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Important Note

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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 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 TI 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 bold and to provide context for future iterations of the EDI action plan. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the

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

Contact information

Please complete the fields below.

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Simon Fraser University

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

<https://www.sfu.ca/research/crc-handbook/crc-handbook-equity-diversity-inclusion>

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):

12/01/2017

Rating given to the action plan in most recent review process:

Fully Satisfies

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

Associate Vice-President, research

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental 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 and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ individuals) at the respect 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

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan, as well as the systemic barriers these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions (your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) the main actions we they have progressed; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course corrections etc.) for each objective. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than 100 full-time employees optional).

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 targets and is on track to meet its 2025 targets, efforts continue to build practices and processes that contribute to diversifying the research ecosystem.

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 equity 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 be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress
Corresponding action 1	Implementation of an EDI training module tailored specifically for CRC searches to combat unconscious biases and ensure procedural fairness to increase capacity diversity competencies in our faculty members.	I
Corresponding action 2	To ensure equitable hiring processes are followed in the recruitment of CRC positions and address the lack of representation in hiring committees, SFU has:	I
Corresponding action 3	Developed a COVID-19 Impact statement for faculty members to disclose any delays/disruptions to research due to the pandemic	I
Corresponding action 4	Continuation of anti-bias training offerings for search committees; development of associated resource material (pre-training materials and follow-up documentation/tools)	I
Corresponding action 5	Expanded anti-bias workshop offerings beyond hiring committees to include tenure and promotions committees - considerations for, and an examination of, fairness in faculty evaluation	I
Corresponding action 6	n/a	No

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 job advertisement period. The updates on 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 committees that have completed the EDI in hiring training module custom to CRC searches and SFU - Number of individuals that have completed the EDI in hiring training module - Number of no hiring training module

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 the stages of the hiring process including: the job advertisement, long listing, shortlisting, interviewing and negotiating with candidates. The module includes interviews from people in the University (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 Estep). completed by the first committee in January 2022. During the reporting period of December 2021 to December 2022, the module: • Has been used by 11 committees including 7 committees relate search process and 3 CRC searches. • Has been completed by 118 SFU staff including faculty, students, and staff. • Has been used by three additional committees unrelated to CRCs including inter promotion committees • Has been used to inform the practices of one Faculty's tenure and promotion committee Human Resources and Faculty Relations also updated and released a number of sustaining of diverse faculty members: 1. Delivered a revamped new employee orientation and continued revising and improving the process throughout the year in response to participants' feedback 3. Created tools and resources for leaders to support a shared approach to recruitment, performance management, awareness of workplace accommodations and industry best practices to foster in the workplace. Including a. General wellness resources b. Mental health information resources c. Recruitment and selection toolkit d. Workplace accommodation procedures Central resources : process, reduce the impacts of potential bias in evaluation and selection, and ensure EDI principles are uniformly applied across the university.

Challenges encountered during the reporting period:

2021-22 saw the simultaneous launch of multiple, major institutional funding competitions from the Government of Canada including the CERC program, 2023 CFI Innovation Fund, Canada First Research Fund Transformation Stream. These competitions were in addition to ongoing management of other major programs, e.g. CRC program and CFI JELF, which require extensive monitoring. Changing deadlines was challenging, putting excessive pressure and stress on available staff. Unfortunately, these extra stressors often result in EDI initiatives being delayed or run off the side of the Leaders are engaged with initiatives that have tight deadlines.

Next Steps (indicate specific dates/timelines):

- While the EDI in hiring module is fully finished and functional, after its first year of existence content updates need to be made as the equity, diversity and inclusion context is continually evolving, who completed the module so that it could be incorporated into future versions. In Fall 2023, work will begin to revise and update the module so that a second version can be released that continues to date with the evolving context. - In Spring 2023, the Vice-President of People, Equity and Inclusion will publish SFU's Equity Compass, a strategic framework outlining the focus for SFU's institution years (2023-2025) that is expected to be embedded in all aspects of the University. - In Spring 2023, a presentation on the development, implementation and operation of the EDI training module Research Administrators 2023 National Conference, where research support staff across institutions in Canada share best practices. - An environmental scan of accessibility committees as SFU pre requires public sector organizations to establish an accessibility committee, accessibility plan and build a tool to receive feedback on their accessibility. - The EDI Executive subcommittee finished a policies across Canada. This environmental scan will be used to inform a plan of actually developing the policy in terms of a new employment systems review. Data collection will continue in 2023 with a group with the goal of launching a survey for data collection in mid 2024. - Throughout 2023, develop processes for inclusive and coordinated practices with regard to updating computing IDs with

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.

