

# Canada Research Chairs Program: Equity, Diversity and Inclusion Action Plan

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## Table of Contents

Executive Summary .....	2
Introduction .....	4
Guiding Principles .....	6
Equity, Diversity, and Inclusion at Simon Fraser University.....	6
SFU Salary Equity Recommendation Committee.....	8
Institutional Equity, Diversity, Inclusion Action Plan Requirements.....	9
Comparative Review .....	9
Employment Systems Review .....	12
Environmental Scan .....	14
Simon Fraser University’s Unique Challenges & Opportunities .....	17
Management of Canada Research Chair Allocations .....	19
Collection of Equity and Diversity Data.....	21
Retention and Inclusivity .....	25
SFU’s Equity, Diversity, and Inclusion Action Plan.....	26
Comparative Review .....	26
Employment Systems Review .....	27
Environmental Scan (Phase 1) .....	28
Simon Fraser University’s Unique Challenges & Opportunities .....	29
Management of Canada Research Chair Allocations .....	29
Collection of Equity and Diversity Data.....	30
Retention and Inclusivity .....	30
Discussion.....	30
Bibliography .....	32
Appendix A. SFU Salary Equity Recommendation Committee: Recommendations .....	34
Appendix B. Employment Systems Review: Occupational Groupings .....	36
Appendix C. Employment Systems Review: Barriers and Recommendations .....	37
Appendix D. SFU Employment Equity Policy, GP 19.....	42
Appendix E. CRC Allocation Principles and Process.....	44
Appendix F. Example Toolkit for Recruitment & Retention .....	48
Appendix G. Equity Survey for Canada Research Chairholders .....	55
Appendix H. Equity Survey FAQs .....	58

## Executive Summary

By December 15, 2017, all institutions with five or more chair allocations are required to develop an Equity, Diversity and Inclusion Action Plan (CRC EDI Action Plan) for the Canada Research Chairs (CRC) Program. This CRC EDI Action Plan includes a review of Simon Fraser University's (SFU) most recent Employment Systems Review, a comparative review of institutional support for current chairholders, an environmental scan of workplace policies and practices, data collection on current chairholders and applicants, and descriptions of the management of chair allocations and retention/inclusivity efforts.

The primary focus of this CRC EDI Action Plan is identifying objectives to address potential areas of concern for members of the four designated groups (women, persons with disabilities, Indigenous peoples, and members of visible minorities) among CRC chairholders and ensure SFU is meeting its equity targets and goals. SFU has long held a Strategic Vision rooted in the fostering of diverse and inclusive communities; for the past two years, the University has been working to address specific issues related to equity.

When the CRC initiative was announced in May 2017, SFU was in the process of conceptualizing its equity portfolio and, at the time of preparing this document, SFU is in the midst of further developing its equity portfolio. Establishing a broadly constituted equity collaboration is the next step in these efforts, consisting of a Special Advisor to the Provost on Equity and Diversity; Senior Advisor to the Provost's Office on Faculty Diversity, Inclusion and Engagement; Director of Equity, Diversity and Inclusion, Faculty Relations; and a proposed Director of Equity, Diversity and Inclusion, Human Resources. This CRC EDI Action Plan will be revisited under the direction of this new equity collaboration.

The main findings of the comparative review, environmental scan, survey of chairholders and applicants, a review of SFU's most recent Employment Systems Review, and descriptions of management of chair allocations and retention practices show:

- SFU is currently meeting its CRC equity targets;
- some areas of SFU policy, resources, and practices are in need of review or development such as: employment equity, hiring, retention, mentorship, building design, and data collection; and
- a need to further develop processes and practices to facilitate inclusive workplace environments.

This report identifies 19 recommended objectives to aid in SFU's efforts to maintain or increase the diversity of chairholders and address areas where members of the designated groups could potentially experience disparities:

1. Establish a standardized equitable process for allocating institutional support for chairs.
2. Provide training, coaching and mentorship for faculty who are interested in opportunities or renewal with the CRC program, with a strong focus on members of the four designated groups.
3. Build practices and processes to sustain or increase diversity among CRC chairholders and applicants.
4. Enable better availability and quality of data on the four designated groups and gender/sexual diversity.
5. Explore options for creating structural supports for mentorship, career planning, and professional development.
6. Build community awareness of SFU equity, diversity and inclusion initiatives.
7. Carry out a comprehensive audit of relevant SFU policies and, in particular, review and revise where necessary the policies related to employment equity.
8. Share Federal Contractors Program data and reports with the University community.

9. Establish best practices for faculty and CRC hiring/search committees to aid in achieving representation of the four designated groups within the committee composition.
10. Review SFU support resources related to faculty housing.
11. Review the process for developing SFU infrastructure and renovations to consider how early consultation with the Physical Access Advisory Committee could be achieved.
12. Explore options to enhance and maintain connections and a sense of community across and within SFU's three campuses.
13. Develop safeguards to ensure individuals from the designated groups are not disadvantaged during their time at SFU.
14. Provide equity, diversity, and inclusion training and resources for all faculty and CRC hiring/search committees, such as providing unconscious bias training, written resources (see example toolkit, Appendix F), or coaching.
15. Carry out an annual review of the CRC Allocation Principles and Process memo.
16. Improve data collection on CRC chairs by revising, the CRC survey for chairholders; developing an intersectional survey and analysis methodology; and conduct yearly or bi-annual data collection on chairholders.
17. Further develop institutional initiatives that foster a mutually respectful, supportive, and inclusive workplace.
18. Identify procedures, policies, and supports that enable the retention of members of the four designated groups.
19. Ensure mechanisms and processes for receiving and responding to complaints within the CRC program are clear, fair, transparent, accessible, and tracked.

This CRC EDI Action Plan was written for the SFU Canada Research Chairs program; however, many of the objectives and actions can be explored as a basis to inform and improve processes and practices across the University. The Vice-President, Academic, Vice-President, Research and International, newly appointed Advisors, and Director of Equity, Faculty Relations will review this action plan and consider developing an implementation strategy for the objectives recommended in this report, within the Canada Research Chairs program, and potentially, beyond. The expansion of the SFU equity portfolio brings with it new opportunities for equity, diversity, and inclusion at the University, facilitating improved processes and practices across all faculties and units. The ultimate goal is to consider equity and inclusion in all relevant policy and practice, resulting in a diverse, dynamic, and thriving workforce.

## Introduction

By December 15, 2017, all institutions with five or more chair allocations are required to develop an Equity, Diversity, and Inclusion Action Plan (herein referred to as the CRC EDI Action Plan) for their Canada Research Chairs (CRC) programs. This CRC EDI Action Plan guides Simon Fraser University's (SFU) efforts in sustaining the participation of and/or addressing the underrepresentation of individuals from the designated groups (women, persons with disabilities, Indigenous peoples, and members of visible minorities) among SFU's chair allocations. All institutions are required to report publicly on the progress made in meeting objectives identified in their CRC EDI Action Plans on an annual basis. The Tri-agency Institutional Programs Secretariat (The Secretariat) delivered this mandate in May of 2017 as part of its commitment to achieving a more equitable, diverse, and inclusive research community [1]. A critical component of this commitment is the requirement that institutions administering funds in partnership with The Secretariat create equity, diversity, and inclusion action plans; make concerted efforts to meet equity and diversity targets; and provide inclusive and supportive environments.

The Secretariat requires that all action plans must include a review of the most recent Employment Systems Review, a comparative review of institutional support for current chairholders, and an environmental scan of workplace policies and practices. Institutions must also collect data on current chairholders and applicants to establish baseline representations of the designated groups, and provide a description of the management of chair allocations and retention/inclusivity efforts. Developing this CRC EDI Action Plan is an excellent opportunity for SFU to entrench equity, diversity, and inclusion principles in its CRC processes. It is hoped the recommended objectives identified in this report will provide opportunities for the University to consider expanding the recommended objectives to embed equity, diversity, and inclusion principles in all relevant SFU processes and practices.

This CRC EDI Action Plan mandate from the federal government is an important structural intervention, prompting many universities to adopt an equity, diversity, and inclusion lens, potentially stretching beyond the CRC program. In October of 2017, Universities Canada made a public commitment to seven principles to show their commitment to being "*active champions of equity, diversity and inclusion on our campuses, in our communities, and across the country*" [2]. These principles will guide institutions that are members of Universities Canada on issues such as transparency around equity commitments; maintaining an action plan and measuring progress; taking action to reduce barriers; providing support for all candidates; integrating inclusive excellence; using evidence-based practice; and increasing awareness of the importance of diversity and inclusive excellence.

When the CRC initiative was announced in May 2017, SFU was in the process of conceptualizing and developing its equity portfolio. SFU has long held a strategic vision rooted in the fostering of diverse and inclusive communities. Over the past two years, the University has been working hard to address specific issues related to equity. Establishing a broadly constituted collaboration on equity, diversity and inclusion is the next step in these efforts. This collaboration includes the appointment of a Special Advisor to the Provost on Equity and Diversity and a Senior Advisor to the Provost's Office on Faculty Diversity, Inclusion and Engagement. These Advisors are complemented by newly created staff positions for a Director of Equity, Diversity and Inclusion, Faculty Relations and a proposed Director of Equity, Diversity and Inclusion, Human Resources. Due to the timing, this CRC EDI Action Plan came under the direction of the Vice-President, Research and International-Major Projects Office, which oversees the administration of

the CRC portfolio. A research administrator from the Major Projects Office with experience working on equity initiatives was tasked with developing this plan in concert with the Vice-President, Academic-Faculty Relations. SFU also contracted the services of an equity advisor to aid in the development of this CRC EDI Action Plan. A small CRC Equity Advisory Committee was formed at the beginning of this process with representation from Faculty Relations; SFU Faculty Association; a CRC chairholder; Office of the Vice-President, Research and International; and the external equity consultant.

Committee membership consisted of the following:

Doug Thorpe-Dorward, Executive Director, Faculty Relations

Catherine Stoddard, Director, Faculty Relations

Theresa Burley, Major Projects Office-Vice-President, Research and International

Grace Wong Sneddon, External Equity Advisor

Ronda Arab, Associate Professor, Department of English; SFU Faculty Association Representative

Lesley Shannon, Associate Professor, School of Engineering Science; NSERC<sup>1</sup> Chair for Women in Science and Engineering for BC and Yukon

Nathalie Sinclair, Professor, Faculty of Education; Canada Research Chair in Tangible Mathematics Learning

The committee governance plan was based on consensus, with the caveat that once the SFU equity portfolio was fully resourced, the action plan would be revisited under the leadership of the new equity collaboration; thus, this CRC EDI Action Plan is a working document and framed as Stage 1. It is anticipated that in Stage 2 of this CRC EDI Action Plan:

- The Director of Equity, Diversity, and Inclusion, Faculty Relations and the two Advisors, in consultation with others, will revisit the CRC EDI Action Plan to explore whether it meets the needs of the SFU community.
- The Director of Equity, Diversity, and Inclusion, Faculty Relations and the two Advisors (in consultation with the Vice-President, Academic, the Vice-President, Research and International and others) will consider an implementation strategy for the objectives from the CRC EDI Action Plan and explore the potential for broader application across SFU.
- The recommendations for Phase 2 of the environmental scan (see below) will be reviewed and considered.

