targets, but there must be sustained focus on this objective to ensure that this diversity is maintained or increased as recruitment efforts begin to fill empty chairs or those whose terms are ending in the coming years.

Systemic barriers -
Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

The following barriers related to this objective were identified in the Employment Systems Review and are included in SFU's CRC EDI Action Plan: 1. Possible misconceptions about employment equity: where the community needs education and resources explaining EDI concepts; 2. Uneven focus on one of the designated groups, e.g., women; and 3. Lack of representation on hiring committees by members of the designated groups. In 2020, SFU applied for and obtained the EDI Grant Stipend from the CRC program, having identified: 4. Limited capacity to create and deliver unconscious bias training. CRC search committees at SFU work closely with our CRC & Equity in Research Leads to ensure equitable recruitment processes, and they are directed to the Tri-agency's Bias in Peer Review training module to learn about unconscious bias. The module's format, inability to be customized with SFU specific content and peer review focus limit its effectiveness for search committees.

### Corresponding actions undertaken to address the barriers:

To address possible misconceptions about employment equity and increase educational opportunities as well as capacity, SFU has undertaken the following actions: 1. Provided equity advisors or advisory services to departments, faculties, and units to assist with CRC hiring processes; 2. SFU is an institutional member of the National Centre for Faculty Development and Diversity (NCFDD) to support the academic and career goals of faculty members, graduate students and postdoctoral fellows. Further details on NCFDD membership can be found in Key Objective #4. 3. Applied for and obtained the CRC stipend to develop an EDI in CRC recruitment training module for search committees. Details about the training module are presented in Part C of this report. To address the uneven focus on a single designated group: 1. SFU is member of Pride at Work Canada, helping to broaden the posting of SFU positions and providing training opportunities to build capacity with LGB2SQ+ members of the community. 2. SFU updated its self-identification survey to encompass additional and more inclusive options for gender identity and sexual orientation. 3. SFU will now require that all searches advertise in at least one venue specifically targeting persons with disabilities, e.g., the Canadian Council on Rehabilitation and Work (CCRW) WORKink™ https://www.workink.com/. 4. Additionally, SFU is one of the founding partners of the Canadian Centre for Diversity and Inclusion (CCDI) which aims to help employers, and diversity and inclusion/human rights/equity and human resources practitioners effectively address the full picture of diversity, equity and inclusion within the workplace. SFU staff and faculty have access to webinars and workshops to increase their awareness and capacity through CCDI. To ensure equitable hiring processes are followed in the recruitment of CRC positions and address the lack of representation in hiring committees SFU has: 1. Developed a Faculty Recruitment guide (SFU Guidelines for Faculty Recruitment & Retention), which includes references to EDI practices and requirements in the CRC program. 2. Created the CRC Administration Guide as well as a resource guide for CRC ad postings to aid search committees with equitable recruitment practices and suggestions for sites that advertise to members of under-represented groups. 3. Started monitoring upcoming chair allocations as they become available to ensure efforts are made to maintain or increase diversity, and 4. Established procedures for exit surveys with chairholders who leave SFU. This will provide valuable information as to why members of the designated groups have left SFU and what measures could be taken in the future to improve retention processes.

### Data gathered and Indicator(s) - can be both qualitative and quantitative:

Indicators as presented in SFU's CRC EDI Action Plan include diversity statistics for both applicants to CRC advertisements and the successful nominee. Statistics are collected to ensure diversity of the applicants for a specific CRC position through a voluntary and confidential survey of all applicants at the end of the ad posting. Diversity statistics for Chairholders are obtained through annual data collection. Both sets of applicant statistics will inform whether the recommended actions are effective in sustaining or increasing the diversity of CRC applicants and Chairholders. Applicant statistics on the last 27 CRC searches that SFU has initiated since the Fall of 2019 reveal a diverse applicant pool, which in part reflects our significant efforts to draft inclusive job ads and advertise widely. Out of almost 400 survey respondents, 38.3% identified as a woman, 4.6% identified as a person with a disability, 7.4% identified as Indigenous, and 39.3% identified as a visible/racialized minority. For latter designated group, SFU is exceeding the 2029 population level targets. Upon further analysis, we see that current Chairholder representation for women and persons with a disability is in fact higher than their representation in the applicant pool (44.1% vs. 38.3% for women; numbers withheld for persons with a disability in alignment with the Privacy Act). Although our current Chairholder representation for visible/racialized minorities is lower than their representation in the applicant pool (26.5% vs. 39.3%) we note that we are exceeding the 2029 population level targets. With respect to Indigenous Peoples, we have several active searches (e.g., a cluster hire of three positions related to Indigenous Governance) that attracted many Indigenous applicants, and we expect many of these searches to result in nominees who identify as Indigenous.

### Progress and/or Outcomes and Impacts made during the reporting period:

A custom-tailored EDI training module for CRC and Faculty search committees at SFU has been developed to help ensure procedural fairness, increase diversity in our chairholders, and develop diversity competencies in our faculty members. The module content is under development at the time this report was submitted. It has been developed and reviewed in an iterative process by the EDI working group including the Specialists in EDI from Human Resources, Faculty Relations, and the VP Academic, Strategic Initiatives, the Equity in Research Lead, and the Director of Institutional Strategic Awards. Part of the content development process includes consultations with stakeholders to be carried out during summer 2021 and recording of interviews to include as part of the training modules. More information on the EDI training module can be found in Part C of this report. In addition to developing the EDI training module, in 2018, the CRC Lead began working with the SFU Faculty Relations EDI Specialist to provide training to CRC Search Committees (SCs) at the beginning of their process to recruit and hire a CRC. This ensures that all members of the SC are familiar with both the CRC Program's and SFU's EDI guidelines. SCs were required to complete the CRC Program's online Unconscious Bias Training Module prior to an in-person (now virtual) EDI training session, which generally took about 45 minutes, and included search committee members (including an Equity Champion), development of job ads to attract a diverse group of applicants, long- and short-listing of candidates, development of rubrics/assessment matrices to evaluate candidates with respect to the position criteria, discussions on how to address EDI concerns, Q&A, selection of a final candidate and how to address any EDI issues or problems that arise. Originally, an EDI training session occurred one time during a search, but as the number of searches at SFU increased, more SCs were requesting EDI training before development of the job ad and again prior to reviewing applicants. This has essentially doubled the EDI training received by members of SCs. In January 2021, the Institutional Strategic Awards Office undertook a comprehensive review of SFU's CRC Administration Guide and held extensive consultations with stakeholders across SFU, including Chairholders, Search Committee Chairs, and administrative staff in key units (e.g., Faculty Relations Advisors and EDI Specialists, Deans' Offices, Research Services). SFU's CRC web content was considerably streamlined for clarity and transparency with new overviews and detailed processes outlining roles and responsibilities. The EDI content on the unit's CRC front page, for example, was repositioned to be more prominent, with a direct link to SFU's CRC EDI website. This web site was also revised and updated for clarity and transparency and now lists primary contacts, so that resources are readily accessible for stakeholders. Overall, SFU's CRC Administration Guide was significantly streamlined and clarified. Key changes related to EDI include an updated guide to institutional supports for chairholders based on SFU's 2017 EDI Action Plan.

### Challenges encountered during the reporting period:

Consultations on the CRC process have taken a long time to advance due to the sheer number of stakeholders that were consulted and the inherent difficulties of finding solutions that work for all members of the university community. The EDI training module development has faced similar challenges during the consultation phase and content development. The consideration and implementation aspects related to EDI often involve difficult conversations and/or personal reflections, which can pose barriers to the implementation of solutions and advancing the institution's EDI objectives.

### Next Steps (indicate specific dates/timelines):

SFU's 'EDI in Hiring' training module is expected to launch in Fall 2021. The content - developed over the past 6 months - is currently being reviewed by an EDI Consultant. In June 2021, the consultant will reach out to a select group of SFU stakeholders (e.g., Associate Dean of EDI, Faculty of Science) to revise and finalize the content. We will also film a series of video interviews with Chairholders to include in the training module. In July-August 2021, our Interactive Training Developer will upload the content to Canvas and begin user testing and revisions. We hope to have the first Search Committee members take the training in September 2021. SFU's EDI Executive Subcommittee has committed to delivering on several of SFU's commitments to equity, diversity and inclusion priorities during the 2020-21 academic year (https://www.sfu.ca/edi/about.html#priorities), including developing more robust and equitable recruitment, retention, and progression for faculty and staff by: 1. Updating the Faculty Recruitment and Retention guide; 2. Expanding opportunities for faculty mentoring and leadership development; 3. Creating an inclusion toolkit for hiring managers and selection committees; and 4. Completing a scan of Canadian employment equity policies to guide the review of SFU's employment equity policy. The CRC & Equity in Research Leads, along with the ISA Director and the AVPR, have made plans to meet twice per year (after each nomination intake cycle) to review the diversity of our Chairholders, based on the updated self-identification data provided by the program. Our next meeting will be in November 2021. We will take the new data into account when planning for new CRC positions and when considering extension and renewal requests. In response to the new data, we will introduce steps to address shortfalls in reaching our targets, as outlined in our submitted target-setting plan. For example, as a first measure, we have added a new rule requiring all search committees to advertise in at least one venue targeting persons with disabilities. We will continue to escalate the level of intervention as needed.