The 2020 EDI stipend was used to develop the EDI in hiring training module to combat unconscious biases and ensure procedural fairness. The funds were used to hire a consultant to help develop the module in Canvas (SFU's online learning environment) and towards staff time for developing content and overseeing the project.

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., continues to create a significant barrier within the University a central approach to collecting self-identification data is developed. The CRC program prompts us to focus our efforts on the four federal Employment Equity Act, however internal initiatives within the University start to expand to groups beyond this definition such as neurodivergent individuals.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Pro
Corresponding action 1	Updating Self-ID survey	I
Corresponding action 2	EDI Data task force was launched by the VPPEI portfolio	I
Corresponding action 3	Internal database updates	I
Corresponding action 4	Coordinated processes for updating computing ID change process	I
Corresponding action 5	Engagement sessions for the development of SFU's Equity Compass	I
Corresponding action 6	n/a	No

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

In 2022, SFU's Equity Office will undertake work on an institutional EDI strategic plan called the Equity Compass. The Equity Compass will provide a clear and concise summary of equity themes across the university and communicate how we will make progress over the next 3 years. The Equity compass builds on information gathered from 2007 to 2022 including surveys, engagements, needs and engagement sessions were held for various groups Faculty, Student and Staff with over 250 participants.

Outcomes and Impacts made during the reporting period:

Updating Self-ID survey: SFU's CRC lead collects self-ID data from CRC applicants during the search process. Two updates were completed in 2021. A third update was completed in 2022 following job posting, specifically to clarify the question asking respondents to identify as a woman or gender minority. This change was prompted following the program update regarding their re-classification of minorities. As part of SFU's commitment to fostering an inclusive and equitable environment, SFU has embarked on the development of a comprehensive Diversity Data Framework. This framework related to diversity within our institution. In September 2022, the EDI data taskforce was established, consisting of dedicated individuals from various departments within SFU. The taskforce held several sessions and discussion on key areas of the EDI data ecosystem. SFU's CRC self-ID survey continues to be used as a reference point for developing the university-wide self-ID survey. Intern CRC lead worked with SFU's Research Intelligence Office to update SFU's internal CRC database to begin centralized tracking of institutional supports for CRC nominations. Previously, this data was tracked in a more sophisticated manner allows better availability and quality of data. The database was successfully updated to allow us to input institutional supports such as salaries, stipend release and any associated CFI commitments to ensure equitable supports are offered to CRCs across the university. Work continues on developing coordinated practices with regards to removing members by updating computing ID change processes.

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. Spring 2023 – Begin using the readily available institutional support data to ensure new CRC appointments and renewal appointments receive equitable institutional support relative to their career university. 2. Winter 2023 - 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. 3. Comparison process in terms of 1) determining what support that is directly related to the CRC appointment and within the sphere of influence of the CRC Senior Official (e.g., research stipends, tuition that are common to all faculty members (e.g., salaries, market differentials, stipends, start up, etc.) determine the best timing to consult with the faculty on equitable offers 4. In Spring 2023, SFU will provide a strategic framework outlining the focus for SFU's institutional equity, diversity and inclusion work that is expected to be embedded in all aspects of the University. 5. Throughout 2023, the stakeholders, establish student EDI data working groups and refine the diversity data framework.

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 Initiatives 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 be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Pro
Corresponding action 1	Increasing personnel related to EDI initiatives	I
Corresponding action 2	Creation of new training resources	I
Corresponding action 3	SFU Endorsed the Dimensions charter and was 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	I
Corresponding action 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.	I
Corresponding action 5	Development of SFU's EDI strategic plan (The Equity Compass) through engagement sessions and compilation of recommendations from existing reports	I
Corresponding action 6	n/a	No