This CRC EDI Action Plan describes the guiding principles for developing this document, the required analyses, and the resulting objectives, actions, and indicators. The primary focus of this CRC EDI Action Plan is to identify objectives that are recommended to sustain the participation and success of members of the designated groups among CRC chairholders, and ensure SFU is meeting or exceeding its equity targets and goals.

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<sup>1</sup> Natural Sciences and Engineering Research Council

## Guiding Principles

This CRC EDI Action Plan draws on several sources for guidance and inspiration. SFU's Strategic Vision and Strategic Research Plan encompass SFU's commitment to equity, diversity, and inclusion, encapsulated in SFU's Equity Commitment Statement [3]:

*SFU is an institution whose strength is based on our shared commitments to diversity, equity, and inclusion. Diversity is an underlying principle of our Strategic Vision, which pledges SFU to "foster a culture of inclusion and mutual respect, celebrating the diversity reflected among its students, faculty, staff, and our community." SFU is committed to ensuring that no individual is denied access to employment opportunities for reasons unrelated to ability or qualifications. Consistent with this principle, SFU will advance the interests of underrepresented members of the work force, specifically Indigenous people, persons with disabilities, visible minorities, and women; embrace gender and sexual diversity; ensure that equal opportunity is afforded to all who seek employment at the University; and treat all employees equitably.*

The recommendations and best practices established by The Secretariat inform and guide the content and methodology for developing the CRC EDI Action Plan [4]. This CRC EDI Action Plan was also written under the guidance and approval of the SFU CRC Equity Advisory Committee, with final approval from the Vice-President, Academic and Vice-President, Research and International. Finally, the Salary Equity Recommendation Committee recommendations (a joint University-Faculty Association committee) are discussed in this report as they also provide guidance for this work. Many of the issues that arise from the Salary Equity Recommendation Committee recommendations are mirrored in the objectives identified in the final section of this report.

## Equity, Diversity, and Inclusion at Simon Fraser University

SFU's Strategic Vision positions SFU as the *Engaged University*, engaging students, research, and communities. This vision, a result of extensive consultation within and beyond the University, presents inspiration to individuals and units to gain insight into how they can contribute to SFU realizing its full potential. This CRC EDI Action Plan is motivated by the following underlying principles of the Strategic Vision [5]:

- *Diversity*: SFU will foster a culture of inclusion and mutual respect, celebrating the diversity and multi-ethnic character reflected amongst its students, staff, faculty, and our society.
- *Respect for Aboriginal Peoples and Cultures*: SFU will honour the history, culture, and presence of Aboriginal peoples. The University will welcome and nurture Aboriginal students and seek opportunities for greater representation of Aboriginal peoples amongst its faculty and staff.
- *Supportive and Healthy Work Environment*: SFU will recognize, respect, and value the essential contribution made by staff and faculty, and will seek to build and sustain a work environment that is equitable, supportive, rewarding, and enjoyable.

These principles are evident in the specific goals outlined in President Andrew Petter's Goals and Objectives for 2017-18, specifically the following objective:

- *Revising and strengthening administrative structures to support the University's goals of promoting equity and diversity in our employment practices and of supporting a culture of diversity, equity, and inclusion on all our campuses [6].*

SFU has begun its effort to meet this objective. In the Fall of 2017, SFU hired a Director of Equity, Diversity and Inclusion, Faculty Relations and posted a position for Director of Equity, Diversity and Inclusion, Human Resources; and appointed a Special Advisor to the Provost, Equity and Diversity and a Senior Advisor to the Provost's Office on Faculty Diversity, Inclusion and Engagement. This broadly constituted equity collaboration will liaise with other equity groups on campus, and consult with the community, to consider the objectives and actions that arise from this CRC EDI Action Plan and to explore the extent to which they may serve as a foundation for new equity, diversity, and inclusion initiatives for faculty, staff, and students.

The CRC EDI Action Plan also draws direction from SFU's Strategic Research Plan. Since 2000, SFU has developed 5-year Strategic Research Plans to guide strategic investment in research, including hiring, infrastructure investment, and program development. SFU's current 2016-2020 Strategic Research Plan [7] is not discipline specific; instead focusing on addressing real-world problems through interdisciplinary research on six identified research challenges designed to push the limits of discovery and knowledge mobilization. The Strategic Research Plan outlines three broad strategies to advance the plan that include elements promoting equity, diversity, and inclusion. To strengthen areas of research excellence, SFU will recruit and retain a diverse group of outstanding students, research fellows, and faculty and create a world-class, inclusive research environment. SFU will provide a wide range of research support mechanisms accessible to all and build on its support services to remove barriers to research excellence. To increase impact on the national and international stage, SFU will expand and refine metrics to measure performance including developing objective measurements key to operational transparency and limiting bias.

Furthermore, the SFU Strategic Research Plan research challenges include Challenge 4: *Strengthening civil society by advancing justice, equity, and social responsibility*. This challenge, aimed at the larger goals of mobilizing knowledge to understand the complexity of the social, economic, and political forces challenging global communities, links key research questions to action to drive change and build critical capacities across sectors. The CRC EDI Action Plan takes inspiration from this challenge and benefits from SFU expertise, turning it inward to address SFU's responsibilities around equity, diversity, and inclusion.

SFU is a leader in this regard, taking its responsibility seriously to provide opportunities and venues to foster intercultural understanding and to be a catalyst for reconciliation, diversity, equity, and inclusion. In this regard, the Office of Vice-President, Research and International, in partnership with the Vice President, Academic, has completed this CRC EDI Action Plan which speaks to SFU's commitment, and ongoing and intentional work to inclusive excellence in recruitment and retention. Without diversity, there cannot be excellence. To achieve excellence, we need ample opportunities to engage in critical discourse, hear different perspectives, and to share lived experiences. This document highlights our opportunity to engage all individuals and units in conversations and actions on how to champion equity, diversity, and inclusion.



### SFU Salary Equity Recommendation Committee

In 2016, the Salary Equity Recommendation Committee engaged in a quantitative analysis of gender disparity among faculty salaries from 2004-2013 and conducted a comprehensive literature and policy review of 227 universities from 17 countries. The findings of the review focused on equity practices relative to salary compensation models and institutional strategies. The committee was guided by the principles to advance equity, distributive justice, fairness, and high integrity of all procedures and recommendations; minimize arbitrary assessments; rectify discriminatory practices to eliminate future inequities and avoid further harms; and serve as a model process for addressing other human rights-based vulnerabilities or examples of injustice beyond gender inequity amongst faculty members.

The committee unanimously agreed on two sets of recommendations (see Appendix A for a full list of recommendations). The first set of recommendations addressed salary disparities, including recommendations for continual monitoring to assess inequities, additional collection of disaggregated data, increased transparency around starting salaries, suggestions to improve the anomaly review process for salary disparities, and an examination of salaries for female faculty hired after 2004 due to issues with data availability.

The second set of recommendations focused on non-monetary recommendations based on structural and institutional elements that play a role in the creation of salary inequities for female faculty at SFU, highlighting the need for revising institutional structures and mechanisms to prevent future inequities from developing. The committee unanimously agreed that salary inequities develop and persist because the equity portfolio has been under-resourced at SFU. The committee therefore recommended establishing senior positions responsible for employment and gender equity.

Several recommendations from the Salary Equity Recommendation Committee provide useful guidance for addressing and preventing current and future disparities, and identifying mechanisms for preventing future inequities from developing. Although the Salary Equity Recommendation Committee report was based on gender disparities, the recommendations below also serve to address disparities beyond and including gender:

1. Develop system for monitoring salaries to assess disparities.
2. Better availability and quality of data on the designated groups.
3. Revise compensation anomaly review process to be more robust and transparent.
4. Develop the equity portfolio at SFU by creating senior positions.
5. Under the direction of the equity portfolio, develop tools, policies, and procedures to ensure equity in all aspects of faculty member hiring, promotion, and evaluation. The following were prioritized:
  - a. equity training for tenure and promotion committees (TPCs), search committees, departmental chairs, and deans;
  - b. clear processes for recruitment;
  - c. faculty mentoring programs including, but not limited to, the four designated groups;
  - d. establishment of employment equity committees within each Faculty that would have representation on the University's Equity Committee;

- e. development of databases to provide academic administrators with clarity, transparency, and policy guidance with respect to starting salaries, retention awards, market differentials, course buyouts, spousal appointments, and the allocation of Canada CRCs;
- f. development of a clear policy to guide the CRC nomination processes, with their associated commitment of salary and research stipends, and CFI allocations;
- g. development of best practices around the administration and use of student course evaluations so as to minimize and/or adjust for the effects of bias unrelated to instructional ability and practice;
- h. periodic assessment of the appropriateness and equity of mechanisms of non-salary forms of compensation and support within academic units;
- i. oversight of the provisions of the SFU Faculty Association Collective Agreement to prevent “special deals”; and
- j. development and application of a transparent and robust process of salary anomaly review that includes appropriately broad, inclusive consultation.

### **Institutional Equity, Diversity, Inclusion Action Plan Requirements**

Based on the federal mandate from The Secretariat, the main purpose of this CRC EDI Action Plan is to identify equity, diversity, and inclusion objectives, indicators, and actions that will enable swift progress toward sustaining the participation and success of members of the designated groups among CRC chairholders and ensure SFU is meeting its equity targets and goals by 2019. Potential objectives are identified by comparing the levels of instructional support between chairholders, revisiting the recommendations of the Employment Systems Review, conducting an environmental scan, and exploring the unique characteristics of SFU that could create barriers to equity. The management of CRC allocations, and policies and procedures for retention/inclusivity are also examined. Objectives, indicators, and actions identified as a result of the following analyses are presented in the Results section below.

### **Comparative Review**

The purpose of conducting a comparative review is to explore the types of institutional support provided to chairholders with an eye on factors such as field of study and the four designated groups. This review was conducted by confidentially compiling information related to institutional support extracted from CRC applications for all current SFU chairholders. Once the information was obtained, the data was anonymized for analysis. This data was collected only after consulting with The Secretariat on use of information within CRC applications, notifying chairholders, and consultation with SFU’s privacy officer.

The variables used to evaluate institutional support are:

- Protected time for research
- Salary, benefits, including CRC stipend, market differential, retention and other awards.
- Additional research funds (e.g. infrastructure support from the Canada Foundation for Innovation and BC Knowledge Development Fund, equipment, Graduate Student (HQP) Support)
- Office space

- Mentoring
- Administrative support

SFU currently has 38 CRC chairholders, spanning 8 Faculties, 18 departments and schools, consisting of 17 NSERC, 12 SSHRC<sup>2</sup>, and 9 CIHR<sup>3</sup> chairs. Breaking down the distribution of chairs relative to gender, we find that women are underrepresented among NSERC chairs, almost equal among SSHRC chairs, and slightly overrepresented among CIHR chairs<sup>4</sup>.

