Canada Research Chaires de recherche
Chairs du Canada

Canada

TABLE OF CONTENTS

You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select anoth
Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete Full Report".

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 navigat
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
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. Ensure to remove all numbers less than 5 prio
where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

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
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 k
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:

Alda O'Grady

Position Title:

Research Project Manager, CRC Lead

Institutional Email:

alda_ogrady@sfu.ca

Institutional Telephone Number:

(778) 782-3061

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 Satisfies

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 environm requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individual (e.g. women, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ individuals) at the respective institution; institutions we 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 review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M. measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: 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 indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any ad correction, obstacles, lessons learned, etc.) for each objective.

Key Objective 1

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 increase the diversity of its ch December 2022, 2025 and 2027 equity targets, we continue strategically utilizing our CRC allocations to diversify our research culture further.

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: - Possible misconceptions about employment equi resources explaining EDI concepts;   - Uneven focus on one of the designated groups, e.g., women; and - Lack of representation on hiring committees by members of the designated groups.

Corresponding actions undertaken to address the barriers:

- Developed 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 con Employment Equity Policy Environmental scan - To ensure equitable hiring processes are followed in the recruitment of CRC positions and address the lack of representation in hiring committees, S guide, which includes references to EDI practices and requirements in the CRC program.   o Created the CRC Administration Guide as well as a resource guide for CRC ad postings to aid search com suggestions for sites that advertise to members of under-represented groups.   o Started monitoring upcoming chair allocations as they become available to ensure efforts are made to maintain or i for hiring and recruitment including a structured interview guide, interview questions etc.

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

- 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. The CRC program a chairholder self ID data. Both sets of data inform whether SFU is increasing and/or sustaining representation within chairholders. It also allows us to plan for upcoming vacancies within CRC positio conducted an environmental scan of employment equity policies at other Canadian universities. This information will be used to guide the review of SFU's employment equity policy - CRC search co Equity in Research Leads to ensure equitable recruitment processes, and are directed to the Tri-Agency's Bias in Peer Review training module on unconscious bias. However, the module's format, ina content and peer review focus limit its effectiveness for search committees.

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

Using the 2020 CRC EDI stipend, an in-house unconscious bias training module was developed. The module is comprehensive and includes not only an overview of unconscious bias, but also how u stages of the hiring process including: the job advertisement, long listing, shortlisting, interviewing and negotiating with candidates. The module includes interviews from prominent people in the Ui (Dr. Joy Johnson), the special advisor to the president on anti-racism (Dr. June Francis), chair of the Indigenous studies department (Dr. Deana Reder) and a current CRC chair holder (Dr. Donald Es also updated and released a number of central resources to assist search committees through the hiring process. This includes items such as: 1. Interview questions inventory 2. Phone screening Faculty Recruitment and Retention guide   Structured interviews and central resources such as the ones above foster equity in the hiring process, reduce the impacts of potential bias in evaluation uniformly applied across the university.   Faculty Relations also undertook a scan of all employment equity policies in Canada. The output was a set of recommendations and a template for policy a

Challenges encountered during the reporting period:

There were no active or planned CRC searches once the EDI module was finalized in fall of 2022. Thus, widespread dissemination was postponed.

Next Steps (indicate specific dates/timelines):

- The EDI in hiring module is expected to be used for at least 5 CRC searches throughout 2022, SFU's CERC selection process (February – March 2022), the internal selection for the Robbins-Ollivier
CRC searches by request. We anticipate more than 60 individuals will take the EDI in hiring module in 2022.   - While the EDI in hiring module is fully finished and functional, we anticipate that ther
updated. We anticipate we will undertake a review and release a second version of the EDI in hiring module in early 2023. - The EDI Executive subcommittee finished an environmental scan of em
environmental scan will be used to inform a plan of actually developing the policy in terms of a new employment systems review and data collection throughout 2022.

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. A student from the Interactive Arts & Technology Co-op Program at SFU was hired as an Interactive Training Developer. This role's responsibi
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 implementi
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 a
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 us
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 sma
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)

Do you have other key objectives to add?