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

50000

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

Most of the stipend was used to cover personnel costs. We hired a student from the Interactive Arts & Technology Co-op Program at SFU as an Interactive Training Developer. This role's responsibilities included: 1. supporting the development of an interactive, web-based training course using Articulate e-learning software; 2. uploading of the training modules into Canvas; 3. coordinating the testing/piloting of the course and implementing revisions; and 4. documenting procedures for revising and uploading the training modules, and preparing a user manual. A portion of the stipend was used to engage an EDI Consultant, Alden E. Habacon, one of Canada's leading diversity and inclusion strategists and facilitators. He is well known in this field and highly regarded for his fourteen years of impact, and his innovative work around inclusive leadership, unconscious bias and intercultural training. A small amount was used for videography services related to the filming and post-production editing of the video series. Funds were also used to purchase annual subscriptions to the Articulate e-learning software. The remaining funds were used to purchase small gift cards as a thank-you to SFU faculty members who contributed their time and expertise to the module.

**EDI Stipend Impact Rating**
Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

**Indicate in the table below any leveraged cash or in-kind contributions provided by the institution**

Leveraged cash or in-kind contributions from your institution (if applicable):

|   | Amount $ | Source / Type (cash or in-kind) |
|---|---|---|
| 1 | 0 | Cash |
| 2 | 17193 | In-kind |

**Do you have other key objectives to add?**

Yes

<div align="center"><b>Key Objective 2</b></div>

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:

Enable better availability and quality of data on the four designated groups and gender/sexual diversity.

Systemic barriers -
Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

The Employment Systems Review included in SFU's CRC EDI Action Plan identified two employment barriers: 1. Unreliability of the available data; and 2. Uneven focus on designated groups, e.g., women. Student participants in SFU's "It's Time to Listen, Talk, and Reflect Community Conversation" commented on the gaps in the data posted on the SFU Institutional Research and Planning website. They perceived the lack of information on the racial and ethnic diversity of SFU's faculty, staff, and students as an impediment to the University, to the SFU Student Society, and to student groups, in formulating plans for campaigns, events, and activities of relevance to underrepresented and marginalized groups. In addition, it was clear that any university-wide initiatives to collect demographic data about employees or students must be developed in consultation with SFU's Indigenous community to ensure that their needs and concerns are heard and addressed.

Corresponding actions undertaken to address the barriers:

In 2018, an EDI working group formed by the Special Advisor to the Provost on Equity and Diversity; the Director of EDI Faculty Relations; the Specialist, Diversity & Inclusion and Education at HR; the Director of the Indigenous Students Centre; the Director of Special Projects in the Office of the VP, Students & International; and a Research Assistant and Outreach–EDI undertook the following activities to assess SFU's state by: 1. Identifying limitations in SFU's data and collection methods; 2. Developing an initial catalogue of EDI-related learning opportunities; 3. Cataloguing equity, diversity and inclusion work at SFU; and 4. Engaging the entire SFU community in conversation to formulate an overview of present state concerns, gaps, challenges, and barriers. SFU's recent endorsement of the Dimensions charter, its selection as one of 17 Canadian post-secondary institutions to pilot the Dimensions program, and its intention to fully engage in the institution-wide and multidimensional equity, diversity, and inclusion work required by Dimensions, provides the opportunity for SFU to move forward with data collection, assessment, and strategic planning. In 2019, SFU administered its first survey that collected demographic and experiential data on staff; the Diversity Meter survey that was administered by the CCDI in Nov-Dec 2019. SFU is currently developing tools to improve its data collection on staff, with a new data collection tool to be implemented in Fall 2021. In addition, SFU recently revised the self-identification survey that is sent out to all applicants who reply to a CRC position posting at the university. The survey now includes additional options for gender identity and sexual orientation and is better aligned with the CRC program's self-identification form to allow more consistent and reliable data analysis.

**Data gathered and Indicator(s) - can be both qualitative and quantitative:**

Data on staff are collected via: 1. Personal Information Forms to collect information on age, sex, and Canadian Citizenship; 2. Diversity Meter survey, 2019 (demographic and experiential); and 3. SFU Employee Census (pending, Fall 2021) In November 2019, SFU launched its first Diversity Meter, a survey implemented to help the university better understand and serve its unique staff and faculty community. The results have been summarized in a report by the Canadian Centre for Diversity and Inclusion (CCDI) and are now available to view in full on our Equity, Diversity and Inclusion (EDI) reports page (https://www.sfu.ca/edi/reports.html). 2,100 active staff and faculty members (38.3% of those surveyed) responded, surpassing the average response rate for staff and faculty surveys at the university. In terms of representation of demographic groups, the Diversity Meter (https://www.sfu.ca/sfunews/stories/2020/06/findings-from-sfu-s-first-diversity-meter-now-available.html) found that: 1. Women and Racialized Persons are more represented when compared to the labour force in British Columbia. Women: 59.4% vs 48.2% and Racialized Persons: 36.2% vs 29.5%; 2. LGB2SQ+ Persons are more represented when compared to the Canadian population: 16.4% vs 5.3% (estimates from "The values, needs and realities of LGBT people in Canada in 2017"); 3. Persons with a Disability are well represented when compared to their representation among the Canadian workforce: 18.7% vs 18.1%; and 4. Indigenous Persons are less represented when compared to the labour force in British Columbia. Compared to their representation among all SFU respondents that completed the Diversity Meter survey: 1. Women are more represented among Staff roles (64.6%) and are less represented among Faculty, Senior Leadership and Other roles by a difference of 12.6%, 10.5% and 5.8%, respectively. 2. Racialized Persons are more represented among Staff (40.9%) and Other (49.1%) roles but are less represented among Faculty roles by a difference of 14.8%. 3. Persons with a Disability are more represented among Staff (20.5%) and Other roles (20.5%) but are less represented among Faculty by a difference of 5.2%. 4. LGB2SQ+ Persons are proportionally represented among Staff (17.4%), more represented among all Other (19.6%) roles and less represented among Faculty by a difference of 3.5%. 5. Indigenous Persons are proportionally represented among Faculty and Staff. Numbers have been redacted for confidentiality purposes and to respect the privacy of respondents. The findings related to Gender Identities among the various roles at SFU include: 1. Women and Men are equally represented among Faculty and Senior Leadership roles. 2. Women are more represented among Staff roles, making up over twice as many of Staff roles as men. 3. Compared to their representation among all respondents, Men are more represented in Faculty and Senior Leadership roles. In contrast, Women are less represented compared to their representation among all respondents. 4. Compared to their representation among all respondents, those identifying as Trans, Two-Spirit, Non-Binary, or Not Specified are proportionally represented among Staff and Faculty Roles.

**Progress and/or Outcomes and Impacts made during the reporting period:**

The Diversity Meter report included a demographic profile of staff and faculty in various groups across the university, as well as findings on the inclusion climate at SFU. While SFU staff and faculty believe that overall they are treated fairly and with respect, the report highlighted several areas for improvement. Survey respondents indicated that they would like a stronger commitment from senior leaders to equity, diversity and inclusion, better support for physical and mental well-being, and more support for employees who have experienced harassment, discrimination, and workplace bias at SFU. As part of the report, the CCDI has outlined seven key recommendations for SFU moving forward: 1. Review the conflict resolution system to determine if gaps exist; 2. Review policies and practices for accommodation support, particularly for mental health; 3. Review policies and practices for work-flexibility options, particularly for caretakers of children; 4. When assessing current advancement practices, determine if bias exists in various channels that may be serving as barriers for different demographic populations; 5. Assess employees' perceptions of equity in advancement opportunities and barriers; 6. Consider conducting Cultural Competency Assessments for leaders and managers/supervisors, and pursue development based on the outcomes; and 7. Continue to periodically monitor and address gaps in demographic representations and if gaps exist, review and assess current practices that may be contributing towards representation gaps. On the commitments regarding priorities for equity, diversity and inclusion during the 2020-21 academic year, the EDI Executive Subcommittee has made the following progress: 1. Implemented support programs and services for Black students: https://www.sfu.ca/students/health/resources/black-students.html. 2. Co-created and facilitated an inclusive name selection process for the varsity athletic program: https://athletics.sfu.ca/sports/2020/8/12/athletics-team-name-change.aspx. 3. Updated Snap App and Room Finder to allow users to search for the location of washrooms across SFU's three campuses with search terms such as "inclusive", "universal", and "accessible"; making it easier for everyone to find a washroom that suits their needs: https://www.sfu.ca/content/dam/sfu/fs/files/Campus%20maps/Washroom%20Finder%20Instructions.pdf.