Faculty	CIHR	NSERC	SSHRC	Total
Beedie School of Business	0	0	2	2
Faculty of Applied Sciences	1	4	0	5
Faculty of Arts and Social Sciences	1	1	3	5
Faculty of Communication, Art and Technology	0	0	2	2
Faculty of Education	0	0	3	3
Faculty of Environment	1	0	2	3
Faculty of Health Sciences	4	0	0	4
Faculty of Science	2	12	0	14
Total	9	17	12	38

Although SFU does not yet have an official process for determining institutional support for the CRC program, analysis shows that in practice there are consistent elements of support:

- protected time for research: 50%;
- President's Research Start-up Grant (for new faculty);
- access to equipment and facilities on campus (e.g. SFU researchers with advanced research computing (ARC) needs, have access to the facilities of the Western Canada Research Grid consortium and the broader Compute Canada national ARC platform);
- standard administrative support valued at \$25,000 per year;
- SFU graduate scholarships and stipends estimated at \$7,000 per semester for PhD students and \$6,000 per semester for Masters students (average); and
- relocation expenses for chairholders coming from outside the Lower Mainland (\$20,000 on average).

Over and above the standard institutional support offered by SFU, there are some aspects that are open to negotiation. For example, some chairholders received: additional funds for travel or materials depending on the type of research program being proposed; market differentials or retention awards depending on the field of study; increased teaching release time; special salary awards; additional research start-up funding from faculties and departments; or additional support for students and post-doctoral fellows.

Salaries for chairholders depend on the type of chair (Tier 1 or 2) and do not vary, the same can be said for benefits. First-time chairholders (new to SFU) receive a President's Research Start-up Grant, ranging

<sup>2</sup> Social Sciences and Humanities Research Council

<sup>3</sup> Canadian Institutes of Health Research

<sup>4</sup> In keeping with the Privacy Act, if the number of responses is less than five, the data is not provided to protect the privacy of chairholders.

from \$50,000 to \$100,000. Most applications referred to the equipment and facilities available on campus and there were no large variances in institutional support for this category.

The comparative review shows that for protected time for research, chairholders often receive a 50% reduction in their teaching load each year. Half of chairholders receive a teaching release over 50%; however, without a deeper analysis that includes Faculty specific teaching load standards, it is difficult to say if this is relevant. Examples of additional supports found for protected time for research include engaging sessional instructors by the faculty, or creating new faculty positions with complementary research interests to chairholders.

Institutional support for chairholders was compared for the designated groups<sup>5</sup>. Relative to gender, there are potential differences in institutional support such as average CRC stipend and market differentials (these are negotiated), where female chairholders had on average lower stipends, but higher market differentials; however, fewer female chairs negotiated market differentials than their male counterparts<sup>6</sup>. Initial analysis shows that there may also be a difference between male and female chairholders relative to protected time for research, where male chairholders may have negotiated a higher percentage of teaching release; however, as stated above, without a deeper analysis it is uncertain if this observation is accurate. Finally, the majority of chairholders (60%) received the same amount of administrative support (estimated at \$25,000), while the other 40% received support over and above this amount; male chairholders received the majority of this additional support<sup>7</sup>.

Twenty-three percent of chairholders identified as a visible minority, many of whom also identified as a female chairholder<sup>8</sup>. When we compared institutional support for this designated group across chairholders, we did not find any significant differences in support.

The field of study was examined to see if there were any differences in institutional support. The research programs of the current CRC chairholders (n=38) at SFU span 27 research disciplines, making it difficult to look for significant differences. A majority of CRC chairholders are in the Faculty of Science (14), the Faculty of Arts and Social Sciences (5) and the Faculty of Applied Sciences (5), while the rest are spread across the remaining faculties. A deeper analysis of the differences in institutional support between faculties is required to ascertain if there are meaningful differences; considering the small sample size and qualitative difference of research programs for NSERC and SSHRC chairs (i.e. equipment needs are often higher for NSERC chairs, whereas SSHRC chairs will have more travel), this is also challenging. Other areas examined show that mentorship only appeared in two applications where the chairholders were to receive support from tenured faculty in the department.

The comparative review was challenging to conduct due to a number of factors such as teaching load differences across faculties, variable language used, different formats for presenting support, and qualitative differences in research programs. In addition, the relatively small number of chairholders at

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<sup>5</sup> No chairholders identified as a person with a disability or as Indigenous on their application.

<sup>6</sup> In keeping with the Privacy Act, if the number of responses is less than five, it is not provided to protect the privacy of chairholders.

<sup>7</sup> In keeping with the Privacy Act, if the number of responses is less than five, it is not provided to protect the privacy of chairholders.

<sup>8</sup> In keeping with the Privacy Act, if the number of responses is less than five, it is not provided to protect the privacy of chairholders.

SFU makes identifying potential areas of concern and meaningful comparisons difficult, while restricting the release of small cell counts due to privacy concerns. Standardizing the institutional support process would increase consistency in the representation of support and make comparisons easier. Tracking institutional support as CRC nominations are processed and a historical review of institutional support for chairholders would also be helpful. Phase 2 of the environmental scan (see below) could include interviews with chairholders to evaluate the level of institutional support.

### Employment Systems Review

The purpose of reviewing SFU's last Employment Systems Review (2007) [8] is to examine if recruitment practices are open and transparent; if there are barriers or practices that could be having an adverse effect on the employment of individuals from the designated groups; to identify barriers that may prevent members of the designated groups from either applying to chair positions at SFU or being nominated to The Secretariat; and to identify any corrective measures that could be taken to address systematic inequities. In 2007, the Labour Program of Human Resources Skills Development Canada (now Employment and Social Development Canada) conducted an Employment Systems Review with SFU as part of an employment equity audit under the Federal Contractors Program. The purpose of the Federal Contractors Program is to ensure that employers who do business with the federal government are taking steps to ensure their workplace mirrors the diversity of the Canadian workforce. The main goals of the Employment Systems Review are to help an organization focus on aspects of policy and practices that may present barriers to members of the designated groups in the workplace or explain underrepresentation.

The 2007 review identified some significant employment gaps, but due to the way data is gathered, these results may not accurately describe the true composition of SFU's workforce. SFU employees are asked to self-identify online when accessing their online employee profiles, with the exception of *gender* information, which is collected at the commencement of employment. Thus, the data regarding the other designated groups may not be accurate.

The way this data is gathered makes it difficult to evaluate current representations of the designated groups among SFU staff. The occupational groups found in Appendix B are used to present equity data to the Federal Contractors Program, but the data is combined to an extent that is impossible to separate faculty from other professionals who work at SFU. This practice of data collection remains unchanged at this time; the objectives below provide suggestions to create more rich and accurate ways of assessing the diversity of the SFU workforce. It would seem that for the 2007 review the data was separated for staff and faculty, but the appendices of the posted Employment Systems Review are missing or corrupted and another copy of the report has not been located.

The Employment Systems Review found significant gaps<sup>9</sup> for each of the designated groups in various occupational groupings in the SFU workforce, with visible minorities most affected. It was also noted that the majority of significant gaps were found among staff as opposed to faculty. The review found the following significant gaps (underrepresentation):

- Women (two groups): Senior Managers, and Supervisors

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<sup>9</sup> A "significant gap" is a gap where the University's workforce does not match the national labour force availability in a given occupational group.

- Indigenous peoples (two groups): Professionals, and Semi-Professionals and Technicians
- Persons with disabilities (three groups): Professionals, Administrative and Senior Clerical, and Clerical
- Visible minorities (seven groups): Middle and other Managers, Supervisors, Semi-Professionals and Technicians, Administrative and Senior Clerical, Clerical, Semi-skilled Manual Workers, and Other Manual Workers

As most of the gaps pertained to staff rather than faculty, the barriers and recommendations (Appendix C) from the Employment Systems Review do not all pertain to or will impact the CRC program at SFU. However, recommendations from the Employment Systems Review relative to open and transparent recruitment practices; barriers or practices that could be having an adverse effect on the employment of individuals from the designated groups; increasing diversity; increasing awareness of the importance of diversity; and preventing physical barriers, provide guidance for identifying objectives to sustain the participation and success of members of the designated groups and ensure SFU is maintaining or exceeding diversity among CRC chairholders:

- Develop strategies to implement focused recruitment by increasing the venues where job vacancies for faculty are posted and by identifying activities that can be undertaken on a yearly basis to raise the University's profile with the designated groups (Barrier 1).
- Design, implement, and vigorously promote educational seminars on employment equity (Barrier 2).
- If representatives of the designated groups are not available in the particular departments conducting job searches for faculty, the departments should be encouraged to look elsewhere in the University to identify people who can serve on or advise the job search committee. As well, departments should be encouraged to appoint "equity advisors" to assist with the hiring process (Barrier 3).
- Improve the reliability of the data by including an "employment equity information session" in New Employee Orientation Seminars (Barrier 4).
- That the Director<sup>10</sup>, in consultation with Human Resources and the Equity Advisory Committee, would decide on the feasibility of establishing mentorship programs that do not place the burden on employees from those groups. And further, that the Director and University officials would examine ways to formalize mentorship arrangements by providing structural supports to mentors (Barrier 7).
- Review and decide on the appropriateness of establishing a certain number of tenure-track positions on a job-split basis (Barrier 8).
- Develop an exit survey that can be sent to all employees who notify the University that they are terminating their employment (Barrier 12).
- Request the Physical Access Advisory Committee to work with the SFU Human Rights Office and the Centre for Students With Disabilities to conduct a comprehensive audit of the physical plant to identify barriers and develop an action plan at all SFU campuses (Barrier 15).

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<sup>10</sup> *Director* refers to the Director of Human Rights & Equity, who would have received this report at the time it was written.

Some aspects of these recommendations (See Appendix C for a full list of barriers and recommendations) have been addressed, such as exit surveys being conducted with staff through Human Resources, the creation of the disability accommodation policy, and efforts to reduce physical barriers through a study commissioned by the Physical Access Advisory Committee that examined a core public circulation route on Burnaby Campus (see below). Job-splitting of tenure-track was discussed in the last round of collective bargaining between the SFU Faculty Association and Faculty Relations, but nothing has been agreed to at this time. Some of the above recommendations provide guidance for increasing equity, diversity, and inclusion efforts in the SFU CRC program such as sustaining or increasing diversity of chairholders, developing best practices for recruitment, improving policy, collecting better data on the designated groups, and creating structural supports for mentorship.

### Environmental Scan

An environmental scan gauges the health of the institution's current workplace environment and the impact that it may be having (either positive or negative) on the institution's ability to meet its equity, diversity, and inclusion objectives. An environmental scan can provide a snapshot of the SFU workplace for CRC chairholders by identifying relevant institutional equity, diversity, and inclusion policies and procedures; resources and services; complaint mechanisms, and evaluating the impact of the workplace on members of the four designated groups. This scan can aid SFU in reviewing and developing strategies and in decision-making relative to creating an inclusive, welcoming campus for all faculty, staff, and students.