Yes

Key Objective 2

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 and carry out an annual review of the CRC 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):

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.,
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 t
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 underrepresente
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 an

Corresponding actions undertaken to address the barriers:

1. Updating Self-ID survey 2. Updating computing ID change process

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) 3. SFU
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 summ
Diversity and Inclusion (CCDI) and are now available to view in full on our Equity, Diversity and Inclusion (EDI) reports page. 2,100 active staff and faculty members (38.8% of those surveyed) resp
for staff and faculty surveys at the university.   The respondents of the diversity meter survey were 36.2% racialized persons, 59.4% women, 2.8% Indigenous persons and 18.7% were persons w
there may be ascertainment bias if members of some groups were more interested in responding to the survey than other groups. The proportion of groups among the respondents may be differer
SFU.   Compared to their representation among all SFU respondents who completed the Diversity Meter survey: 1. Women are more represented among Staff roles (64.6%) and are less represen
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 ro
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
all Other (19.6%) roles and less represented among Faculty by a difference of 3.5%. 5. Indigenous Persons are proportionally represented among Faculty (3.7%) and Staff (2.3%).   The findings
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
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 respo
among all respondents, those identifying as Trans, Two-Spirit, Non-Binary or Not Specified are proportionally represented (=<1% difference) among Staff and Faculty Roles. There is no known repr
Senior Leadership roles.

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

In the summer of 2021, the existing self-ID survey that SFU used to collect self-ID data from CRC applicants was reviewed to ensure terminology was up to date and best practices for collecting dat by multiple people within the institution including the CRC Lead, the Equity in Research Lead, Senior Advisors in research and the EDI specialist in Faculty Relations. The survey was subsequently u preferences (e.g. using Racialized minorities instead of visible minorities) and finalized in August of 2021. In late 2021, the CRC program advised they would start tracking data on gender minorities equity target for representation from women within the program. Following this program update, SFU revised the self-ID survey for a second time, to allow better availability and quality of data for survey is being used as a reference point for implementing the university-wide self-ID survey.   Work also begun on removing barriers for trans/gender diversity community members by updating charter for the identity management system has been developed and the work is on-going to streamline business processes across units.

Challenges encountered during the reporting period:

Resourcing issues and the delayed appointment of the new Vice-President, People, Equity and Inclusion (VPPEI) have caused a delay in the updated computing ID process being fully implemented

Next Steps (indicate specific dates/timelines):

1. Winter 2022-23 - Review the updated Self-ID survey to assess if it is meeting the needs of the institution for the purposes of tracking progress towards the program's equity targets. 2. Summer is used to track historical CRC data and active chairholders. As the database is managed and created internally, there is flexibility in what is tracked. Over the summer of 2022, we will work with our CRC database to permit us to begin centralized tracking of institutional supports. Tracking it in a more sophisticated manner will allow better availability and quality of data and allow us to track it o

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. 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 barriers identified in the Employment Systems Review such as: 1. Possible misconceptions about employment equity;   2. Lack of representation on hiring committees by focus on one of the designated groups; and 4. Lack of support for mentorship, career planning and professional development.   In the Final Report to SFU Executive regarding the SFU EDI Initiati 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 coordination and/or collaboration between units (i.e., silos)

Corresponding actions undertaken to address the barriers:

- Increasing personnel related to EDI initiatives   - Creation of new training resources - SFU Endorsed the Dimensions charter and has been selected as one of 17 Canadian post-secondary institutio 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 collect 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 competenci

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 com respondents), key demographic findings, when compared to available benchmarks, include: - Racialized persons, Women, and LGB2sQ+ persons are over-represented;   - Persons with a disability a 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. Lo 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 thresho 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. Wom disability are more represented; and   2. LGB2sQ+ and Indigenous Persons are proportionally represented.   The following themes were identified from the examination of respondent's written fee 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 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:

- The position of Vice-President, People, Equity and Inclusion (VPPEI) was created in December 2021 to provide strategic leadership across the university to advance SFU's commitment to EDI. She the university and a key member of the executive team. As the leader of SFU's People Planning and Faculty Relations functions and driven by an EDI mandate, the VPPEI will be accountable for stra drives change and impacts culture as it relates to the recruitment, retention and engagement of exceptional staff and faculty who can thrive and reach their full potential. - Establishment of a new group was struck, co-chaired by Squamish Councillor and Spokesperson and SFU alumnus Chris Lewis and Provost Catherine Dauvergne. This working group will provide advice on the position, the listening and engagement process will take approximately six months and will be guided and led by Indigenous protocols and practices to understand the needs and wishes of local Indigenous com campuses reside. - In May 2021, SFU's new Bullying & Harassment policy was approved by the Board of Governors and came into effect for all community members. Subsequently, a new Respectf module was developed and all SFU faculty and staff were required to take the training. - In July 2021, Dr. June Francis was appointed as Special Advisor to the President on Anti Racism. This role on matters of anti-racism and institutional change with a focus on anti-Black racism as well as equity, diversity and inclusion. - In September 2021, SFU appointed a new director of the Human Righ safe, timely, confidential and impartial advice, support, referrals and information to members of the SFU community on issues related to human rights - In November 2021, SFU signed onto the Sca Black inclusion in Canadian Higher Education June will offer me advice and guidance on matters of anti-racism and institutional change with a focus on anti-Black racism as well as equity, diversity a to support the implementation of the Bullying and Harassment policy and support people who have reported cases of harassment and bullying. This role will also lead education and communication central location for EDI resources for research funding applications was created in August 2021.   - Construction began on the First Peoples' Gathering house. This $15 million project in partnership central to Indigenous education at SFU and will serve as a shared gathering/social space for aboriginal students, staff and community, a space that provides greater understanding of Aboriginal peo campus-wide cultural events, workshops and celebrations. - SFU launched theInclusion benefits us all campaign - a collection of tools, resources and actions the community can take to ensure that feel safe, welcome and included at SFU.   - SFU entered a Memorandum of Understanding with Tsleil-Waututh Nation and is renewing an agreement with Squamish Nation to continue our path in de Nations.

Challenges encountered during the reporting period:

Given that many groups and individuals work on EDI initiatives across the university, it is difficult to coordinate all activities. With the hiring of the new VPPEI, we anticipate this will be streamlined i

Next Steps (indicate specific dates/timelines):

- 2022 and beyond – Now that a central location for EDI in research resources has been created and published online, we will now plan to promote it throughout the university. We will work with ou administration experts to determine how to best broadcast it to the university to ensure the resources are being used. We will also include links to this webpage when advertising funding opportuniti new accessibility legislation comes into effect in British Columbia. As a result, the university is required to create a plan, advisory committee and tools to increase accessibility in the institution. By S a plan to address the new provincial legislation.

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 Committe 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 2. Insuffic 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 unive 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 suppo 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.   Ad 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 fina ensuring transition plans are offered in an equitable way.

Corresponding actions undertaken to address the barriers:

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 an 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 reco 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 understanding of the barriers and challenges experienced by typically underrepresented groups and to design effective mentoring approaches.

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

- 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 Chairholde 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 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 Chairholders who would benefit from this type of professional development. - Anticipating the next CRC EDI instalment, SFU formulated a plan to develop a mentorship program and resources for t Nature Masterclasses, a collection of online resources to assist new faculty members and others in navigating their research leadership needs.

Next Steps (indicate specific dates/timelines):

- SFU was awarded the CRC stipend in 2022 and we will use the funds to develop mentorship resources for CRCs at the university. The ultimate goal will be to expand these resources so they are a Expected completion is March 2023.

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. Insufficient representation on hiring committees by members of t
support for mentorship, career planning and professional development.

Corresponding actions undertaken to address the barriers:

- The Institutional Strategic Awards office undertook a comprehensive review of SFU's CRC Administration Guide, including CRC Allocation Principles and Processes (see next steps). - New CRC allc
and published. The revised processes streamlined how CRC appointment packages are processed/approved.

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

- SFU has a current allocation of 49 CRCs: 21 T1s and 28 T2s. We are currently using 2 flex moves to flex 2 T1 chairs into 4 T2s thus SFU's current utilization is 51: 19 T1s and 31 T2s. - Chairs at S
share of tri-council funding. A percentage of chair allocations are also held centrally to recruit in strategic areas. From December 2020-December 2021 there were 8 searches completed for 11 CRC
searches, 2 were unsuccessful as they were unable to generate a large enough applicant pool or the top candidate had competing job offers. One of the unsuccessful searches will go on to re-post
nominations submitted, 7 CRCs awarded and 9 that were under review. Of the 12 CRC nominations that were submitted, 9 identified as members of the four under-represented groups.