**Challenges encountered during the reporting period:**

SFU has more quantitative data about its students than its employees. The university also has some qualitative data from sources such as the undergraduate survey conducted annually by SFU's Institutional Research and Planning office (IRP) and from external national surveys of Canadian post-secondary students. However, collecting staff and faculty qualitative data through an engagement survey is an important step in understanding the experiences of all faculty and staff, but particularly those who self-identify as belonging to historically, persistently, and systemically marginalized communities across intersectional identities. To address privacy concerns expressed by participants, the Diversity Meter Survey was outsourced to CCDI. SFU is currently in the process of recruiting a VP, People, Equity, and Inclusion who will be tasked with creating a strategic plan for EDI and an action plan; key to this process will be conducting an Employment System Review. Work on EDI-related initiatives continues while preparations are being made to support and create this new structure. The creation of this position marks a key shift in centrally supporting EDI at SFU.

**Next Steps (indicate specific dates/timelines):**

In Fall 2021, the CRC Lead and Equity in Research Lead will meet with the Director of the SFU Human Rights Office to discuss implications of the 2021 Canadian Human Rights Settlement Agreement on SFU's CRC recruitment and hiring practices. The EDI Executive Subcommittee committed to delivering on several commitments regarding equity, diversity and inclusion priorities during the 2020-21 academic year, including: 1. Engaging in a self-assessment/data-gathering on diversity and inclusion by implementing a comprehensive plan for demographic data collection of employees and ongoing participation in the Dimensions Pilot Program and development of self-assessment processes; 2. Enhancing inclusion for equity-deserving groups by supporting efforts to update the SFU Human Rights Policy GP18 and establish a new Bullying and Harassment Policy; the latter has been drafted and will be submitted for approval to the Board of Governors in the coming weeks; and 3. Developing guidelines for transitioning staff at SFU and removing barriers for trans/gender diverse community members by updating computing ID change processes. The CRC Lead will aggregate the data from the updated self-identification survey and begin providing Search Committees with additional information about their applicant pool that includes data on those who identify with LGB2SQ+ communities. The first search to use the new survey will be sent out in early June 2021. The CRC Lead will also continue to monitor the comments section of the survey and adjust the language as required. Phase 2 of the Environmental Scan for the CRC EDI Action Plan will consist of confidential interviews with Chairholders to collect qualitative data such as level of inclusion or support in their Department/School, service demands, level of institutional support, and other concerns. Some Chairholder consultations took place in Spring 2021 during the review of our CRC Administration Guide. Most of the interviews are slated for Fall 2021. All data collected from Chairholders will be anonymized and presented in an aggregate report to the AVPR and VPRI for the purpose of addressing any issues with the CRC program at SFU and improving policies and practices relating to the program.

**Was funding from the CRCP EDI stipend used for this key objective?**

No

**If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.**

**Key Objective 3**

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 3:

Build community awareness of SFU equity, diversity and inclusion initiatives. Create an online presence for the new equity collaboration that will house information and resources about employment equity, and equity, diversity, and inclusion.

Systemic barriers -
Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

This objective will address barriers identified in the Employment Systems Review such as: 1. Possible misconceptions about employment equity; 2. Lack of representation on hiring committees by members of the designated groups; 3. Uneven focus on one of the designated groups; and 4. Lack of support for mentorship, career planning and professional development. In the Final Report to the SFU Executive regarding the SFU EDI Initiative (Sep 2018), the Special Advisor to the Provost on Equity, Diversity, and Inclusion identified additional barriers related to this objective: 1. Lack of coordination, information sharing, and general communication about EDI work and best practices; and 2. Lack of communication and coordination and/or collaboration between units (i.e., silos).

Corresponding actions undertaken to address the barriers:

The new Equity, Diversity and Inclusion (EDI) website (https://www.sfu.ca/edi.html) was a collaboration between SFU Communications & Marketing, the EDI Administrative Group, and Wiseblood (https://www.wiseblood.ca/), a creative consulting agency. Historically, information about EDI at SFU has been spread across multiple sites, such as the old VPA EDI website (http://www.sfu.ca/vpacademic/equity-diversity-and-inclusion.html) and the SFU Library website (https://www.lib.sfu.ca/help/academic-integrity/edi). The new site gives our community a centralized place to access updates about EDI at SFU, learn more about SFU's EDI priorities and the people behind the work, and access support and resources. The site was in development for approximately five months before launching in May 2020. The website includes: 1. EDI resource library and links to access tools, resources and webinars from SFU partners; 2. Announcements, news and events that offer opportunities to engage, including messages from SFU's senior leadership; 3. EDI actions and commitments by individuals, teams and units at SFU; 4. Key documents and reports that track the current climate of equity, diversity and inclusion at SFU; and 5. Wellbeing, safety, and learning/workplace support for students, staff and faculty.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

SFU's central EDI website went live on May 1, 2020. The following data has been gathered on its traffic since the website's launch: 1. Total users: 14,308 (12,136 from Canada, 985 from the United States, 223 from the Netherlands, 133 from India, 86 from UK, and 227 others); 2. Total page views: 42,170; and 3. Bounce rate (% of visitors who take no action, e.g., clicking on a link): 20.89% The number of page views places it at the #30 highest-viewed page on the sfu.ca domain since its inception, which is impressive for such a new site. Over the past year it has gotten more views than pages like Residence & Housing, Work + Learn, and Campus Maps. Staff and faculty participation in EDI-related services provided from CCDI have increased over time: 1. Subscriptions to CCDI Knowledge Repository: 23 (2019); 71 (2020); 2. Participation in CCDI webinars: 50 (2019); 411 (2020); and 3. Attendance at the UnConference: 9 (2019); 25 (2020) https://ccdi.ca/unconference/. Faculty participation in services provided via SFU's membership with the NCFDD have increased over time: 1. Membership statistics: 277 (2019/20); 344 (2020/21); and 2. Active sessions in the year: 1393 (2019/20); 2001 (2020/21).

Progress and/or Outcomes and Impacts made during the reporting period:

In January 2019, the Vice-President, Research & International (VPRI) portfolio created a new position, Equity in Research Lead (ERL), which will be responsible for ensuring that research initiatives at SFU are aligned with the University's commitments to EDI. The position was created out of an executive-level commitment to EDI without expectations of immediate return, but the first few months since the creation of this position demonstrated the transformative potential of such a position. The ERL: 1. Developed and delivered training modules for researchers and research facilitators on practical strategies for EDI in research development; 2. Collaborated with the VPRI and Vice-President, Academic (VPA) to design a new Distinguished University Professor award, with principles of EDI included in all aspects of the program's foundation; these awards will also be of value for retention since they allow application of EDI to the retention process; 3. Worked closely with search committees (for Faculty and Staff positions) to ensure inclusive and equitable recruitment practices; 4. Provided regionally recognized expertise in research equity, sharing knowledge and best practices with partner organizations; and, 5. Received national recognition from their peers for their work developing practical strategies for EDI at the 2019 Canadian Association of Research Administrators Conference. In the fall of 2020, Joy Johnson became the new president of SFU. In November 2020, a university-wide announcement was circulated with the president's commitments on EDI (https://www.sfu.ca/pres/the-president/statements/2020/equity-diversity-and-inclusion-commitments.html), greatly enhancing awareness of the EDI initiative and priorities to the community.

Challenges encountered during the reporting period:

Given that many groups and individuals across the university work in EDI initiatives or activities that have EDI aspects to them, ensuring they were all represented in the right section of the central EDI website was challenging. After the website launched and advertised in the community, updates ensure missing information is added regularly.

Next Steps (indicate specific dates/timelines):

SFU has created another new EDI position at the university – the Vice-President People, Equity and Inclusion (VPPEI). This new position is a pivotal first step in making systemic change. The VPPEI will provide strategic leadership across the university to advance SFU's commitment to equity, diversity and inclusion (EDI), is the primary people leader and strategist of the university, and a key member of the executive team. SFU is seeking to make major advances in its approaches to reconciliation, anti-oppression, including anti-Black racism, and inclusion of BIPOC (black, Indigenous, and people of color) members among our students, faculty and staff. The VPPEI will be the institutional lead for these initiatives and will work closely with a collegial executive team and a President who centers EDI among her three priorities (Equity, Diversity and Inclusion; Reconciliation, and Student Experience). It is anticipated the new VPPEI will join SFU in the Fall of 2021. Create a new senior leadership position to support decolonization, Indigenization and reconciliation. To be developed in consultation with Indigenous faculty, staff and students, this new position will provide ongoing leadership and support to this important work. Develop a central place to gather EDI resources for research funding applications at the Institutional Strategic Awards website by the end of August 2021.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

**Key Objective 4**

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 4:

Explore options for creating structural supports for mentorship, career planning, and professional development. Both the Employment Systems Review and Salary Equity Recommendation Committee report recommend the establishment of faculty mentoring programs for (but not limited to) the designated groups.