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

In 2022, with a new Vice-President People, Equity and Inclusion in place, SFU embarked on a mission to develop and institutional EDI strategic plan including reviewing past reports to identify the r townhalls, roundtables, and one-on-one conversations to clarify understanding, and using the outcomes of these conversations to co- design the Equity Compass. The Equity Office reviewed 15 S diversity and inclusion and spanning from 2007-2023. Following the review of the reports, a spreadsheet of recommendations was compiled, recommendations were coded and then categorized into was completed with existing or emerging institutional strategic plans to highlight existing EDI-related commitments that needed to be upheld in the Equity Compass, including SFU's institutional str SFU's Walk This Path With Us report. In total, there were 212 recommendations and the main focus areas include: 1. Awareness and communications 2. Training and capacity building 3. Data c mentorship, and compensation 6. Reporting and conflict resolution 7. Policy and practice 8. Structural barriers 9. University capacity and accountability 10. Indigenization and reconciliation A I in the report (<https://www.sfu.ca/content/dam/sfu/edi/reports/SFU%20Recommendations%202016%20to%202020.pdf>) Additionally, the Equity Office co-hosted more than 30 roundtable disc students from our community and receiving over 800 lines of feedback on the proposed framework for SFU's EDI strategic plan. From September 2022-January 2023 over 30 round table discussions (administration, faculty and department), Faculty, Staff, Students, Mixed (student, staff and/or faculty), Campus based at Surrey and Vancouver and Employee Groups. The groups consulted include employee unions, the retiree association, Academic Women and student associations. Over 250 individual faculty, staff and students were engaged during these sessions. The round table discuss Compass Framework and offered an opportunity to provide feedback. Verbal and written feedback was collected during the discussions using five questions: 1. At this moment in time, what are y pertaining to EDI at SFU? 2. What are your current EDI concerns? 3. What do you like about the Equity Compass Framework? 4. What is missing from the Equity Compass Framework? 5. Do y the Equity Compass? The preliminary findings from the roundtable discussions included the following sentiments: 1) Prouds: Faculty and staff expressed pride in the work done by their units of equity initiatives were cited, ranging from increasing awareness to implementing structural changes. Both faculty and staff were proud of previous gender salary equity reports and their response equity and accessibility on campus. Faculty are proud of their efforts in the areas of indigenization, decolonization and anti-racism in curriculum development, research and teaching, as well as supp cautiously optimistic and proud that SFU has started its journey towards EDI and of the work being done to advance anti-racism in faculty tenure and promotion processes plus to diversify the prof the need for formalized structures and equitable distribution of workload for equity work to be sustained, as well as calls for accountability and action through allocation of time, resources, leadersh groups and staff representing employee groups expressed worry about the current state of SFU's respect and belonging systems in that the processes are not trauma-informed and negatively impar urged for prompt action on commitments to employment and pay equity. Meanwhile, faculty members raised concerns about protecting academic freedom and being able to express constructive cri warned against centralizing equity initiatives and urged for well-designed special programs that promote diverse hiring and retention, and meet B.C. Human Rights standards. 3) Likes: Collectively, design and consultation process and commitment to an iterative approach. They appreciated the clarity provided by the framework, including the definitions and a comprehensive list of principles th are not yet common practice at SFU. They also liked the metaphor of the Compass and that the framework demonstrated the progress made and ongoing efforts to showcase the current state of th the Compass builds on previous work done. 4) Missing: Participants in the consultation process highlighted the following as missing from the framework: a. The method SFU will use to measure; provision of support for individuals across the institution to effectively incorporate EDI work into their daily work instead of carried out on the sides of their desks, c. The allocation of dedicated res Equity Office, d. The integration and representation of student-specific equity concerns, such as support for international students and accommodations; and e. The role of academic freedom am students requested that policies regarding respect and safety be updated to reflect their needs, and that a flowchart specifically designed for students be provided to show the support they will rece provided suggestions focused on balancing centralization and decentralization and ensuring accountability in achieving outcomes. Despite a sense of urgency for results, some participants recognize and inclusion, as well as cultural transformation, takes time.