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

- Following the community consultations about SFU's CRC administration guide, new internal CRC allocation principles and processes were developed and published. The new processes provide deta
Allocation process, 2) Search and Selection processes, 3) Nomination Development, 4) Decisions, 5) Chairholder Administration, 6) Renewals, 7) Institutional Supports, 8) Equity, Diversity and Inclu
accountable, consulted and informed (RACI) chart to identify roles and responsibilities for each stage of the CRC lifecycle. - The Research Intelligence Office, which is part of the VP Research and
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 too
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 wi
November 2021 to review the diversity of our Chairholders, based on the updated self-identification data provided by the program. In response to the new data, we determined next steps needed t
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 di

Challenges encountered during the reporting period:

Staff turnover was a challenging factor throughout 2021. A new CRC lead was on boarded, several people in the ISA office changed roles and other important stakeholders in the CRC lifecycle were
period. Positions are now adequately staffed and relatively stable so it is anticipated things will stabilize over the future years.

Next Steps (indicate specific dates/timelines):

The CRC & Equity in Research Leads, along with the ISA Director and the AVPR, have plans to meet twice per year to review the diversity of our chairholders to ensure we are on track for meeting
correct where needed. The next meeting date is still pending confirmation due to the program's delay in sending the next diversity data, which is anticipated in February 2023. Regardless, a meetin
we have ahead of December 2022. - During the Summer of 2022, the internal CRC database will be updated to include a new feature which allows the tracking of chairholder supports. This new fea
to monitor for potential inequities.

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

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 E
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
institution address these challenges and opportunities? (limit: 5100 characters):

The COVID-19 pandemic continues to provide substantial challenges such as: hardships for Chairholders, particularly those with caretaking/caregiving responsibilities, hardships for HQP, delays in p
and travel restrictions which prevented research activities. Given that we were several years into the pandemic now, most chairholders have adapted and found new ways to collaborate and conduc
university business to be conducted almost entirely virtually which has enabled search committees to meet more easily and frequently. This practice will continue even as we return to the "new nor
and search committee members. Staffing resources Over 2021, there was a lot of staff turnover and staff recruitment in positions related the CRC and EDI portfolios across the University. The ne
was originally anticipated the position would be filled in mid 2021. Several new Faculty Relations advisors were hired and trained in late 2021; these positions are key for advising search committees
faculty appointments. So there was some delay until they were all fully onboarded. A new CRC lead was also hired in mid 2021 and it took time for this person to familiarize themselves with the inst
fully staffed, and we expect stability and expertise to develop with time. Simultaneous launch of multiple major research funding programs 2022 has seen the launch of the 2023 CFI Innovation
Excellence Fund, the Canada Excellence Research Chairs, and the New Frontiers in Research Fund Transformation Stream. Managing these programs with overlapping and, often changing, deadline
been a challenging experience putting excessive pressure on available staff. When work volume is high, EDI work and initiatives tend to drop in priority. The Impact of Silos Because of the univer
the number of distinct units, much of the EDI-relevant activity and work takes place within units (e.g., the Centre for Accessible Learning, the Indigenous Student Centre, the Office for Aboriginal Pe
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 initiative
or to assess how effective or impactful those activities have been, what other initiatives are planned, or what lessons can or have been learned. We expect that these silos will be broken as the new
developed. 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 ar
continues to assist faculty members with EDI-related cases and is committed to working with the university to improve the material conditions of its members. Conversations about EDI can be tric
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. Recogn
needs, and interests, SFU plans to 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 s

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

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, wome the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environ underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been i underrepresented groups continue to be engaged? (limit: 10 200 characters)