This environmental scan is divided into two stages. As mentioned above, SFU is in the process of developing its equity portfolio. As a result, SFU did not yet have the staff and supports in place to conduct a full environmental scan. Phase 1 consisted of reviewing:

- SFU websites and communication to determine if images and messages reflect the diversity and are welcoming and inclusive of the campus community;
- equity policies and documents for language, timeliness, and accessibility; and
- the transparency of processes for recruitment.

For the purpose of Phase 1 of the environmental scan, a cursory examination of policy was conducted. A deeper analysis of policy relative to hiring, recruitment, and other areas impacted by equity initiatives is recommended for Phase 2 of the environmental scan.

The CRC Equity Advisory Committee's recommendations for Phase 2 include that the newly appointed Advisors and Directors of Equity, Diversity and Inclusion consider a process for campus-wide consultation. Suggestions for Phase 2 include conducting structured informal and formal sessions such as open forums, focus groups, and/or interviews. It may be useful to include different units and those in different positions across campus, including those who administer policies, procedures and practices related to equity and those who may feel that their experiences were impacted by these same processes. Another consideration would be to elicit information from past and current equity program(s) or initiative(s) which may help to inform the success of the program. Other areas of inquiry can stem from the recommended objectives outlined in this CRC EDI Action Plan.

*Phase 1*

*SFU websites and communications.* A scan of images on the SFU website shows that the imagery used is reasonable and paints a picture of a diverse student, faculty, and staff body. The Human Rights and Equity Office website is a source of equity-related information, such as access to annual reports on cases of discrimination and harassment, and equity documents such as the Employment Systems Review, guides and protocols for various needs for accommodation, and information on the SFU Human Rights Policy Board.

Other examples of SFU websites that contain information about equity, diversity, and inclusion are:

- the public transparency webpage for SFU's CRC program [9];
- *Petter's Perspective*, a page devoted to notes from the President which comment on the need for diversity, the recent report from the SFU Aboriginal Council that lays out the path to reconciliation at SFU [10], and international happenings such as Brexit [11] and the Muslim ban in the United States [12]; and
- the webpage for the 2017 President's Dream Colloquium on Women in Technology: Attracting, Retaining, and Promoting Diverse Talent [13] speaks about the importance of diverse teams and introduces this important and timely lecture series that aims to educate participants on the challenges and solutions that have been identified to improve diversity in hiring, retention, and promotion to leadership roles.

Currently, information about equity, diversity, and inclusion at SFU is widely spread; it would be useful to have a central source that showcased and shared information and resources.

*Review of policy related to equity.* Three policies pertain directly to equity at SFU (relative to faculty), the Employment Equity Policy (GP 19, see below), Human Rights Policy (GP 18), and Disability Accommodation in the Workplace (GP 40). The Human Rights Policy is relatively recent, last updated in 2014, but there are some areas that require updating. First, the policy references the Director, Human Rights & Equity, however, with the new equity collaboration, primary responsibility of equity concerns will likely be shifting; the recent job posting for the new Director of the Human Rights Office has also dropped the term *equity* from the title. Second, the grounds of discrimination referenced in the policy require updating to match the current language used by the BC Human Rights Code [14].

*Review of policy related to recruitment processes.* Academic appointments, including CRC appointments, are governed by the SFU Faculty Association Collective Agreement which contains an Article relating to Employment Equity (Article 13)<sup>11</sup>. The Article relating to continuing academic appointments (Article 23) recognizes that, while all qualified candidates will be considered, Canadian citizens and permanent residents will be given priority in hiring. Articles 42.67-42.71 outline the principles for the appointment of specially funded University chairs, University professors, and research fellows. Additionally, a policy for the hiring of foreign faculty members is currently being revised to take into account recent changes in legislation relating to the hiring of foreign workers. Overall, these policies are accessible, timely, and transparent; all four designated groups are referenced in Article 13, as is employment equity.

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<sup>11</sup> Article 13 of the Faculty Association Collective Agreement states this policy cannot be changed without consultation with a joint committee between the Faculty Association and the University.



*Employment Equity Plan.* Policy GP 19, SFU Employment Equity Policy (Appendix D), governs the policy and procedures for employment equity at SFU. The current wording of the policy is:

*The goal of employment equity at Simon Fraser University is to ensure that no individual is denied access to employment opportunities for reasons unrelated to ability or qualifications, such as gender or race. Consistent with this principle, the University will advance the interests of underrepresented members of the workforce, specifically aboriginal people, persons with disabilities, visible minorities and women (the designated groups); ensure that equal opportunity is afforded to all who seek employment at the University; and treat equitably all employees.*

This policy was first enacted in 1989 when SFU became a part of the Federal Contractors Program. The purpose of the Federal Contractors Program is to “ensure that contractors who do business with the Government of Canada seek to achieve and maintain a workforce that is representative of the Canadian workforce, including members of the designated groups under the Employment Equity Act [15].” This policy was last updated in 1992.

The procedures of the policy state that SFU will identify and eliminate any discriminatory barriers that interfere with employment opportunities, that current and prospective employees will receive equitable treatment in hiring, training and promotion, and that this policy will not abrogate collective agreement provisions negotiated between the University and its employee groups. The policy further states that SFU will adopt employment equity measures to remove any discriminatory barriers to the employment, training and promotion of Indigenous people, persons with disabilities, visible minorities, and women and establish goals and timetables towards achieving a more representative workforce.

According to Policy GP 19, the Director, Human Rights & Equity, is responsible for coordinating with the University to develop and implement an employment equity program. The policy also states that aggregate statistics regarding the representation of the designated groups will be reported to the University Secretary and the campus community. Finally, the policy describes the formation of an Employment Equity Advisory Committee, to be composed of representatives from all employee groups, Human Resources, the Office of the Vice-President, Academic, and four equity representatives from the designated groups; this committee provides advice to the Director, Human Rights & Equity.

This policy has not been revisited in some time and in light of the new equity portfolio at SFU, revising this policy is recommended. For example, the position of Director, Human Rights & Equity has been changed to Director, Human Rights; it is also expected that some of the responsibilities outlined in this policy will fall to the incoming Directors of Equity, Diversity and Inclusion. It would also be advisable to generate more specific strategies for eliminating barriers and increasing representation of the designated groups. The Employment Equity Advisory Committee, more commonly referred to as the University Equity Advisory Committee on the SFU website, should be revisited. Due to changes in the Human Rights Office (Director position being updated) and recent changes in the equity portfolio, this committee has not been meeting as of late; it is anticipated that once the Advisors and Directors of Equity, Diversity and Inclusion are in place, this committee will be reconstituted. Finally, the policy states that aggregate data regarding the representation of the designated groups is to be shared. While it is shared with the Federal Government under the guidelines of the Federal Contractors Program, it does not appear that this information has been shared widely with the University community recently.

This first snapshot of SFU's online presence relative to equity, diversity, and inclusion highlights some potential objectives such as creating an online space for equity related information and resources, and reviewing equity and recruitment related policy and processes.

### Simon Fraser University's Unique Challenges & Opportunities

In 1965, SFU opened its first campus on Burnaby Mountain, Burnaby, BC. The downtown Vancouver Campus, comprised of four main buildings (Harbour Centre, Morris J. Wosk Centre for Dialogue, Segal Graduate School of Business, and the Woodward's Building), was established in 1989. The latest campus, located in downtown Surrey, was established in 2002. In an average Fall semester, the majority of students (79%) attend classes at the main Burnaby campus, with approximately 35,000 students attending annually [16].

SFU is currently meeting CRC equity targets set by The Secretariat. However, some aspects of the unique characteristics of SFU could jeopardize this status or make it difficult to attract new chairholders and/or members of the designated groups. Issues related to the housing crisis of the Lower Mainland and physical aspects of SFU could present barriers to increasing the diversity of SFU CRC chairholders and University community. It should be noted however, that some unique aspect of SFU create opportunities not often found at other institutions, such as onsite childcare and tuition waivers for the children and spouses of eligible faculty and staff.

*Vancouver Housing Crisis.* Low vacancy rates and the high cost of housing can make it difficult to recruit and retain new faculty; the housing market of the Lower Mainland of Vancouver is one of the most expensive and challenging in Canada. Since 2014, house prices have increased by 40%, with condominiums following at a slightly lower trend [17]. The latest Rental Market Report from the Canada Mortgage and Housing Corporation shows vacancy rates for two-bedroom rentals is extremely low at 1%, with the average rent reported at \$1,552 per month [18]. The average sale price for a one-bedroom condominium in the Burnaby North area, closest to SFU's main Burnaby campus, is \$449,457, an increase of 32.8% since October of 2016 [19].

The challenging housing market is beyond the purview of SFU, but there have been efforts to mitigate this problem. In 2007, the SFU Community Corporation<sup>12</sup> joined forces with Vancity Enterprises and reSource Rethinking Building to develop a 60-unit building (Verdant), designed to be an affordable, family-oriented building with onsite daycare [20]. Verdant is a mix of rentals and purchased units for SFU faculty and staff, with a 20% discount on fair market value. SFU also provides mortgage subsidy and down payment assistance to faculty, outlined in policy A21.07 [21], which states that eligible employees can choose either a mortgage subsidy or down payment assistance to the amount of \$10,000 per year for a maximum of five years.

*Physical Aspects of SFU Campuses.* The SFU Burnaby campus was built in 1965 from an award winning design, at a time when accessibility was not taken into account. Historically, great attention has been given to retain its architectural heritage when improving or expanding the buildings. As mentioned above in the 2007 Employment Systems Review, physical barriers on campus were identified an issue, although

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<sup>12</sup> The SFU Community Corporation is governed by an independent Board of Directors that includes SFU stakeholders, faculty and student representatives, as well as external members with expertise in real estate development, finance, law, and other related disciplines.

no specific details were provided. A recent photographic study commissioned by the Physical Access Advisory Committee, *SFU Access Corridor*, examined a core public circulation route and the main access into it. The intent of the report is to identify ways to improve campus usability for anyone regardless of their ability or background, thereby enhancing the confidence, integration, and safety of person with a disability. The evaluation criteria of the study was based on seven design principles:

1. Equitable use.
2. Flexibility in use.
3. Simple and intuitive to use.
4. Perceptive information.
5. Tolerance for errors.
6. Low physical effort.
7. Size/space for approach/use while sitting or standing (i.e. wheelchair accessible).

The report finds barriers or issues along the access corridor related to signage for visitors, elevators, parking, handrails, stairs, water fountains, and pedestrian routes. The Physical Access Advisory Committee report makes several recommendations such as creating a cross-disability user-group to identify issues, establishing a budget for renovations, engaging specialist consultants, and developing a design brief as a tool for evaluating the success of proposed design solutions.

The SFU Burnaby campus also presents challenges due to its geographic location on top of Burnaby Mountain. Positioned at an elevation of 347 meters, the Burnaby campus will receive much more snow than other parts of the Lower Mainland. Thus, winter brings special challenges for people on, or travelling to and from the Burnaby campus. Each year, SFU mounts an awareness campaign for staff and faculty to share resources for winter conditions, such as Burnaby Winterfest where resources for winter driving and various vendors help prepare the SFU community for winter conditions.