Systemic barriers -
Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

This objective addresses the following barriers identified in the Employment Systems Review: 1. Lack of structural support for mentorship, career planning, and professional development; and 2. Insufficient attention to work/life balance issues. Virtually all respondents in the consultations that informed the Special Advisor's EDI report, whether as individuals or as part of a focus group, spoke about the need for senior members of the university community to act as mentors to the members of the designated groups. Respondents generally view employment equity as something that must come "from the top down," i.e., there should be tangible evidence of institutional support for people who are working towards employment equity goals. In terms of faculty development, participants commented on the lack of pathways to leadership for faculty members who are interested in university administration. Additional barriers identified during the review of SFU's CRC Administration Guide and consultations with Chairholders and Deans' Offices in Spring 2021 are: 1. Lack of dedicated programs and support for Chairholders transitioning out of their final terms; and 2. Lack of central oversight for ensuring transition plans are offered in an equitable way.

Corresponding actions undertaken to address the barriers:

To address these barriers, SFU: 1. Renewed our institutional membership in the National Centre for Faculty Development and Diversity (NCFDD) to support the academic and career goals of faculty members, graduate students and postdoctoral fellows; 2. Reviewed existing practices for mentorship programs within the University and other academic institutions; 3. Participated in a survey organized by Carleton University related to transition plans of CRC holders (described below); 4. Consulted with current and former SFU Chairholders, Dean's Offices and other key stakeholders across SFU; 5. Held initial discussions with the AVPR regarding CRC transition planning; and 6. Set initial plans in motion to begin development of a mentorship program for CRCs that can be extended to other research faculty members in the future.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

In the Diversity Meter survey, a priority area of focus that emerged was "Different demographic groups have reported barriers to advancement, including a lack of workplace supports" and the recommendation to address this included to consider establishing a formal mentorship program to support members of underrepresented groups, ensuring strategic and ongoing communication and assessment of these programs. The aim of this training will be to develop awareness and understanding of the barriers and challenges experienced by typically underrepresented groups and to design effective mentoring approaches. Annual Chairholder reports have been a valuable source of information on structural support sought by Chairs. Specifically, a Tier 2 Chairholder wrote: "as one of few BIPOC women holding a CRC, I would be grateful for research and career mentorship provided through the CRC program. I would again like to suggest that Tier 2 CRCs be partnered with Tier 1 CRCs to support growth, development, and transition into more senior research and leadership roles. In addition, I am more than halfway through my second CRC term and would be grateful for mentorship in navigating my transition post-CRC." SFU was one of eight institutions that participated in a survey organized by Carleton University related to transition plans of CRC holders. The questions asked about internal policies or practices governing the transition of CRCs after their terms end, the titles former chairholders use, and continued teaching release or special internal grants. While all institutions have varying internal and/or endowed chair programs, they indicate that they are not afforded special considerations to accommodate former/transitioning CRCs. Results indicate that six institutions had no policies or guidelines in place to transition CRC holders after their terms end and that they follow CRC guidelines for titles, i.e., "former Canada Research Chair in (discipline)." Seven Institutions indicated that no current institutional level programs exist for ongoing support after CRC terms end. Four Institutions offer varying levels of support ranging from additional funding, teaching release funds, administrative stipends and others as negotiated. One Institution offers an internal program in addition to the possibility of "saving" a specific amount of teaching release to be applied after their term ends, with the approval of their respective department or Faculty.

Progress and/or Outcomes and Impacts made during the reporting period:

SFU Faculty Relations is in the process of recruiting a Director, Faculty and Leadership Development, who will report to the Executive Director of Faculty Relations. The responsibilities of this new role will include: 1. Identifying and addressing training gaps; 2. Developing a plan for access to externally delivered programs for those interested in leadership roles; and 3. Identifying opportunities for academic administrators to network and learn from other institutional leaders. The Vice President Academic and Provost (VPA) also supports leadership training for Deans and other academic leaders, especially through external programs. As previously mentioned, as an institutional member of the NCFDD, SFU's CRCs have access to their programs and professional development, training, and mentoring resources. One program that would benefit Chairholders is a faculty diversity success program/bootcamp (https://www.facultydiversity.org/fsp-bootcamp). This is a 12-week online program that provides participants with the skills to increase research and writing productivity, as well as to develop a healthy work-life balance. Although SFU faculty members including CRCs have an annual professional development allowance, this is insufficient to meet the costs of the bootcamp (~$4,500 USD). This would be one area in which the university could provide support to Chairholders who would benefit from this type of professional development.

Challenges encountered during the reporting period:

There is a perceived expectation that members of the designated groups would themselves fulfill the mentorship role. For example, it was reported that there may be an "unstated expectation" that faculty members and employees with disabilities, First Nations, racialized minorities, or women will take a "special interest" in employees with similar backgrounds. It was further noted that there is no structural support — release time or otherwise — for mentoring; although it is time-consuming, this could be very efficient if well structured. Deans are encouraged to discuss potential transition plans with their CRCs 12-18 months before conclusion of their CRC term. Since this is managed at the Faculty level, it is difficult to monitor and ensure that such discussions are taking place. This also means that transition plans may not be offered in a consistent or equitable way.

Next Steps (indicate specific dates/timelines):

In Summer 2021, the CRC and Equity in Research Leads will meet with AVPR to discuss CRC transition plans including recommendations on developing central programs, support and oversight. Conversations have already begun around a potential endowed chairs program that could help SFU retain and support former Chairholders. In Fall 2021, the CRC and Equity in Research Leads will meet with Chairholders to discuss a potential SFU CRC mentorship program. We have already identified a number of Chairholders who have expressed interest in participating in such an initiative. The findings will be reported to the AVPR along with a series of recommendations. As part of a larger annual summary (next report: January 2022), the CRC Lead will send Deans Offices a list of their Faculty's current Chairholders and their end dates, highlighting those who are coming up for renewal or whose terms are expiring. This consistent communication will help Faculties plan for post-CRC transitions well in advance.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

**Key Objective 5**

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

Carry out an annual review of the CRC Allocation Principles and Processes.

Systemic barriers -
Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

This objective will address barriers identified in the Employment Systems Review such as: 1. Non-transparent hiring practices; 2. Lack of representation on hiring committees by members of the designated groups; 3. An uneven focus on one of the designated groups; and 4. Lack of structural support for mentorship, career planning and professional development.

Corresponding actions undertaken to address the barriers:

Consulted with the Associate Vice-President, Research (AVPR) on the best method, what data is required (i.e., comparative review results), and best time of year to engage in review of the allocation principles and processes document. • ISA undertook a comprehensive review of SFU's CRC Administration Guide, including CRC Allocation Principles and Processes (see next steps on the following page). • Used strategic (central) allocations to provide CRC positions for recruitment in fields that would attract a diverse applicant pool and in disciplines that would encourage Indigenous researchers to apply, such as Indigenous Contemporary Arts and Indigenous Governance. Job postings, as with all SFU's CRC searches, include inclusive language, a statement of SFU's commitment to equity, diversity, and inclusion, encourage all eligible candidates to apply, and adhere to both SFU's and CRC's EDI guidelines. • Required all search and hiring committees for CRC positions to have an Equity Champion or EDI Officer as a member of the committees and provided virtual EDI training sessions prior to the CRC job ad development and prior to long- or short-listing applicants. • Sent confidential self-identification surveys to all applicants for each CRC posting to ensure that all searches showed diversity among their applicant pool.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

After the 2020 reallocation, SFU currently has an allocation of 49 Chair positions: 21 T1 and 28 T2 CRC positions, including the 2018 budget Chairs. After returning four Chairs due the reallocation, SFU will have a utilization of 20 T1 and 30 T2 Chairs, with one flex move used. This will allow SFU to split T1 Chairs into T2 Chair, which will be required if all our current CRC searches are successful. Since the beginning of 2019, SFU has had 22 CRC strategic (central) searches in a range of disciplinary areas that have attracted diverse applicant pools. Statistics on the diversity of applicants is detailed in Key Objective 1. The searches span all eight of SFU's Faculties and include CRCs in Critical Risk and Crisis Communication, Geographies of Racialization, Indigenous Governance, Digital Humanities, Learning Analytics, Indigenous Governance in Education, Flood Science, Community-Based Research, Indigenous Governance in Health and Wellness, Quantum Computing, Public Health 'Omics for Heart and Lung Innovation, Statistics and Actuarial Science, Neuroscience, and Infectious Diseases. Of these 22 searches, 4 were awarded, 2 are in review, 2 are developing nominations for off-cycle submission, 6 have identified candidates, and 7 are in various stages of the search process from development of job postings to the final stages of shortlisting and interviews. Only one search did not attract a diverse applicant pool and is reverting to the central allocation. Of the 14 identified nominees, four of whom are now Chairholders, ten self-identified as members of the four under-represented groups, with some identifying with more than one group. In addition, during this same time, SFU held CRC searches for 9 Faculty-based allocations. Five of these are now awarded, one has identified a candidate, and the other three are interviewing applicants. These searches are also showing good diversity both in the applicant pools and in the selected nominee.