Outcomes and Impacts made during the reporting period:

- Dr. Yabome Gilpin-Jackson joined the university in May 2022 as its inaugural Vice-President, People, Equity and Inclusion. As the leader of SFU's People Planning and Faculty Relations functions an accountable for strategic, inspired and collaborative leadership that drives change and impacts culture as it relates to the recruitment, retention and engagement of exceptional staff and faculty wh Establishment of a new Indigenous leadership position. A working group was struck, co-chaired by Squamish Councillor and Spokesperson and SFU alumnus Chris Lewis and Provost Catherine Dauv on the position, the portfolio and supports for this new leader. This listening and engagement process will take approximately six months and will be guided and led by Indigenous protocols and pra local Indigenous communities, on whose shared territories SFU campuses reside. - In late 2022, SFU launched the Community of Practice for Equity Practitioners at SFU. This community of practice idea and information sharing on equity programs across all faculties and departments at SFU. - SFU's equity office begun work on the Equity Compass, a clear and concise summary of equity them the university and communicate how we will make progress together over the next three years. A series of community engagement sessions were held throughout fall of 2022. - Mary-Catherine K Advisor to the Vice President, People, Equity and Inclusion and is working alongside Suman Jiwani on mapping out the Faculty Relations equity opportunities. - Paola Ardiles has joined the equity o President, People, Equity and Inclusion and is working with our leadership team on a number of initiatives, including establishing a Community of Practice for equity practitioners in Faculty and Staff

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

Next Steps (indicate specific dates/timelines):

- In September 2022, 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 accessibility committees as SFU prepares to respond to BC's Accessibility Act which requires public sector organizations to establish an accessibility committee, accessibility plan and build a tool to re the EDI community of practice will establish their Terms of Reference to inform how they work together and promote EDI within the institution. - From January 2023-April 2023, engagement sessi take place including discussions with SFU's Academic Women Forum, SFU retiree's Association, and written feedback collection from the SFU community. - In spring 2023, SFU's Equity Compass wi to focus SFU's EDI work. - In 2023, SFU will conclude its search for the inaugural Indigenous Executive Lead. This position was created to provide the university with strategic leadership to advanc ensure that Indigenous voices are represented at the highest levels of SFU's governance structure. It addresses Calls to Action and recommendations set out in the Walk This Path With Us and Path Upholding Truth and Reconciliation as outlined in What's Next: The SFU Strategy.

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 univ 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 fin ensuring transition plans are offered in an equitable way.

Corresponding actions undertaken/to be undertaken to address the barriers:

Corresponding action	Progress	Pro
Corresponding action 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;	I
Corresponding action 2	Initiated the development of a mentorship resources for chairholders that can be extended to other research faculty members in the future.	I
Corresponding action 3	n/a	No
Corresponding action 4	n/a	No
Corresponding action 5	n/a	No
Corresponding action 6	n/a	No

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.

Outcomes and Impacts made during the reporting period:

- In 2022, 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 C 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. - Work begun on the project funded by the 2022 CRC EDI instalment related to developing mentorship resources for ch faculty members. In 2022, we developed and launched a survey to chairholders which asked them about: their mentorship experiences at the beginning of their career, their mentorship experiences mentoring arrangement. We also developed an interview guide to be administered to Associate Deans of Research at the institution for the purposes of an internal environmental scan. Preparation I scan including engaging a research assistant and identifying universities to examine. - The CRC Lead and Associate Director, Research Development signed up for "Entering Mentoring Facilitator Tr of Mentored Experience in Research (CIMER) (<https://cimerproject.org>). Entering Mentoring is an evidence-based, interactive mentor training curricula that engages mentors in collective problem sc optimize their mentoring practices. Mentors engage in learning communities through activities, assignments, case studies, and facilitated discussions to solve mentoring dilemmas and share success

Challenges encountered during the reporting period:

n/a

Next Steps (indicate specific dates/timelines):

- In 2023, an extension will be requested to the EDI stipend to continue work on the mentorship program and resources. Staff training, an environmental scan, participant workshops and resources 2024. - In early 2023, a webpage will be launched with mentorship resources to support mentorship relationships at the University and provide some guidance for those who do not have mentors. Associate Director, Research Development will take "Entering Mentoring Facilitator Training" provided by CIMER to gain a better understanding of requirements for Faculty mentorship and to support and resources at the university.