SFU is fortunate to have expanded its campuses to downtown Vancouver and Surrey, providing opportunities for faculty and staff to access different facilities and environments and increasing choices for students. The multi-campus model can have its challenges as well. Central services such as childcare or important events occur on the Burnaby campus, making them harder to access for faculty and staff stationed at the satellite campuses. Strategies for improving communication and sense of community across campuses include technology, such as cloud-based videoconferencing, which make it easier for faculty and staff situated at satellite campuses to access meetings and events.

Unique characteristics of SFU present other opportunities not commonly found in universities, namely onsite childcare and tuition waivers for faculty and staff. Onsite childcare at the main Burnaby Campus figures highly in retaining and supporting faculty and CRC chairholders. The SFU Childcare Society offers care for infants and school-age children in a fully licensed environment easily accessible for members working at the Burnaby campus. Though a private entity not officially managed by the University, the Society has a close relationship with SFU, and does offer some priority to faculty and staff. The Society is comprised of three locations, one on the main campus and two in neighbouring UniverCity; one of these locations is the site of Canada's first Living Building [22]. A fourth location is planned to open in Fall 2018, which will house the school-age program, providing before and after school care.

Another unique benefit of SFU is the availability of tuition waivers (policy AD 9-10), the non-payment of tuition fees for certain SFU credit courses and academic programs, for eligible faculty and staff, and their spouses and children; children may take advantage of this benefit while they are under the age of 25. Overall, SFU's unique challenges do not present major problems for meeting its equity targets, but reviewing supports for reducing housing related financial strain and early consultation to prevent physical access issues would mitigate these issues. There is the potential for members of the designated groups to receive extra support (access to childcare) or experience difficulties due to the above issues, but more information is needed.

### Management of Canada Research Chair Allocations

This section outlines SFU processes for the management of CRC allocations. SFU's allocations and principles for the management of CRCs is outlined in the *CRC Allocation Principles and Process Memo* (Appendix E). In the spirit of preserving one source for this policy, where applicable, sections below will refer to the relevant sections in the process memo. The *CRC Allocation Principles and Process Memo* is considered a living document; for the most recent version please visit SFU's Public Transparency page for CRC, under *Policies and Procedures that Govern Staffing of Canada Research Chairs* [9]. Appendix E provides information on allocation processes as of December 11, 2017; please note the online version of this document takes precedence over all other versions.

*SFU policies and processes for recruiting CRC chairholders.* See Appendix E: CRC Allocation Principles and Process Memo, *Guiding Principles*.

*How chairs are allocated.* See Appendix E: CRC Allocation Principles and Process Memo, *Normal Procedures for Allocation of Chairs within SFU*.

*Decision-making process for flex moves.* To allow more flexibility in filling chairs in a timely manner, a university can temporarily convert a CRC from one agency to another one (e.g., NSERC to SSHRC), and can combine two Tier 2 Chairs into one Tier 1 Chair, or split one Tier 1 Chair into two Tier 2 Chairs. However, there is a limit as to how many changes can be made, and The Secretariat expects that the original distribution of Tier 1 and Tier 2 Chairs between NSERC, SSHRC, and CIHR will eventually be re-established. SFU currently has a total of five moves in its "flex corridor". As an example, if a T1 chair is converted to a pair of T2 chairs, one of the five moves is used and remains "on the books" until two T2 Chairs are merged into a single T1 Chair, restoring the institutional balance.

*Decision-making process for determining whether chairholders will be submitted for renewal.* If the TPC supports the renewal, the Chair of the TPC will write a letter of recommendation to the Dean and add it to the candidate's original package. A copy of the TPC Chair's recommendation will be sent to the candidate (note: vote counts should not be included). The candidate will have 14 days to respond to the Chair of the TPC (if desired). The TPC Chair's letter and a response from the CRC (if received) will then be sent to the Dean, along with the entire application package. The Dean will write a letter addressed to the Vice-President, Academic, recommending the candidate for renewal and setting out the financial terms of the Chair (e.g., salary, stipend, teaching release, research funding, etc.) and addressing the candidate's fit to SFU's Strategic Research Plan.

Once the CRC is approved for renewal by Associate Vice-President, Research and Vice-President, Academic, the Candidate's application along with the letter of recommendation from the Dean will be

completed by the candidate (supported by the Grants Facilitator and submitted to The Secretariat by the Director of the Major Projects Office). A CRC who is not approved for renewal cannot appeal to the Ombudsperson (unlike in cases where a faculty member fails to receive promotion [Policy A11.06]).

*Decision-making process for advancing chairholders from Tier 2 to Tier 1.* The Secretariat states that institutions should not treat Tier 2 Chair positions as a pathway to holding a Tier 1 Chair. As stated in SFU's CRC policy and process guidelines, CRC chair positions are a recruiting tool, not a retention tool. However, the Vice President, Academic and Vice-President, Research and International (in consultation with the Faculty Dean(s) and the Associate Vice-President, Research) will make the final decision whether a chairholder should advance from a Tier 1 to a Tier 2 Chair. The advancement process follows the criteria for a new nomination.

After an open and transparent recruitment process, institutions can advance a current Tier 2 chairholder to a Tier 1 Chair during the term of the chair using the same nomination process as for new nominees. The advancement nomination must be submitted by a nomination deadline early enough to ensure that the funding decision on the advancement nomination may be made prior to the end of the term of the Tier 2 Chair.

*Process and criteria for phasing out chairholders.* See Appendix E: CRC Allocation Principles and Process Memo, *Transition out of a CRC Appointment*.

*Decision-making processes for determining institutional support.* See Appendix E: CRC Allocation Principles and Process Memo, *Process for Recruiting a CRC (paragraph ii)*.

*Safeguards to ensure individuals from the designated groups are not disadvantaged.* It is recommended that the newly appointed Advisors and the Director of Equity, Diversity and Inclusion, Faculty Relations consult with the Vice President, Academic and Vice-President, Research and International to explore possible processes that would address potential disparities for members of the designated groups among CRC chairholders. This could tie in to other institutional efforts to embed inclusion efforts into policy and practice.

*Measures to ensure individuals from the designated groups are not disadvantaged when applying.* Over the past year, SFU has been working to develop equity, diversity, and inclusion processes relative to hiring and recruitment. For both the Canada Excellence Research Chair and Canada 150 Research Chair recent nominations, SFU developed a plan to ensure open and transparent processes for job ads and candidate searches. Although SFU has not yet formalized this process for all CRC job searches, the following principles were observed for these aforementioned searches; it is anticipated these processes will be considered for application to CRC nominations and renewals:

- Observing the principles of employment equity outlined in SFU's Employment Equity Policy.
- Conducting an open and transparent candidate search, which included wide dispersal of advertisement to international and Women in Science networks (and other relevant entities that would encourage members of the designated groups to apply).
- Members of the designated groups were encouraged to apply in the advertisement.
- Nominations were reviewed for gender balance and diversity.
- Safeguards in the evaluation process such as ensuring search committee diversity and cognitive bias training.

*Training and development activities related to unconscious bias, etc. for recruitment and nomination for chair positions.* SFU's equity consultant has provided an example toolkit that could be developed for use by CRC hiring committees (Appendix F); it is also recommended that those involved in recruitment and nominations processes access the federally developed video on unconscious bias [24].

This review of SFU's process of CRC allocations points to a few objectives that would facilitate transparency of process and increased equity, diversity, and inclusion considerations such as exploring ways to safeguard members of the designated groups from experiencing disadvantages, best practices and resources for hiring committees, and an annual review process of allocation practices.

### Collection of Equity and Diversity Data

Gathering data on current chairholders and applicants is critical to accurately gauging the representation of the designated groups in the SFU CRC program and developing indicators for improving diversity. For the purpose of this CRC EDI Action Plan, 38 current SFU CRC chairholders and 2 applicants were asked to participate in a survey designed to gather information on representation of the four designated groups. The CRC best practices for collecting equity and diversity data were used to develop the survey methodology, including efforts to encourage self-identification, how data would be used, and communicating privacy measures. Consultations with the CRC Equity Advisory Committee and various SFU stakeholders were conducted during survey development regarding inclusive language and developing questions. A full copy of the survey is provided in Appendix G.

*Processes and strategies for collecting and protecting data.* Demographic data was collected from current chairholders and applicants using SFU's internal survey client, WebSurvey. Participants were asked if they self-identified as a member of any of the designated groups; the survey also included questions about sexual and gender diversity as the designated groups do not necessarily represent all forms of oppression and underrepresentation. The WebSurvey application is stored and processed onsite in the SFU machine room and is only accessible to the survey administrator (Theresa Burley) who has access to the password protected WebSurvey account.

The survey was open from October 27 to November 10, 2017; participants received an invitation to participate in the survey from the Office of the Vice-President, Research and International and a follow-up personalized reminder from the survey administrator on November 6. The participants also received a FAQ document, outlining the importance of self-identifying and participating in the survey (see Appendix H). To protect the privacy of participants, survey submissions were anonymous, no identifying data was collected, and in the course of analysis, cells with counts less than five were withheld to limit the potential for information to be identifying.

The privacy statement and statement of purpose for the survey outlined the use of information as the collection of demographic data to establish SFU's representation of the designated groups (and gender/sexual diversity) among CRC Chairholders. The survey also stated that this information would be used to: ensure, at a minimum, that SFU is meeting or exceeding federally mandated equity targets; inform planning and policy at SFU; and help the CRC program accurately assess the program's equity profile.

*Strategies for encouraging individuals to self-identify as a member of the designated groups.* Several strategies were used to encourage participants to identify as a member of the designated groups or as

sexually/gender diverse: using CRC best practices for self-identification language; providing definitions; and consultations with various SFU community members to develop inclusive language.

The [CRC best practices](#) for data collection focus on self-identification when collecting equity and diversity data. By asking participants to self-identify, they have the option to determine whether the definitions of the variables provided match the way they identify and categories become more inclusive and less prescriptive. The survey asked participants if they self-identified as a(n): woman, visible minority (or member of a racialized group), Indigenous person, person with a disability, or if they identified as gender or sexually diverse. The survey also provided an open text box at the end for any comments or additional information.

To encourage participants to self-identify, definitions of each of the designated groups and sexual/gender diversity were provided within the survey. For the question on visible minority status, there was also the option to self-identify from groups, such as African, South Asian, or Latin heritage. The goal here was to use an intersectional lens (where it is recognized that people do not belong to only one group), resulting in a richer data set that, for example, does not aggregate all persons who identify as a visible minority into one category. It was also hoped that gathering this more complex data might illustrate gaps in the diversity among those who identify as a visible minority.

The United Nations Convention on the Rights of Persons with Disabilities' definition of disability was used, examples of disabilities were also provided such as acquired brain injury, chronic pain, learning and mobility disabilities, etc. It is hoped that by providing examples and definitions, more participants would self-identify, providing a more accurate picture of disability status among participants.