Progress and/or Outcomes and Impacts made during the reporting period:

As part of SFU's CRC Administration Guide, the Allocation Principles and Process documentation was clarified and made more transparent. In addition to clarifying the principles and process, a new practice has been introduced whereby the CRC Lead will annually send a table of allocations to Deans' Offices in January. The CRC Lead communicated individually with all eight of SFU's Faculty Deans to provide a summary of their Faculty's current Chairholders and term end dates, the status of any current searches, their total Faculty allocation, and their current utilization of chair positions. The number of CRC positions allocated to SFU in the 2020 Reallocation is proportional to the Tri-agency funding that SFU has received in the previous three years, plus the new 2018 Budget chairs, which were not reallocated. At SFU, 2/3 of the Chairs are allocated to the Faculties based on their share of Tri-agency funding and 1/3 of the Chairs are allocated centrally, for strategic hires. These centrally allocated Chairs are not considered to be part of a Faculty's allocation. Going forward, the CRC Lead will communicate this information annually to all Faculties in January of every year. To date, to allocate Chair positions to Faculties, SFU has used the concept of a "T2 Equivalent" (T2E), where a Tier 1 is counted as 2 T2E and a Tier 2 is counted as 1 T2E, to provide information to Faculties about their CRC allocations. Going forward, SFU will clearly denote the numbers of T1 and T2 Chairs allocated to Faculties. As Chair positions become available, SFU's CRC upcoming searches will focus on T1 recruitment or retention through an internal open and transparent process, which would provide SFU a mechanism to recruit or retain people to meet our equity targets. As a result of the recent reallocation, SFU's total allocation decreased to 49 Chairs, which includes 21 Tier 1 and 29 Tier 2. Because of SFU's loss of 4 Chairs, the university is now only able to use a maximum of 5 flex moves, which will limit our ability to meet our equity target goals for 2029. This is going to provide a serious challenge for SFU, which currently has approximately 20 searches in varying stages from job ad development to nomination development of the selected candidate; 11 of these searches are strategic (centrally-allocated) chairs, targeted towards marginalized groups, where SFU aims to increase its diversity among its Chairholders. For example, SFU has four Chair postings for Indigenous Research – three in Indigenous Governance and one in Indigenous Contemporary Arts – and one nomination in development in Indigenous Archaeology. Depending on the research area of the selected candidate in each of the four open searches, SFU may need to use flex moves to ensure that the nominee holds the appropriate Tri-agency Chair. With two flex moves currently utilized, SFU may have to wait until an appropriate Chair position is available when it reaches its maximum flexibility.

Challenges encountered during the reporting period:

Carrying out the review of the CRC Allocation Principles and Process documentation in 2021 was extremely time consuming. SFU intends to set up a follow-up to this comprehensive review (which is still in process at the time of this report's submission). The next set of consultations will occur in early 2023 and will be followed by another comprehensive review with the 2025 reallocation process. In alternate years, SFU will conduct a high-level (not in-depth) review. As a result of the review, stakeholder groups were identified and better working relationships across SFU Faculties, Schools, Departments, and among a wide range of faculty and staff have been developed. This has already led to substantial feedback and suggestions for improved communications across the university. With better documentation available online to SFU personnel and better communications across the university, SFU will be able to better manage the complex processes. To determine how best to allocate CRC positions to Faculties, SFU started by defining a Tier 2 Equivalent (T2E) Chair, where a T2 1 Chair was counted as 2 T2E and a Tier 2 counted as 1 T2E. This allowed SFU to distribute Faculty-based Chairs as a proportion of the Faculty's previous three year Tri-agency funding. For example, this would allow SFU to provide a Faculty whose share was 2 T2E (SSHRC) to determine whether they would search for 1 T1 or 2 T2 SSHRC Chairs. Unfortunately, this led to an eventual imbalance of many more T2s than T1s. Many Faculties indicated that the CRC funding for a Tier 1 CRC was insufficient to attract the type of researcher they were seeking. When SFU began to earmark 1/3 of its CRC allocations for strategic hires, whether to fill gaps in the university's core research clusters or to meet its equity targets, the problem of over-using T2 Chairs was intensified. In almost all cases during the last several years, job postings seeking either a T1 or a T2, resulted in the nomination and award for a Tier 2 Chair. This has resulted in a larger number of Tier 2 CRCs than is indicated by our CRC allocation. Going forward, SFU will focus its effort on the recruitment or retention of T1 Chairs to meet our equity targets among both tiers of Chairs.

**Next Steps (indicate specific dates/timelines):**

• The AVPR and VPRI will meet with the Deans in June 2021, to communicate the results of the recent 2020 reallocation and to review SFU's CRC allocation principles and processes. • The Research Intelligence Office, which is part of the VP Research and International portfolio, has developed a database tool for the full life-cycle of Canada Research Chairs at the university that manages the full workflows from internal allocations, application development, award status, and renewal process. This tool is currently being enhanced to incorporate new features to track EDI metrics and support search committees and the university to ensure a fair and transparent process, as well as to help SFU meet its CRC equity targets by 2029. • The CRC & Equity in Research Leads, along with the ISA Director and the AVPR, have made plans to meet twice per year (after each nomination intake cycle) to review the diversity of our Chairholders, based on the updated self-identification data provided by the program. Our next meeting will be in November 2021. We will take the new data into account when planning for new CRC positions and when considering extension and renewal requests. In response to the new data, we will introduce steps to address shortfalls in reaching our targets, as outlined in our submitted target-setting plan. For example, as a first measure, we have added a new rule requiring all search committees to advertise in at least one venue targeting persons with disabilities. We will continue to escalate the level of intervention as needed.

**Was funding from the CRCP EDI stipend used for this key objective?**

No

**If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.**

### Key Objective 6

**Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 6:**

Further develop institutional initiatives that foster a mutually respectful, supportive, and inclusive workplace.

**Systemic barriers -**
**Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):**

This objective will address many of the barriers identified in the Employment Systems Review such as: 1. Possible misconceptions about employment equity; 2. Lack of representation on hiring committees by members of the designated groups; 3. Unreliability of collected demographic data; 4. An uneven focus on one of the designated groups; 5. Lack of structural support for mentorship, career planning and professional development; 6. Insufficient attention to work/life balance issues; 7. Lack of liaison with SFU Career services and the temporary employment pool; and 8. Physical barriers on the Burnaby Campus.

**Corresponding actions undertaken to address the barriers:**

To address these barriers, SFU has: 1. Created the position of Vice-President People, Equity and Inclusion (VPPEI), restructuring the Human Resources and Faculty Relations portfolios. This new position is a pivotal first step in making systemic change. The VPPEI will provide strategic leadership across the university to advance SFU's commitment to equity, diversity and inclusion (EDI), is the primary people leader and strategist of the university, and a key member of the executive team. 2. Collected data on a range of workplace demographics, personal demographics, and inclusion experiences in the workplace via the Diversity Meter survey in late 2019; 3. Endorsed the Dimensions charter and has been selected as one of 17 Canadian post-secondary institutions to pilot the Dimensions program. The intention to fully engage in the institution-wide and multidimensional equity, diversity, and inclusion work required by Dimensions provides the opportunity for SFU to move forward with data collection, assessment, and strategic planning; and 4. Developed a custom-tailored EDI training module for CRC and Faculty search committees to help ensure procedural fairness, increase diversity in our chairholders, and develop diversity competencies in our faculty members. In addition to all six Key Objectives described in this report, SFU is one of the member institutions in the federal Dimensions program pilot, which aims to identify and eliminate obstacles and inequities at Canadian post-secondary institutions. Dimensions pilot institutions are co-developing a self-assessment process which will ultimately result in the creation of action plans to address identified obstacles and inequities. An EDI Advisory Council was formed in December 2019 (https://www.sfu.ca/edi/about.html). Its mandate is to develop an aspirational vision for EDI at SFU that will guide and strengthen our commitment to fostering inclusive workplaces and learning environments, and equitable opportunities for all. Specific responsibilities of the Advisory Council are to provide advice and guidance to the President on: 1. Developing an aspirational vision statement for EDI at SFU; 2. High-level, strategic reflections on EDI-related priorities; 3. Communication strategies and outreach; 4. Data collection and analysis; 5. Programs and policies; 6. Opportunities and systemic barriers; and 7. University responsibilities. The Council is composed of SFU faculty, staff and students, with diverse representation of career and educational stages, and experiences that reflect the diversity of our staff, faculty, and students. The Council will consist of a minimum of seven faculty members, seven staff, and seven students. Rather than representing constituencies, EDI Advisory Council members will be asked to work together to consider the needs of the entire university and serve as EDI champions. The EDI Advisory Council is co-chaired by Joy Johnson, President and Vice-Chancellor, and a volunteer from the EDI Advisory Council. Members of the Executive Subcommittee and administrative group serve as ex-officio members.