A number of projects and actions have been in taken during the reporting period that directly engage with and contribute to removing barriers for individuals from underrepresented groups: - All u permanently change their display name to include nickname or gender pronouns. - SFU libraries launched the Indigenous Curriculum Resource Centre. The ICRC supports the interruption of repre 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 Indige https://www.lib.sfu.ca/help/academic-integrity/indigenous-initiatives/icrc - The Student Learning Commons published a suite of Inclusive and Antiracist Writing Guides which include: an overview, particular guides on Gender Identity and Sexual Orientation; Black, Indigenous, Peoples of Colour; Ableism, Mental Health, Disability, and Neurodiversity. https://www.lib.sfu.ca/about/branches-dep 2018, Dr. Angelica Lim completed a re-work of the SFU Computing Science Teaching Toolkit to incorporate problem-solving as a fundamental paradigm. The toolkit, which is provided free of charge incorporate computing science into their curriculum, has been adopted by over 100 high school teachers in Canada as of January 2021. https://www.sfu.ca/computing/cstt.html - The Centre for E together three outstanding Indigenous scholars to discuss how institutions and Indigenous peoples can work together to decolonize and Indigenize teaching and learning practices. https://events.sf Biological Sciences' Graduate Student Equity, Diversity and Inclusion Committee have established the first student-initiated Indigenous and Black scholarship for graduate students within the depart including Elder Margaret, Tim Michel and Ron Johnston, and Gabriel George from the Tsleil-Waututh Nation, spoke to their lived experiences with residential schools, what the schools symbolized, a the wounds and commit more deeply to reconciliation. - On June 17, 2021, FHS assistant professor Travis Salway moderated a conversation with the 2SLGBTQ+ Roundtable, a community-based he investigators and advocates shared stories of resilience in the 2SLGBTQ+ community during the COVID-19 pandemic, and discussed what cues and calls to action the cisgendered heterosexual maj supportive. - Funded through the Ministry of Advanced Education, Skills and Training's recent investment in Work Integrated Learning (WIL), members of SFU's WIL Equity, Diversity, and Inclusion resources for WIL practitioners and employers across BC. The project brought together WIL practitioners from throughout the province to identify barriers to WIL faced by students who experience Team led and coordinated the collaborative development and curation of resources and create an online EDI Resource Hub. The hub is designed to support WIL practitioners and employers to creat WIL opportunities for students who experience marginalization. - The EDI Team in Work-Integrated Learning offers the online learning opportunity Effective Intercultural Communication to all curr curricular credit. The course is designed to support students' intercultural development and capacities to engage across difference. The next free course offering will begin September 20, 2021. EIC understanding with 15 other universities and colleges across Canada. An employee-facing version of the course, Foundations of Intercultural Development (FID), also explicitly focuses on intercultu diversity, and inclusion. The FID curriculum has been offered out nationally and internationally through partnerships with the Canadian Bureau for International Education (CBIE) (2019 -ongoing) an

file:///private/var/folders/n_/trs82r955fl3fbxnlzgy31crnbb350/T/com.microsoft.Outlook/Outlook%20Temp/RespondentResponses.htm

Page 7 of 8

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 ba
diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence?
offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant, using the hyperlink boxe
include https://). Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Se
context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

With the Vice-President, People, Equity (VPPEI) and Inclusion taking up their position in spring 2022, EDI initiatives at the institution are expected to become more centralized and ramp up in the n
to fall into three major areas: People Strategies Priorities (Human Resources/Labour Relations and People/Organization Development) 1. Review services to improve people experience, optimize s
Strategies focused on relevant and timely recruitment, retention and wellness strategies for current and future employees in the post-COVID context with an emphasis on change management and
align to a philosophy for employee group engagement to rebuild trust and positively transform relationships with all unions and associations   Equity Office Priorities 1. Align executive support, mo
launch change and communications campaign to collect inaugural demographic data baseline and systemize equity data collection into the future 2. Mobilize team/committee to develop plan for SF
our employment lifecycle and campus experience with a particular focus on developing programs with equity-deserving groups to support belonging and thriving in all of our SFU community   Facu
delivery and operational excellence, including new faculty onboarding, Support to faculty admin/leader roles, and faculty life cycle review to identify opportunities and take improvement actions acc
cluster and preferential hires (special programs) including working to fulfill our institutional commitment to further diversify, such as fulfilling our commitment to hiring 15 Black faculty members   I
host a variety of roundtable discussions, speakers and conversation series that centre the voices and experiences of underrepresented groups. In 2022, SFU will also engage in a consultation proces
These actions will collectively foster an equitable, diverse and inclusive research environment.

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

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
the report to TIPS.

**This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmatio
completed form in HTML format once it is submitted.**

Jointly administered by:

CIHR IRSC   NSERC CRSNG   SSHRC CRSH