The questions and definitions were written in consultation with the CRC Equity Advisory Committee and various SFU community members to ensure the language used was as inclusive as possible. The language associated with categories such as gender, gender and sexual diversity, race, indigeneity, or disability, is always shifting along with societal views and how various groups choose to self-identify. Here, using inclusive language is defined as the practice of being reflective in how categories are defined and change over time, respecting the preferred terms or phrases of a person or group, acknowledging that these demographic categories are socially constructed, and fostering a climate of openness.

*Survey results.* Of the 40 chairholders and applicants who received the survey, 30 responded, a 75% response rate. The analysis that follows refers to affirmative responses from chairholders only if the number of applicants is more than four<sup>13</sup>; small numbers of responses are withheld to protect the privacy of participants.

Among chairholders that responded to the survey, 37% self-identified as female and 27% identified as a visible minority; responses on disability status are withheld due to the small number of responses. No participants self-identified with gender or sexual diversity or as an Indigenous person. The response rates for *I do not wish to answer this question* were higher for some questions than others, the highest being 20% and 17% non-responses, respectively, for sexual and gender diversity.

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<sup>13</sup> In keeping with the Privacy Act, if the number of chairholders who self-identified as belonging to one of the four groups is less than five, it is not provided to protect the privacy of chairholders. For this same reason, the data is not presented by tier or agency.

The survey asked those who identified as a visible minority to specify which additional categories they identified with: Person of African (Black) heritage, East Asian (Chinese, Japanese, Korean, etc.), South Asian (Indian, Pakistani, Bangladeshi, etc.), South East Asian (Cambodian, Filipino, Thai, Vietnamese, etc.), West Asian or Arab (Iranian, Lebanese, Afghan, etc.), and Latin, South or Central American. There was also the option to not answer the question or to state that none of these categories were appropriate. The small response rate for most of these answers are too low to report (cell counts less than five), with the exception of those who self-identified as belonging to the visible minority category of East Asian (17% of all respondents, 71% of those who identified as a visible minority).

Variables	Yes	NA	No	%	% NA
Current Chairholder	28	0	2	93%	0%
Indigenous Peoples	0	1	29	0%	3%
Persons with Disability	~	~	~	~	~
Women	11	2	17	37%	7%
Gender Diversity	0	5	25	0%	17%
Sexual Diversity	0	6	24	0%	20%
Visible Minority	8	3	19	27%	10%
Person of African (Black) heritage	~	~	~	~	~
East Asian (Chinese, Japanese, Korean, etc.)	5	0	25	17%	0%
South Asian (Indian, Pakistani, Bangladeshi, etc.)	~	~	~	~	~
South East Asian (Cambodian, Filipino, Thai, Vietnamese, etc.)	~	~	~	~	~
West Asian or Arab (Iranian, Lebanese, Afghan, etc.)	~	~	~	~	~
Latin, South or Central American	~	~	~	~	~
I identify as a member of a racialized community, but none of these apply to me.	~	~	~	~	~
I do not wish to answer this question	~	~	~	~	~

For the final open text box question (*Is there anything else you would like to add or do you have any comments on the survey?*), seven participants provided some additional comments. Some commented that there should be more variables included to get a better picture of diversity, that the category of race is problematic, and that they were thankful that this work is being done. There was also an interest in intersectional analysis of the data and comments that there should be more efforts on a federal scale to address the lack of representation of women in government.

Relative to comments on race, both the survey and the FAQs stated that the question regarding visible minority status was being asked with “the acknowledgement that race is a matter of both social structure and cultural representation.” The CRC Equity Advisory Committee and survey creators (authors of this



report) engaged in many discussions on the concept of race and the issues surrounding measurement. It is generally accepted that race is not a useful form of classification, and is instead “a social construction that depends on validation on the agreement and acceptance of social groups within societies” [25]. Thus, the concept of race still has very real social consequences, namely, the construction of “a set of beliefs, assumptions, and actions based on an ideology of the inherent superiority of one racial group over another” [21].

Intersectional methodologies were considered in the design of this survey (disaggregation of visible minority category) and in the encouragement for participants to identify with as many categories as applicable. Ideally, an intersectional analysis would be conducted, where more than one category is considered, e.g. visible minority women. Unfortunately, due to the small sample size and desire to protect the privacy of individuals, this is not possible at this time.

Overall, SFU is meeting its equity targets for CRC chairholders. The main gap identified through this analysis is the lack of CRC chairholders who self-identify as Indigenous peoples. There is no gap identified for chairholders who identify as a person with a disability; the data is not shared here to protect the privacy of all participants.

*Representation of the designated groups among SFU CRC chairholders.* The results of a recent target setting exercise to establish SFU’s representation of the designated groups among CRC chairholders shows that SFU is meeting its equity targets:

#### *2016 Target Setting Exercise*

Designated Group	Target	Occupancy**	Gap	Gap (# of Chairs)	Gap (# of Chairs)*
Women	31%	40%	no gap	no gap	no gap
Visible minorities	15%	23%	no gap	no gap	no gap
Persons with disabilities	4%	-	no gap	no gap	N/A
Indigenous peoples	1%	0%	1.0%	0	N/A
* If the number of chairs needed to fill the gap is less than 0.5, the cell indicates N/A					
** Cell counts less than 5 are withheld to protect the privacy of chairholders					

For comparison, the results of the recent data collected for this EDI Action Plan were used with the same formulas, showing the following results:

#### *Equity Data Collection*

Designated Group	Target	Occupancy**	Gap	Gap (# of Chairs)	Gap (# of Chairs)*
Women	31%	37%	no gap	no gap	no gap
Visible minorities	15%	27%	no gap	no gap	no gap
Persons with disabilities	4%	-	no gap	no gap	N/A
Indigenous peoples	1%	0%	1.0%	0	N/A
* If the number of chairs needed to fill the gap is less than 0.5, the cell indicates N/A					
** Cell counts less than 5 are withheld to protect the privacy of chairholders					

Some interesting differences emerged when comparing the 2017 target setting exercise and the data from the survey. There was an increase in the percentage of people who identified as a visible minority and a decrease in those who identified as a woman; however, not all CRC chairholders participated in this survey so this could be an artifact of who responded.

To get an idea of how representations of the designated groups compare between CRC chairholder and the main body of faculty members at SFU, the CRC survey results could be compared to the Federal Contractors Program data collected from SFU employees through the equity survey. However, it is not currently possible to separate faculty members from other professionals at SFU.

The results for collecting data highlight some objectives that could improve this process, such as revising the survey based on feedback from participants and the CRC Equity Advisory Committee, efforts to engage in an intersectional analysis, and repeating the survey annually or bi-annually. There are also changes that could be made to the CRC application that might encourage more members of the designated groups to self-identify. The current format of CRC applications have a very short section for applicants to disclose if they identify as a member of the designated groups and does not give much explanation or description of why this information is important to share.

### Retention and Inclusivity

The final requirement of the action plan is to conduct an examination of how SFU provides a supportive and inclusive workplace for all chairholders (including those from the designated groups) and how this is monitored. The following presents a cursory overview of the strategies, procedures, and policies that are in place to retain CRC chairholders, provide an avenue for dealing with equity complaints, and create a supportive and inclusive workplace.

*Supportive and inclusive workplace.* Current strategies for creating a supportive and inclusive workplace for chairholders are informal and department specific. As mentioned previously, SFU is currently developing its equity portfolio; it is anticipated the incoming Advisors and Director of Equity, Diversity and Inclusion, Faculty Relations will explore developing institutional initiatives to foster a supportive and inclusive workplace for faculty who identify as members of the designated groups. Phase 2 of the environmental scan could explore various department-specific equity, diversity, and inclusion initiatives which would aid this equity collaboration in developing best practices for the broader University community. Once practices are in place, processes should be developed to monitor success, such as an employee satisfaction survey for chairholders or conducting exit interviews with any chairholders who leave the University. These efforts could be extended to all faculty and staff as well.

*Retention policies and supports for individuals from the designated groups.* Procedures, policies, and supports to enable the retention of chairholders from the designated groups will be explored under the direction of the newly appointed Advisors and the Director of Equity, Diversity and Inclusion, Faculty Relations.

*Procedures for equity complaints.* Currently, if there are equity concerns regarding the CRC program at SFU, the main point of contact is the Associate Vice-President, Research. There are no formal procedures for managing complaints related to equity in the CRC program at SFU as of yet; it will be the responsibility of the newly appointed Director of Equity, Diversity and Inclusion, Faculty Relations to coordinate faculty-related complaints and diversity and equity issues by:

- receiving equity, diversity, and inclusion related complaints to prioritize and reassign or involve other departments such as Human Rights and the Sexual Violence Support & Prevention Office;
- providing conflict resolution support to affected parties and collaborating as needed with other departments and stakeholder groups such as union representatives, Human Resources and other Faculty Relations staff;

- working collaboratively with Safety & Risk Services to prepare formal reporting to WorkSafeBC on bullying and harassment complaints;
- providing consultation and advice to faculty on individual workplace conflicts and complaints of bullying and harassment, including providing support on conflict resolution and conducting investigations when needed; and
- conducting exit interviews for academic staff resigning or retiring, and developing and maintaining an impartial interview process.

Reviewing SFU's efforts for creating inclusive environments and retaining faculty lead to recommended objectives to improve these efforts such as exploring existing initiatives designed to foster an inclusive workplace, retention practices for members of the designated groups, and ensuring mechanisms and processes for complaints within the CRC program are clear, fair, transparent, accessible, and tracked.

### SFU's Equity, Diversity, and Inclusion Action Plan

The purpose of this CRC EDI Action Plan is to address potential areas of concern or disparities for members of the designated groups among CRC chairholders and ensure SFU is meeting equity targets through the identification of impactful equity, diversity and inclusion objectives, indicators<sup>14</sup>, and actions. It must be noted that at this point in time, when the SFU equity portfolio is being developed, formulating a comprehensive CRC EDI Action Plan is challenging. For Stage 1 of the CRC EDI Action Plan, recommending objectives based on the above analyses is the primary goal; the actions and indicators for measuring progress and success are also framed as recommendations to be taken under consideration by the Vice-President, Academic and Vice-President, Research and International in concert with the newly appointed Advisors and Director of Equity, Faculty Relations.

### Comparative Review

The purpose of the comparative review was to determine if there are any differences between CRC chairholders based on their field of study or status as a member of the designated groups. Creating standardized elements of institutional support can increase transparency and reduce the potential for differences between CRC chairholders. Although large differences in support were not found, there were some inconsistencies making data analysis difficult. This could be prevented if the process for institutional support was standardized. The differences observed relative to gender could be mitigated by providing negotiation and leadership training, and by other objectives identified below designed to reduce unconscious bias and increase transparency in the hiring process. The following objectives are recommended:

1. **Establish a standardized equitable process for allocating institutional support for chairs.** As discussed above, data analysis was challenging due to variable ways support is indicated in applications. Recommended actions to achieve this objective are:
  - Explore practices to collect data on institutional support as CRC applications are processed.
  - Phase 2 of the environmental scan could explore the quality of institutional support for

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<sup>14</sup> Indicators are identified where appropriate.