**Data gathered and Indicator(s) - can be both qualitative and quantitative:**

In November 2019, SFU's Equity, Diversity and Inclusion Initiative launched its first Diversity Meter, a survey designed to help us better understand and serve the unique faculty and staff of our community. With a response rate of 38.8% (2,100 respondents), key demographic findings, when compared to available benchmarks, include: 1. Racialized persons, Women, and LGB2sQ+ persons are over-represented; 2. Persons with a disability are proportionally represented; and 3. Indigenous Persons are under-represented. When compared to their overall representation in the SFU respondent pool, key findings among the following groups are listed below. Senior Leadership: 1. Lower representation of Women when compared to their overall representation in the SFU respondent pool. 2. The representation of Racialized, Indigenous and LGB2sQ+ persons, as well as Persons with a disability are below the reporting threshold of 10 respondents from any one group. Faculty Members: 1. Women, Racialized persons, Persons with a disability, and LGB2sQ+ persons are less represented; and 2. Indigenous Persons are proportionally represented. Staff: 1. Women, Racialized persons and Persons with a disability are more represented; and 2. LGB2sQ+ and Indigenous Persons are proportionally represented. Key inclusion findings were: 1. Of the twelve inclusion indicators used to assess SFU's inclusion climate, one received moderate agreement, five received low agreements, and six received very low agreements. 2. The highest agreement rate at 72.0%, was found for the indicator that assessed perceptions of being treated fairly and with respect. The lowest agreement rate at 40.5%, was found for perceptions of not needing to adjust to fit in with SFU's culture. Inclusion experiences of typically underrepresented groups and a comparator group: Comparisons of five baseline inclusion agreement rates for typically underrepresented groups and a majority group in Canadian employment contexts (i.e., Heterosexual white men without a disability) showed: 1. Heterosexual white men without a disability reported the highest agreement for four of five baseline inclusion indicators. 2. LGB2SQ+ persons reported the lowest agreement for three of five baseline inclusion indicators. 3. Indigenous persons reported the lowest agreement for the indicator that assessed if they believe they are treated fairly and with respect at SFU. 4. Persons with a disability reported the lowest agreement for the indicator that assessed if they believe SFU supports their overall physical and mental well-being. 5. Women reported lower agreement for all five baseline inclusion indicators when compared to heterosexual white men without a disability. The following themes were identified from the examination of respondent's written feedback: 1. Issues of discrimination and bias regarding ableism, ageism, racism, sexism 2. Barriers encountered by those with caretaker responsibilities 3. Lack of awareness and support for non-traditional gender identities 4. Predominance of White persons and lack of diversity in leadership 5. Poor perceptions of senior leadership's competency to advance diversity and Inclusion

Progress and/or Outcomes and Impacts made during the reporting period:

1.Numerous teams and individuals across SFU are working to foster a culture of equity and inclusion. 2. The central SFU EDI website with more information about activities across the university related to EDI can be consulted here: https://www.sfu.ca/edi/about.html. A list of actions related to this initiative can be found at https://www.sfu.ca/edi/actions.html: 1. SFU Library launches Indigenous Curriculum Resource Centre (ICRC) - SFU Library, March 9, 2021 supporting the interruption of repressing, negating, and ignoring Indigenous knowledge that is often found in education systems. Providing a place to explore all stages of this work, the ICRC offers assignment examples, resources for classroom use, and resources on Indigenous pedagogy. 2. SFU holds first "Inclusion in the Classroom Week" - Centre for Educational Excellence, November 9-13, 2020 featuring a series of workshops that help instructors incorporate different aspects of inclusion into their teaching. 3. SFU signs new Canadian Investor Statement on Diversity and Inclusion - Equity, Diversity and Inclusion, October 1, 2020, pledging to take steps to integrate diversity and inclusion into our investment processes. 4. SFU partners with the National Dialogues and Action for Inclusive Higher Education and Communities - Equity, Diversity and Inclusion, September 24, 2020. The National Dialogues are a series of national forums focused on addressing equity and inclusion in Canadian post-secondary education; SFU signed on as a partner to support this work. The first National Dialogue took place in early October and focused on anti-Black racism and Black inclusion in Canadian higher education.

Challenges encountered during the reporting period:

The challenges related to this objective are presented in Part B of this progress report.

Next Steps (indicate specific dates/timelines):

Next steps related to this objective are presented in Parts B, D and E of this progress report. The most essential next step at SFU is the creation of the position of Vice-President People Equity and Inclusion, which centralizes all institutional EDI efforts under the same vice-presidency by Fall 2021.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

**Challenges and Opportunities**

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (limit: 5100 characters):

The COVID-19 pandemic has provided substantial challenges, such as: 1. Hardships for Chairholders, particularly those with caretaking/caregiving responsibilities; and 2. Chairs requesting extensions have financial and planning implications for Faculties and the university, with new awardees requiring Chair positions that could be occupied for up to an additional year, reducing opportunities for new Chairs. However, there have also been opportunities. For example, the CRC Lead and Faculty Relations EDI Specialist have been able to meet with Search Committees more easily and frequently to address EDI issues and provide training through Zoom. Search Committees have been able to longlist a greater number of applicants and interview remotely. Although virtual meetings to interview candidates has not been ideal, it has been possible to interview candidates from other parts of the world, who pre-pandemic, may not have been able to travel to SFU for a two-day interview. This has removed potential barriers for some candidates, particularly apparent in a recent search for a T2 CRC in Microeconomics, which attracted 366 applicants worldwide. Other barriers, challenges and opportunities identified in the special advisor's report on EDI include: 1. Resistance to change and distrust about SFU's commitment to change: Community members recommended to frame EDI as a strategic imperative, central to SFU's capacity to excel and function. 2. Conversations about EDI can be triggering, painful, and polarized. Community members urged SFU to find ways to create the time and space for safe, productive and respectful dialogue, as well as to create a culture that supports the expression of dissenting views. 3. Recognizing the enormous heterogeneity of experiences, needs, and interests, SFU avoid a one-size-fits-all approach by taking the time to learn about the specific challenges and needs within each unit across the institution and create a tailored strategy that effectively addresses them. The Impact of Silos Because of the university's size, complexity, culture of autonomy, and the number of distinct units, much of the activity and work takes place within units (e.g., the Centre for Accessible Learning, the Indigenous Student Centre, the Office for Aboriginal Peoples, the Centre for Educational Excellence, International Services for Students, and the Interfaith Centre), with minimal interaction among units and/or other campuses. At present, there is no straightforward way to determine what initiatives and activities are being pursued, their status, or to assess how effective or impactful those activities have been, what other initiatives are planned, or what lessons can or have been learned. Some suggestions that have been brought forward to minimize the impact of silos include: 1. Bringing together members of the EDI committees or working groups across SFU to share information and best practices; and 2. Hosting a half or full-day event on a specific subject area and invite people who are developing resources, engaged in scholarship, or planning an event, or leading an initiative on that topic. Many scholars at SFU across various disciplines interrogate race, gender, sexuality, class, and ableism; however, there is no easy way to find out who they are. SFU would benefit from developing a separate list of EDI scholars and staff experts. Who should receive EDI-related concerns and complaints? Confusion exists over where and how to bring forward an EDI-related complaint or concern. Suggestions to address this include: 1. Creating an anonymous and online space for community input; 2. Scheduling community in-person discussion forums on a regular basis; 3. Providing training and support to enhance the skills of faculty members, sessional instructors, and Teaching Assistants in managing tricky situations and challenging conversations; and 4. Designating a person or office to which such concerns could be brought to, with the authority to investigate and require that action be taken. The office of the Vice-President, People, Equity and Inclusion will ensure the complaints/concerns process is streamlined and effective by involving all relevant parties. EDI and Reconciliation As SFU moves forward in fulfilling its EDI commitments, it will need to consider and clarify whether its commitment to and its work towards Indigenization, reconciliation and decolonization will be advanced alongside or within that EDI structure. SFU's strategic documents, policies, and operational documents should be reviewed to ensure unambiguous language indicating that EDI and reconciliation are fundamental values at SFU and an intrinsic and vital part of the university's vision and mission. Physical Accessibility The Rick Hansen Foundation offers accessibility certification, a rating system that evaluates accessibility like the Leadership in Energy Efficiency and Design (LEED) certification does for sustainability. SFU should consider whether to be assessed for certification and consider investing in staff training, to increase its internal capacity for assessing physical accessibility.