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 be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Pro
Corresponding action 1	Annual review of allocations and EDI data	(
Corresponding action 2	n/a	No
Corresponding action 3	n/a	No
Corresponding action 4	n/a	No
Corresponding action 5	n/a	No
Corresponding action 6	n/a	No

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 3 flex moves to flex 3 T1 chairs into 6 T2s thus SFU's current utilization is 52: 18 T1s and 34 T2s. - Chairs at 5 share of tri-council funding. A percentage of chair allocations are also held centrally to recruit in strategic areas. From December 2021-December 2022 there were 3 external searches and 1 emerge positions in 4 different faculties. All four searches were successful, including one which was a failed search in 2021. - For the CRC that was re-posted, the committee membership was updated with members. The committee undertook work to ensure the CRC job ad embodied the mission of the department and candidate criteria. The committee used an active recruitment approach and double search. In the re-posting, the applicant pool was very diverse with 50%/50% gender balanced, 27% identifying as a racialized minority and 40% identifying as having a disability. - In the reporting submitted, 14 CRCs awarded and 3 still under review. Of the 8 CRC nominations that were submitted, 7 identified as members of the four under-represented groups.

Outcomes and Impacts made during the reporting period:

- The CRC & Equity in Research Leads, along with the ISA Director and the AVPR, met in May 2022 and November 2022 to review the diversity of our Chairholders, based on the updated self-identifi response to the new data, we determined next steps needed to address shortfalls in reaching our targets, as outlined in our submitted target-setting plan. - As described above, new features were allows us to better track chairholder supports and better monitor for potential inequities. - In Spring 2023, the CRC Lead will meet with the Faculty Relations Advisors to review the CRC lifecycle at Relations advisors are key positions for advising search committees through the hiring process and finalizing faculty appointments.

Challenges encountered during the reporting period:

n/a

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 mid and late 2023. - A plan has been stipend to review our policies and procedures through an accessibility lens. Work will begin on this project in late 2023 and is expected to continue into 2024.

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

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Pro
Corresponding action 1		No
Corresponding action 2		No
Corresponding action 3		No
Corresponding action 4		No
Corresponding action 5		No
Corresponding action 6		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.

PART B: Challenges and Opportunities

Challenges

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. If COVID-19 has implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges? (limit: 5100 characters)

Staffing resources Over 2021, there was staff turnover and staff recruitment in positions related the CRC and EDI portfolios across the University including, the VPPEI, Faculty Relations Advisors, and for key roles that are involved in the CRC lifecycle. This stability now gives us the opportunity to review processes and improve them where needed. Additionally, the launch of the VP PEI office prov work across the institution, identify opportunities and devise a strategy to take advantage of them. Simultaneous launch of multiple major research funding programs 2022 has seen the launch o Canada First Research Excellence Fund, the Canada Excellence Research Chairs, and the New Frontiers in Research Fund Transformation Stream. Managing these programs with overlapping and, of development teams has 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 Silk culture of autonomy, and 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, t Educational Excellence, International Services for Students, and the Interfaith Centre), with minimal interaction among units and/or other campuses. Thus, there is no straightforward way to determ 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. With the arrival of the VPPEI, is demonstrated with the EDI advisory council, the EDI Community of Practice and the forthcoming equity compass. However, it will take some time for new initiatives to take effect and for those of 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. TI 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 triggering, painful, and j 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. Recognizing the enormous heterc 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 strategy that effective

Opportunities

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, a been discovered to date. (limit: 5100 characters):

n/a

PART C: 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.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

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

PART C: Reporting on EDI Stipend objectives not accounted for in Part A

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 individuals, Indigenous Peoples, persons with disabilities, wom during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any 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)