CRC chairholders and the potential for Faculty-specific, standardized processes.

- Comparative reviews of institutional support conducted on an ongoing or annual basis to monitor for disparities.
2. **Provide training, coaching and mentorship for faculty interested in opportunities or renewal with the CRC program with a strong focus on members of the four designated groups.** Potential variations in negotiated aspects of institutional support could be mitigated by providing training, coaching and mentorship.
- Action. Advisors and Director of Equity, Faculty Relations to discuss the possibility of developing these resources or training.

Indicators. Results of the annual review can indicate if there has been progress in standardizing the process for institutional support, such as increased ease in collecting and comparing data and less variability among the designated groups and field of study, potentially with the exception of negotiated aspects of support.

### Employment Systems Review

The main focus of the Employment Systems Review was to identify potential areas of concern or disparities for members of the designated groups through recruitment practices, barriers or practices that affect employment, or that prevent application or nomination to CRC chair positions at SFU. The following objectives are recommended to make recruitment practices more equitable and transparent, and reduce practices or barriers that affect employment or impact CRC nominations or applications:

3. **Build practices and processes to sustain or increase diversity among CRC chairholders and applicants.** This objective draws on the overall desire of SFU to maintain and potentially increase the diversity of its CRC chairholders. SFU is currently meeting its equity targets, but there must be sustained focus on this objective to ensure that this diversity is maintained or increased as recruitment efforts begin to fill empty chairs or those whose terms are ending in the coming years. Recommended actions to achieve this objective are:
- Establish best practices and venues for posting CRC job vacancies that may increase the representation of the designated groups.
  - Providing equity advisors or advisory services to departments, faculties, and units to assist with CRC hiring processes.
  - Monitor upcoming chairs allocations as they become available to ensure efforts are made to maintain or increase diversity.
  - Developing educational seminars and materials on the importance of employment equity to increase awareness within the SFU community.
  - Establish procedures for exit surveys with chairholders who leave SFU. This will provide valuable information as to why members of the designated groups have left SFU and what measures could be taken in the future to improve retention.

Indicators. Diversity statistics, obtained through annual data collection, of chairholders and applicants will indicate whether the recommended actions are effective in sustaining or increasing the diversity of CRC chairholders and applicants.

4. **Enable better availability and quality of data on the four designated groups and gender/sexual diversity.**
  - Action. Explore the possibility of developing a committee to oversee how best to collect equity related data.

Indicators. Data analysis yields richer a data set that includes detailed information on the designated groups and other important aspects, such as differentiating between faculty and staff.

5. **Explore options for creating structural supports for mentorship, career planning, and professional development.** Both the Employment Systems Review and Salary Equity Recommendation Committee report recommend the establishment of faculty mentoring programs for (but not limited to) the designated groups.
  - Action. Review existing practices for mentorship programs within the University and other academic institutions.

### Environmental Scan (Phase 1)

Phase 1 of the environmental scan explores the health of SFU's workplace and the impact that it may have on the institution's ability to meet equity, diversity, and inclusion objectives. Phase 1 of the environmental scan focused on the SFU website and CRC program related equity/hiring policy and practices; the following objectives are recommended:

6. **Build community awareness of SFU equity, diversity and inclusion initiatives.** Create an online presence for the new equity collaboration that will house information and resources about employment equity, and equity, diversity, and inclusion.
  - Action. Establish a strategy for creating an online presence for the equity collaboration.
7. **Carry out a comprehensive audit of relevant SFU policy and in particular, review and revise where necessary policies related to employment equity.** The environmental scan indicated some areas where SFU policy relevant to CRC nominations and appointments could be revised to update language, policies, and procedures. However, this review should occur following consultations with the broader University community.
  - Action. Consult with University Secretary, or others as appropriate, to discuss the possibility of changes to policy.
8. **Share Federal Contractors Program data and reports with the University community.** Reports on data collected from the Federal Contractors Program shared with the University community to increase awareness and transparency about diversity.
  - Action. Consult with University's Human Rights Office, Information and Privacy Officer, and others to explore the possibility of sharing Federal Contractors Program reports more widely.
9. **Establish best practices for faculty and CRC hiring/search committees to aid in achieving representation of the four designated groups within the committee composition.**
  - Action. Consult with Deans and Department Chairs/Directors to discuss strategies for ensuring balanced representation on the committee.

## Simon Fraser University's Unique Challenges & Opportunities

The unique characteristics of SFU that potentially could affect its efforts to continue meeting equity targets or attracting members of the designated groups in the CRC program are related to the physical nature of SFU and the housing crisis of the Lower Mainland. The following recommended objectives have been identified:

### 10. Review SFU support resources related to faculty housing.

- Action. Recommended that Phase 2 of the environmental scan explore these supports and the impact they have on reducing the financial strain associated with attaining housing in the Lower Mainland.

### 11. Review the process for developing SFU infrastructure and renovations to consider how early consultation with the Physical Access Advisory Committee could be achieved.

- The newly appointed equity collaboration could engage with the Physical Access Advisory Committee and others to explore best avenues for achieving this objective.

Indicators. Exit surveys would indicate whether faculty are leaving due to housing concerns. Fewer reports of barriers to the Centre for Students With Disabilities, Physical Access Advisory Committee, and Human Rights Office would indicate success in this area.

### 12. Explore options to enhance and maintain connections and a sense of community across and within SFU's three campuses.

- Action. The newly appointed equity collaboration could engage with Faculty Deans and others in the community to explore whether multi-campus aspects of SFU are impacting faculty members.

## Management of Canada Research Chair Allocations

The CRC Allocation Principles and Process memo (Appendix E) governs the management of CRC allocations. This document has recently undergone revisions to strengthen process, increase transparency, and include equity, diversity, and inclusion principles. To ensure transparency of process and increased equity, diversity, and inclusion consideration, the following objectives are recommended:

### 13. Develop safeguards to ensure individuals from the four designated groups are not disadvantaged during their time at SFU.

- Action. Explore the possibility of building upon institutional initiatives for inclusion (Objective 17) and develop a plan to tailor these initiatives for the SFU CRC program.

### 14. Provide equity, diversity, and inclusion training and resources for all faculty and CRC hiring/search committees such as providing unconscious bias training, written resources (see example toolkit, Appendix F), or coaching.

- Action. Consult with Deans and Department Chairs/Directors and others about distribution, use and effectiveness of current training and resources, to identify gaps and needs.

### 15. Carry out an annual review of the CRC Allocation Principles and Process memo.

- Action. Consult with the Associate Vice-President, Research on the best method, what data is required (i.e., comparative review results), and best time of year to engage in review of the process memo.

## Collection of Equity and Diversity Data

Having access to current information on the diversity of CRC chairholders and applicants is central to SFU accurately establishing equity targets for the CRC program and increasing diversity. To ensure accurate data is being collected on chairholders, the following objectives have been recommended:

### 16. Improve data collection on CRC chairs by:

- revising, the CRC survey for chairholders;
- developing an intersectional survey and analysis methodology; and
- conducting yearly or bi-annual data collection on chairholders.

Indicators. Accurate, current, and rich data collection on current Chairholders and applicants.

## Retention and Inclusivity

The review of the strategies, procedures, and policies that impact CRC chairholders yield the following recommended objectives:

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

- Action. One of the recommendations for Phase 2 of the environmental scan is to explore existing SFU institutional equity, diversity, and inclusion initiatives across faculties and departments.

### 18. Identify procedures, policies, and supports that enable the retention of members of the designated groups.

- Action. Conduct a needs assessment within faculties to explore factors that promote or threaten retention.

### 19. Ensure mechanisms and processes for receiving and responding to complaints within the CRC program are clear, fair, transparent, accessible, and tracked.

- Action. Consult with the Associate Vice-President, Research to explore procedures for complaints related to equity in the CRC program.

## Discussion

The Secretariat has required every institution with five or more CRC chairholders to create CRC EDI Action Plans to ensure the designated groups are equitably represented among chairholders and steps are taken to eliminate or mitigate the potential for disparities. As an institution that administers funds in partnership with The Secretariat, SFU is committed to meeting and exceeding equity targets and providing inclusive and supportive environments. SFU is currently meeting its equity targets for the CRC program, but more information is needed to evaluate potential areas of concern for members of the designated groups and the inclusivity of the SFU workplace; there is important work to be considered to install processes and practice that foster equity, diversity, and inclusion.

This CRC EDI Action Plan complements SFU's objective to revise and strengthen administrative structures to support the promotion of equity and diversity in employment practices and supporting a culture of diversity, equity, and inclusion across the University. The objectives identified also complements the recommendations from the Salary Equity Recommendation Committee and the Employment Systems

Review aimed at addressing gender disparities, barriers to employment, and improving recruitment practices.

This CRC EDI Action Plan was written for the SFU CRC program; however, many of the objectives and actions could potentially be used to inform and improve processes and practices across the University. It is recommended that the Vice-President, Academic, Vice-President, Research and International, Advisors, and Directors of Equity, Diversity and Inclusion work together to review the CRC EDI Action Plan and explore strategies to implement the objectives outlined in this report, within the CRC program and beyond. The expansion of the SFU equity collaboration brings with it new opportunities for embedding equity, diversity, and inclusion within processes and practices across the University.

The Secretariat now requires that institutional CRC EDI Action Plans and the resulting objectives are reviewed annually. It is anticipated that under the direction of the new equity collaboration, SFU will continue to meet or exceed its equity targets for its CRC program and will have developed new processes, practices, and resources that will engage equity perspectives, embrace diversity, and embody inclusivity for all. The ultimate goal of this work is having equitable and inclusive practice and policy, and a flourishing and diverse workforce.



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## Appendix A. SFU Salary Equity Recommendation Committee: Recommendations

### Salary Disparity Recommendations

The committee recommended a permanent salary increase of 1.7% for all female fulltime research faculty members on tenure track or in tenured positions, effective immediately. The committee also recommended a group award to all fulltime female research faculty of 1.76%, retroactive to January 1, 2009 to mitigate the impact on pension contributions and lost wages; this should include women who have retired during this time frame.

The committee also made the following recommendations to address current and future disparities:

1. Salaries should continue to be monitored for gender inequities; regression analysis should be conducted every three years to ensure no inequities have arisen.
2. Additional data should be collected to protect the rights of all disadvantaged groups on campus, including the Employment Equity Act targeted groups: women, people with disabilities, aboriginal peoples and visible minorities. This will require high quality disaggregated data, including but not limited to gender, to fully capture the diversity of SFU faculty.
3. There should be increased transparency around starting salaries, market differentials and the use of other off scale supplements. The committee believes that the new collective agreement is an excellent starting point for providing such transparency.
4. The anomaly review process should be revised so that it becomes a transparent and robust mechanism for correcting individual salaries. Suggestions include, but are not limited to the following:
  - The total salary should be considered, and not just the step placement.
  - Appropriate comparator salaries should be data driven, or at the very least, it should be made completely transparent what the comparators are.
5. Once a more transparent and robust anomaly review process is in place, the committee recommends the prioritization of the following cases:
  - Women hired after 2004 should have their starting salaries examined for disparity.
  - Women hired in higher paying units prior to 2004 should have their entire salaries examined for lost wages and pension contributions.