**Reporting on EDI Stipend objectives not accounted for in Part A**

**Instructions:**

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

**Objectives associated with your institution's EDI Stipend application**

**Table C1.** Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

### EDI Stipend Objective 1

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Develop a custom-tailored EDI training module for CRC and faculty search committees at SFU to help ensure procedural fairness, increase diversity in our chairholders, and develop diversity competencies in our faculty. This initiative is directly aligned with the following recommended objectives in SFU's CRC EDI Action Plan: • #3: Build practices and processes to sustain or increase diversity among CRC chairholders and applicants. • #14: Provide equity, diversity, and inclusion training and resources for all faculty and CRC hiring/search committees, such as providing unconscious bias training, written resources, or coaching. Recognizing and successfully managing the potential negative impacts that unconscious bias can have on assessment and decision-making processes, requires training, support, and resources for nomination and search committees throughout the entire process. Currently, committee members at SFU work closely with our CRC & Equity in Research Leads to design their search and are directed to the Tri-Agency's Bias in Peer Review training module for unconscious bias training. This is one of the only aspects of the CRC nomination process that we "outsource" and while at present, it is a critical resource for us, its passive format and inability to be customized with SFU specific content limit its effectiveness with our search committees. Because the CRCP training module was designed for peer review, it misses some important components that critical in hiring processes. We need a training module that is specific to SFU policies and explicitly discusses EDI considerations and best practices for each component of the search process (committee composition, job posting, interviewing, shortlisting, etc.) An in-house EDI in hiring training module will enable SFU to: • Tailor the module to CRC/Faculty searches and scenarios relevant to SFU; • Control the content (enabling us to revise content as targets change and/or best practices evolve); • Engage participants through interactive activities; • Ensure that EDI aspects are explicitly covered for every step of the process; • Track completion of the module (streamlining administration and record-keeping); • Identify specific areas where participants experience difficulty (and follow up with additional training and refine content as necessary); and • Fill a notable gap in SFU's CRC EDI Action Plan.

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

Key performance indicators include: • Number of participants who complete the module; • Time spent completing the module; • Percentage of correctly answered quiz questions; • Amount and quality of engagement in activities and discussions; • Participant survey feedback; • Diversity of applicant pools, shortlisted candidates, and chairholders; and • Uptake by other SFU units (e.g., Faculty Relations) and committees (e.g., TPC, awards/honours) The module will be developed with built-in analytical features that will allow us to track participant progress such as the performance indicators listed above. We anticipate that: • Ten CRC search committees, or approximately 60-90 participants, will complete the module in the first year; • Participants will spend 5-10 hours completing the module; • Discussions and activities will lead to greater engagement, understanding, and action; • Survey responses will indicate that participants have a deeper understanding of the impact of implicit bias and feel better equipped to mitigate bias and incorporate EDI best practices; • Diversity among chairholders will be increased; and • Search committees for non-CRC Faculty appointments will borrow elements of the training module over the next few years.

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

An EDI working group was formed in Summer 2020 to provide subject matter expertise and advise on content development for the module. Members include the Specialists in EDI from Human Resources, Faculty Relations, and the VP Academic, Strategic Initiatives, the Equity in Research Lead and the Director of Institutional Strategic Awards. The modules were developed and reviewed in an iterative process over the course of six months. An Interactive Training Developer was hired in September 2020 to lead the design and development of the training course using Articulate e-learning software and the Canvas platform. In November-December 2020, consultations were held with SFU Communications & Marketing teams to ensure the design was aligned with SFU's brand guidelines and best practices. In January-February 2021, we collaborated with the Centre for Educational Excellence to develop a series of graphics and icons to add to the module design. In March 2021, we engaged an external EDI consultant to review the content and carry out targeted stakeholder consultations. We also contracted the services of a videographer to produce a series of video interviews with current/former Chairholders and Search Committee members to include in the training module. These final activities will take place in Summer 2021. Next Steps: • Finalize module implementation – June 2021 • Content review and consultations with stakeholders – June 2021 • Videography – June 2021 • Test and debugging stage – July 2021 • Launch of course to the first Search Committee – August 2021 • Launch of course to Senior Management (e.g., Deans) – September 2021 • Initial performance indicator analysis – October-December 2021

Outline the total expenditures below:

| | |
|---|---|
| Total funds of EDI stipend spent on the objective: | 50000 |
| Institutional commitment (if applicable): | 17193 |
| Total funds spent: | |

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

| | Amount $ | Source / Type (cash or in-kind) |
|---|---|---|
| 1 | 17193 | in-kind |
| 2 | 0 | cash |

**Table C2. EDI Stipend Impact Rating**
Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

Provide a high level summary of how the stipend was used:

Most of the stipend was used to cover personnel costs. We hired a student from the Interactive Arts & Technology Co-op Program at SFU as an Interactive Training Developer. This role's responsibilities included: • supporting the development of an interactive, web-based training course using Articulate e-learning software, • uploading of the training modules into Canvas, • coordinating the testing/piloting of the course and implementing revisions, • documenting procedures for revising and uploading the training modules, and • preparing a user manual. A portion of the stipend was used to engage an EDI Consultant, Alden E. Habacon, one of Canada's leading diversity and inclusion strategists and facilitators. He is well known in this field and highly regarded for his fourteen years of impact, and his innovative work around inclusive leadership, unconscious bias and intercultural training. A small amount was used for videography services related to the filming and post-production editing of the video series. Funds were also used to purchase annual subscriptions to the Articulate e-learning software. The remaining funds were used to purchase small gift cards as a thank-you to SFU faculty members who contributed their time and expertise to the module.

Do you have other objectives to add?

No

**Additional Objectives (if applicable)**

**Table C1.** Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

**EDI Stipend Objective 2**

**EDI Stipend** Objective 3

**EDI Stipend** Objective 4

**EDI Stipend** Objective 5

**EDI Stipend** Objective 6

**Part D: Engagement with individuals from underrepresented groups**

Outline how the institution has engaged with underrepresented groups: e.g. racialized minorities, Indigenous peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