During the reporting period, the major initiative underway was SFU's work towards an institutional EDI strategic plan. As detailed earlier in the report, extensive work was undertaken to develop the and 30 engagement sessions with over 250 Faculty, students and staff. These engagement sessions included sessions specific to underrepresented groups including: a session for Indigenous faculty Women's Forum. In spring of 2023, feedback will continue to be collected from the SFU community and it is expected that this feedback will inform how to better interface and open dialogue with u addition to the Equity Compass work, a number of projects and actions have been taken during the reporting period that directly engage with and contribute to removing barriers for individuals f was among almost 50 post-secondary institutions that signed the Scarborough Charter, pledging to fight anti-Black racism and encourage Black inclusion in higher education in Canada. Following th Programs application was submitted to the B.C. Human Rights Commissioner to allow the university to conduct limited and preferential hiring of at least 15 tenure track Black faculty and 15 Black st expected in 2023. - SFU is committed to upholding truth and reconciliation as an institutional priority, and recognizes the importance of officially honouring September 30 in partnership with Indig conclude its search for the inaugural Indigenous Executive Lead. This position was created to provide the university with strategic leadership to advance Truth, Reconciliation and Indigenization and represented at the highest levels of SFU's governance structure. It addresses Calls to Action and recommendations set out in the Walk This Path With Us and Pathways reports while advancing our j outlined in What's Next: The SFU Strategy. - Similarly, the VP PEI has created a position for Director of Indigenous Initiatives, People, Equity and Inclusion. Both roles will be instrumental in guiding university including the establishment of an Indigenous hiring and future success/retention strategy and associated practices. - To further support truth and reconciliation and answer the calls to ac Report, Walk this Path with Us (https://www.sfu.ca/content/dam/sfu/reconciliation/SFU-ARC%20Walk%20This%20Path%20With%20Us_Full%20Report_Sept5.pdf), SFU also submitted a Special Pr Commissioner to allow the university to conduct limited and preferential for Indigenous staff. A decision is expected in 2023. - In November 2022, the Premier of British Columbia also announced ! will create a program for medical students and residents to learn in team-based primary care settings, which are patient-centred and consider social, environmental, and prevention contexts. First N perspectives will be embedded throughout the school. - In July 2022, SFU announced its commitment to become a living wage employer to ensure that everyone feels a sense of belonging, inclusi campuses. SFU will seek certification through Living Wage for Families BC. A living wage takes into account employees' total wages and benefits and is a calculation of what a family of four needs t working through the certification process, the university will advance its work to address identified gaps and create greater economic equity and social inclusion for all employees, including contract developing anti-racism campaigns and community supports, including identity-based supports - In accordance with commitments within SFU's Aboriginal Reconciliation Walk This Path With Us Rep awareness training and worked toward an in-house developed program on cultural safety, indigenization and reconciliation.

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)

The Vice-President, People, Equity (VPPEI), Yabome Gilpin-Jackson took up their position in Spring 2022. Since her appointment, much work has been undertaken to centralize and align EDI initiati into three major areas: 1) People Strategies Priorities (Human Resources/Labour Relations and People/Organization Development) 2) Equity Office Priorities and 3) Faculty Relations Priorities. In those goals: People Strategies Priorities (Human Resources/Labour Relations and People/Organization Development) • Labour Relations: o Bargaining preparation and launch with all employee g assistant to improve supports to employee groups. o Continued focus on renewing relationships with employee groups through taking action to deliver on priority projects and agreements. • New hybrid work program pilot is underway with further improvements to be shared in 2023 that will confirm SFU as a hybrid work environment and stabilize the program for long-term success. o Deliv continued revising and improving the process throughout the year in response to participants' feedback. o We have initiated work on a well-being strategy. o Re-design of the job evaluation servic backlog of job evaluation requests. Improvements to our job evaluation service model will be launched in fiscal 2023. • Tools and resources: o Created tools and resources for leaders to support z management, awareness of workplace accommodations and industry best practices to foster inclusivity and promote psychological safety in the workplace. Please find these resources here: Ger well-being; nutrition & healthy eating; work/life balance; Webinars & learning; ergonomics, social connections) Mental Health Information and Resources Recruitment & Selection Toolkit Performance Development (for Excluded) Workplace Accommodation Procedures Wellness Resources Equity Office Priorities • Thank you to everyone who contributed to the conversations . Over the past few months, we have hosted 28 roundtable discussions and gathered over 2,000 written comments. Work has begun on developing the Equity Compass and a draft will launch in the support our response to B.C.'s Accessibility Act, an accessibility steering group is developing recommendations and an accessibility committee will launch in the spring. • The EDI data taskforce wa expected to launch in the spring. • We also launched the Community of Practice for Equity Practitioners at SFU. This community of practice will reduce duplication of work and allow for idea and int faculties and departments at SFU. Faculty Relations Priorities • A new faculty orientation was hosted and all faculty hired in the past two years were invited to attend, sharing key institutional info team continues to improve and streamline administrative processes, create new tools and resources, and provide unparalleled support and counsel to faculty members. • We are continuing to work Faculty Relations portfolio. Finding the right fit is a priority and we look forward to onboarding these roles in the new year. In 2023, the office of the VPPEI will develop and publish: 1. Instituti framework 2. Institutional Equity Compass and Journey Map 3. Inclusive excellence campaign These two strategies will be essential for guiding a central and aligned institutional approach to ED

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

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 wo submitting the report to TIPS.

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

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