Indigenous Cultural Awareness and Safety Community conversation participants suggested that SFU could, in consultation and collaboration with the Office for Aboriginal Peoples, the Indigenous Students Centre, SFU's Aboriginal Steering Committee and others: 1. Further broaden opportunities for San'yas training for employees; 2. Promote use of the Reconciliation through Indigenous Education MOOC created by UBC and promote opportunities for group learning (https://pdce.educ.ubc.ca/reconciliation/); Promote the University of Alberta Indigenous Canada MOOC and create opportunities for group learning (https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada); 4. Circulate the BC Campus self-study professional learning series (Pulling Together: A Guide for Indigenization of Post-Secondary Institutions) published in 2018 to the SFU community and consider developing some in-person learning modules for the SFU community with Pulling Together as background reading (https://bccampus.ca/projects/indigenization/); 5. Create a mandatory learning module for all new students (and new employees) and include it as part of the onboarding process; 6. Change the format of new employee and new faculty orientation to include opportunities to learn more about the Coash Salish peoples and their territory; 7. Develop an Indigenous Cultural safety policy, similar to Vancouver Coastal Health: http://www.vch.ca/Documents/Indigenous-cultural-safety-policy-booklet.pdf; 8. Create intervention programs teaching cultural safety and anti-racism and mandate them for all SFU employees; and 9. Student participants suggested having more classes that include content and discussion of Indigenous history and culture and creating more opportunities to have conversations with Aboriginal peoples. In addition to the work being done by the Indigenous Student Centre, the Office for Aboriginal Peoples the Teaching and Learning Centre, the Faculty of Education, and many others, some of the learning opportunities at SFU in 2018-19 include: 1. SFU Human Resources Learning & Development website now includes a list of opportunities for increasing knowledge and understanding of Indigenous cultures: https://www.sfu.ca/human-resources/learning-development/learning-opportunities-for-indigenous-knowledge--awareness-and-u.html. 2. SFU Human Resources received ASI funding to support San'yas training for 500 SFU employees. The goal of the program is to increase Aboriginal-specific knowledge, enhance individual self-awareness, and strengthen skills for working directly or indirectly with Indigenous people. As of Spring 2019, over 325 people from across SFU had completed or registered for the training. 3. The Teaching and Learning Centre (now the Centre for Educational Excellence) offers workshops and guidance on Indigenizing curriculum and course outcomes. Ableism and (Dis)ability – Universal design The EDI group also collaborated with the Centre for Accessible Learning to host a student panel titled Navigating Higher Education as a Student with a Disability, featuring five SFU student panelists with a range of disabilities. Community members have spoken about the importance of universal design across all aspects of the university. Participants pointed out there are simple steps that all instructional faculty can take to create an accessible and inclusive learning environment for all students. For example, attention to: 1. Physical accessibility (wheelchair access; scent-free; include information on course syllabi about campus resources for disability and mental health; providing lecture slides and notes in advance; attention to fonts, colors; schedule frequent breaks); 2. Social accessibility (territorial acknowledgement; preferred names; gender pronouns; check-ins about needs; develop community guidelines for a safe and supportive learning environment; incorporate diverse voices and perspectives in course materials; actively support marginalized students); and 3. Assignment accessibility (multiple formats for assignments; make-up opportunities; offer flexible deadlines). Mental Health During the spring 2019 Human Resources offered some workshops on mental health in the workplace delivered by an instructor from the Canadian Mental Health Association. SFU should consider creating a wider range of opportunities for the community to come together to talk about staff and faculty mental health, to raise awareness, and to reduce the stigma. In a March 2019 report prepared for the Student Experience Initiative Working Group, SFU's Health Promotion group summarized the fall 2017/spring 2018 student-led dialogues and consultations held across all three campuses to gather input and suggestions to overcome barriers that prevent SFU from achieving a more inclusive and equitable learning environment for students with mental health issues. Women During the spring of 2019 opportunities were offered by the EDI group for in-person dialogue. Some sessions were open to everyone while others were designated for members of specific groups. The Provost's Office also provided support for the SFU Women's Centre to host a conversation with students on behalf of the EDI group. There are various networks and supports for women at SFU. Academic Women, an organization of women faculty, lab instructors, and librarians, creates a network of women in the SFU community for support and advocacy. The VPA provides funding annually to support Academic Women. As mentioned above, to further broaden the opportunities for input into the It's Time to Listen, Talk and Reflect conversations, the VPA&P provided additional funds to Academic Women in 2019 to create opportunities for AW to host conversations with its members. Other networks and supports for women include WWEST (Westcoast Women in Engineering, Science and Technology) and its Chairholder Dr. Lesley Shannon. In addition to partnering in a range of projects, events and activities, WWEST provides a range of EDI resources. The SFUFA Equity Committee also supports and advocates for all of its members. The SFSS Women's Centre provides support and services to students of all genders. The EDI group actively promoted and supported several events organized by the Women's Centre, including the National Day of Remembrance and Action on Violence Against Women. And, as noted above, the Centre hosted Tea Time Talks with its members and provided input for this report. LGB2SQ+ Community conversation participants noted that SFU does not have a formal group or network to support or advocate on behalf of LGB2SQ+ staff and faculty. The SFU Student Society provides funding to Out on Campus (OOC). SFU Human Resources offers a workshop titled Beyond the Binary and is looking into offering more in-depth educational opportunities on this issue for all employees. Participants commented positively on the use of pronoun rounds at the beginning of meetings and the inclusion of pronouns on many SFU employee signature lines. Participants recommended that faculty, sessional instructors, and TAs be provided with some guidance and suggestions for use of pronouns in the classroom. SFU does not have a policy on the use of pronouns. Misgendering and the failure to use pronouns has been brought to the attention of SFU's Ombudsperson. Out on Campus created a postcard about the use of pronouns. The postcard was included in the materials available at New Faculty Orientation (Aug 2019). Some transitioning participants spoke about the various challenges they faced in attempting to change their gender marker and names and recommended that SFU take steps to address this. Out on Campus created a Trans and Gender Diverse Guide to SFU, primarily directed at students, which is currently in the process of being updated. SFU employees have access to resources that the university hasn't publicized effectively. For example, there are potentially helpful resources within the EFAP program, such as A Resource Guide for Trans and Gender Diverse People, but not all SFU employees are aware of these. As well, all SFU employees have access to the Canadian Centre for Disability webinars and resource library and access to Pride at Work Canada. These supports and opportunities should be better publicized and made accessible to all. All Gender (or Gender Inclusive) Washrooms and Change Rooms The issue of all-gender washrooms and change rooms was raised by several members of the community. This included questions about where the washrooms are located and why there aren't more of them. Some community members suggested that SFU prioritize all-gender washrooms in those spaces to which it regularly invites members of the public. The EDI group, with the help of several students, developed an initial list of washroom locations at the Burnaby campus. https://www.sfu.ca/content/dam/sfu/vpacademic/files/equity_diversity_inclusion/Universal%20washrooms%20-%20Preliminary%20List%20-%20Jan%2023%202019.pdf. The group is continuing to work with Facilities Services, the Centre for Accessible Learning, Out on Campus, the Women's Centre, and students to not only expand the list to include Surrey and Vancouver campuses, but to identify and bring forward related issues. Intersectionality Conversation participants commented on the many identities or social categories by which people differentiate themselves. An intersectional approach to EDI begins with the understanding that different facets of social diversity do not exist separately or in isolation from each other and this informs and affects the barriers faced by different groups. Next steps include creating an inclusive and intersectional model going forward that will capture the depth of human experiences that people bring with them and reflect the lived experiences of people of all ages.

**PART E:  Efforts to Address Systemic Barriers More Broadly within the Institution**

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where possible. Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

In the spring 2019, the "It's Time to Listen, Talk, and Reflect" speaker and conversation series was launched (https://www.sfu.ca/vpacademic/equity-diversity-and-inclusion/Events.html). Funded by the Vice President Academic and Provost (VPA), the purpose of this community conversation and speaker series was to create opportunities to raise awareness and to provide space for the community to engage in dialogue about Indigeneity, gender identity and expression, racism, and ableism. The first four talks in this series were: 1. "With new developments in Indigenous education and languages, what is the role of universities?" 2. "Two spirit reconciliation: Honoring the Truth and Reconciling for the Future" 3. "It's not all about Recruitment: Support and Retention are Essential to the Practice of EDI" – in conversation with SFU Faculty members Kumari Beck, June Francis, and Ozlem Sensoy. 4. "Ableism and Disability in Higher Education: Possibilities for Radical Inclusion". To further broaden the opportunities for input into the "It's Time to Listen, Talk and Reflect" conversations, the VPA provided funds to SFU's Academic Women (AW) group to create opportunities for AW to host conversations with its members. During the spring 2019, questions were posted on the EDI website and offered as conversation starters at the in-person sessions. Some SFU units have developed their own EDI committees or working groups to further their own strategic or academic plans. For example, the School of Contemporary Arts has an Equity Committee with terms of reference that include ensuring that a member from the committee is present on each hiring committee, reviewing hiring procedures that ensure equity in hiring practices and diversity within the faculty, supporting the School's initiatives to prevent discrimination and harassment and ensuring that the School's curriculum reflects its diverse student population and increase Indigenous presence and perspectives. The University Librarian's Working Group on Equity, Diversity, and Inclusion provides another example. Their work includes: advising on a staff training plan, identifying changes to library policies that will make SFU Library services more inclusive, and providing input into library policies and processes to improve the Library as an equitable and inclusive workplace. SFU community consultations have revealed that even if SFU establishes a central office, it would be beneficial to have personnel working to advance EDI at the service unit, Department, or Faculty level such as: Equity & Inclusion Ambassadors or Champions in units across the institution and bring them together regularly to discuss concerns and formulate recommendations; EDI Advisory Groups or Committees in each Faculty comprised of faculty, staff, and students as a means of supporting and advancing EDI work across SFU but to also function as a place to bring forward concerns, ideas, and recommendations that could then be funnelled up to the institution-wide committee or the university's most senior EDI lead. Intercultural competence The SFU Library recently updated and published its Intercultural Communication, EDI Training Guide which provides a starting point for learning. Some SFU employees and units have benefited from the Intercultural Development Inventory (IDI) assessment, but SFU has limited capacity to do this work as there is only one member of staff qualified and licensed as an assessor. Human Resources also offers workshops on intercultural understanding. Student Services offers a free, 6-week online facilitated course every term for students who want to increase their intercultural understanding and cross-cultural communication skills. The SFU Global Student Centre has offered a range of learning opportunities and programs. The Teaching and Learning Centre has a range of offerings – for example: Approaching Culturally Diverse Classrooms; and Beyond Diversity and Inclusion: Anti-Oppressive course design and justice-centered pedagogy.

**Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.**

I have reviewed my responses and I am ready to submit my report.

A reminder that institutions are required to post a copy of this report (as submitted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS.

**This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit.'**

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