### Non-monetary Recommendations

The committee was mandated by the Vice President, Academic to identify mechanisms for preventing future inequities from developing and establishing a process to monitor gender based salary inequities to ensure that they do not recur. Based on this mandate, the committee made the following recommendations:

- The committee was unanimous in its view that salary inequities have developed and persist because the Equity Portfolio is under-resourced. To that end, they recommended the establishment of a "Vice President Human Rights and Equity, and the inclusion of two senior staff positions within the VP portfolio of a:
  - Senior Director of Human Rights (the *existing* position title is the Director of Human Rights and Equity); and a
  - Senior Director of Employment Equity, a *new* position responsible for employment and gender equity

- The committee further recommended that the office of equity should work with the leaders of the academic units within the portfolio of the Vice-President, Academic to develop tools, and implement policies and procedures, to ensure equity in all aspects of faculty member hiring, promotion, and evaluation. The following priorities were identified:
- Annual and at need training of tenure and promotion committees (TPCs), search committees, departmental chairs and deans to ensure compliance with equity policies and development of best practices around candidate selection, hiring and promotion;
- Development of clear processes to assist academic units with recruitment efforts so as to provide consistency across units;
- Establishment of faculty mentoring programs including, but not limited to, the four groups referenced in the Employment Equity Act (women, visible minorities, people with disabilities and Indigenous peoples);
- Establishment of employment equity committees in each academic Faculty, each of which will have input into the University Employment Equity Advisory Committee;
- Development of robust, common databases to provide academic administrators with clarity, transparency and policy guidance with respect to starting salaries, retention awards, market differentials, course buyouts, spousal appointments (including the management of potential conflicts of interest for spouses in the same administrative unit), and the allocation of Canada Research Chairs (CRCs);
- Development of a clear policy to guide the CRC nomination processes, with their associated commitment of salary and research stipends, and CFI allocations;
- Development of best practices around the administration and use of student course evaluations so as to minimize and/or adjust for the effects of bias unrelated to instructional ability and practice;
- Periodic assessment of the appropriateness and equity of mechanisms of non-salary forms of compensation and support within academic units (startup grants, research space, course releases, etc.).
- Oversight of the provisions of the SFU Faculty Association Collective Agreement to prevent “special deals” and “end runs”.
- Development and application of a transparent and robust process of salary anomaly review that includes appropriately broad, inclusive consultation.

## Appendix B. Employment Systems Review: Occupational Groupings

1. Senior Managers
2. Middle and Other Managers
3. Professionals
4. Semi-Professions & Technicians
5. Supervisors
6. Supervisors: Crafts & Trades
7. Admin & Senior Clerical
8. Skilled Sales & Service
9. Skilled Crafts & Trades
10. Clerical Personnel
11. Intermediate Sales & Service
12. Semi-Skilled Manual Workers
13. Other Sales & Service
14. Undetermined

## Appendix C. Employment Systems Review: Barriers and Recommendations

### **Barrier One: Passive Recruitment Practices**

[Resolved]

### **Barrier Two: Possible Misconceptions About Employment Equity**

Some respondents reported that “employment equity” is not a well-understood concept at the University. There appears to be a propensity on the part of some to believe that employment equity allows for the hiring of unqualified individuals and / or “reverse discrimination”. Those responsible for hiring decisions need more information about improving employment equity practices, such as targeted recruitment.

Two specific educational initiatives have been identified as a result of this ESR:

1. The Director will develop and offer a two hour seminar each semester on employment equity. It will be presented through the SFU Human Resources Department’s training initiatives.
2. Efforts will be made to increase the profile of employment equity on all future job searches. For example, Human Resource Advisors in the SFU Human Resources Department collect resumes and applications received in response to job postings and advertisements. The Director will design an “Employment Equity Fact Sheet” that will be sent, along with the resumes and applications, to every department that is engaged in hiring.

*Recommendation: Design, implement and vigorously promote educational seminars on employment equity. Offer them to all members of the University community, and in particular to people who sit on hiring committees as well as to supervisors and managers. Offer practical suggestions on how to improve recruitment and promotion practices for the designated groups. Develop educational materials on employment equity and ensure that they are widely available to all members of the University community and particularly to all supervisors when they are involved in the selection of a new employee.*

### **Barrier Three: Recruitment Practices: Lack of Representation on Hiring Committees by Members of the designated groups**

A department that is involved in hiring may not have members of the designated groups on staff. However, their presence on hiring committees could enhance the University’s equity practices. Departments should be encouraged to invite people from the designated groups in other University departments to participate in job searches and/or to advise managers on how to conduct focused recruitment. Departments should also consider the appointment of “equity advisors” whose role is to assist with the hiring process to improve employment equity practices.

*Recommendation: If representatives of the designated groups are not available in the particular departments conducting job searches, the departments should be encouraged to look elsewhere in the University to identify people who can serve on or advise the job search committee. As well, departments should be encouraged to appoint “equity advisors” to assist with the hiring process.*

### **Barrier four: The Unreliability of the Data**

HRSDC requires employers to collect equity information from their employees on an ongoing basis. However, employment equity is a voluntary program. At SFU employees access their personal data on-line and, by responding to a survey, inform the University that they belong to any of the three designated groups. Gender is automatically entered on the system when people are hired, therefore, women do not need to self-identify. If employees belong to any of the three other designated groups and do not self-identify, the data will be inaccurate and unreliable. There is evidence that this is indeed the case and that the employment equity data are not accurate. Consequently, it is proposed to send several reminders to faculty and staff each year, reminding them to go on-line and check their data, especially if their employment equity status has changed (because, for example, they have become disabled). However, additional steps must be taken to ensure the integrity of the data.

The unreliability of the data is an employment barrier because if the data are unreliable, it follows that the University's program and policy responses will also be unreliable.

*Recommendation: Improve the reliability of the data by including an "employment equity information session" in New Employee Orientation Seminars. Demonstrate to new employees how to access their on-line data and invite them to complete their employment equity survey during the orientation seminar. Emphasize that the information is held in strictest confidence, and that it will not be shared with supervisors or colleagues.*

**Barrier Five: No Policy on "Disability Accommodation"**

[Resolved]

**Barrier Six: An Uneven Focus on One of the designated groups**

In many SFU Policies, it is not uncommon to find references to *gender* equality / inequality. For example, section 2.4 of Policy A11.04 — Tenure and Promotion and Faculty Review Committee — requires that both genders be represented on Tenure and Promotion Committees. Similarly, Policy A 13.02 — Appointment of Department Chairs — stipulates that the Dean shall ensure that males and females are adequately represented on search committees, just as section 1 of Policy 13.05 provides for the addition of two additional faculty members, "to ensure appropriate *gender* representation." The policy review would suggest - and several respondents stated in the course of interviews for the Employment Systems Review - that employment equity practices at SFU focus on women to the exclusion and possible detriment of the other designated groups.

*Recommendation: That a review be undertaken by the Director to ensure that where there is reference in policy to employment equity practices, the policy requirements are not confined to women alone. Representation and involvement from all designated groups should be referenced in policy.*

**Barrier Seven: Lack of Structural Support for Mentorship, Career Planning and Professional Development**

Virtually all respondents, whether as individuals or as part of a focus group, spoke about the need for senior people to act as mentors to the members of the designated groups. Respondents generally view employment equity as something that must come "from the top down," in other words, there should be tangible evidence of institutional support for people who are working towards employment equity goals.

However, there is a perceived expectation that members of the designated groups would themselves fulfill the mentorship role. For example, it was reported that there may be an "unstated expectation" that faculty members and employees who are disabled, First Nations, visible minorities or women will take a "special interest" in employees with similar backgrounds. It was further noted that there is no structural support — release time or otherwise — for mentoring, even though it is time-consuming and demanding.

*Recommendation: That the Director, in consultation with Human Resources, the HRPB, and the EEAC, would decide on the feasibility of establishing mentorship programs that do not place the burden on employees from those groups. And further, that the Director and University officials would examine ways to formalize mentorship arrangements by providing structural supports to mentors.*

**Barrier Eight: Insufficient Attention To Work / Life Balance Issues**

A lack of affordable day care – especially infant-care, would be a barrier to employment for young mothers. Several recommendations also came forward concerning the need to balance professional and personal interests, especially when the interests are in competition. Work/life balance issues affect women and persons with disabilities, in particular. Some respondents noted that because women continue to shoulder a disproportionate share of the responsibility for caring for children and aging parents, the University should be flexible with regard to work arrangements, when possible.

The University is committed to providing a family-friendly environment for its employees. In fact, as recently as last month, SFU was named as one of the top 100 employers in Canada by Maclean's. In

January of 2008, SFU was named one of the country's top ten family friendly employers by Today's Parent Magazine. Onsite child care and summer day camp programs were cited as examples of the University providing an excellent employment environment.

Job Splitting: Respondents reported an apparent reluctance on the part of the University administration to establish shared tenure-track and non-tenure-track jobs. For tenure-track positions, it is believed that the reluctance is based on the strict timing for tenure applications and research requirements. Respondents reported that if research expectations could be reduced and the timing of tenure applications extended on a prorated basis, it could result in more job-splits. It is believed that this would be particularly advantageous to young mothers.

Onsite Child Care: All six respondents who corresponded with the Director through electronic mail reinforced the absolute necessity for onsite child care. Young female faculty members described how essential it is to have centrally-located infant care, especially when they are breastfeeding. Again, this issue impacts adversely on young women in particular.

Scheduling of Special Events: Social gatherings and awards ceremonies are often organized at the University in the 4:00 to 6:00 p.m. time slot — just when parents of young children must be in day care centres to pick them up. Gatherings which are scheduled either earlier or later would better meet the needs of young parents.

*Recommendation: Review and decide on the appropriateness of establishing a certain number of tenure-track positions on a job-split basis. Evaluate ways of improving the availability of onsite child care. Send a communiqué to departments to ask that they consider the needs of parents of young children when scheduling social gatherings and awards ceremonies.*

#### **Barrier Nine: Entry-Level Qualifications in the Trades**

Several respondents indicated that entry-level qualifications in some of the trades may be artificially high, and they speculate that this may affect adversely the designated groups. For example, while women are entering the trades in ever-increasing numbers, this is a relatively recent development. When an employer requires that a journeyman should have five or ten years' experience, such an entry-level requirement might exclude women who have been journeymen trades people for a shorter period of time.

*Recommendation: When job vacancies are submitted, particularly in trades positions, that Human Resources would ask managers to evaluate whether the entry-level qualifications are artificially high.*

#### **Barrier Ten: Trades Are Closed to Apprentices**

Apprentice workers are not often hired at SFU — they are indentured to the companies that sponsor them in the trade. It is believed that SFU does not hire apprentice workers because the scope of the work performed by the trades at the University is not sufficient to provide the apprentice the necessary training to obtain their trades certification (TQ). Apprentice machinists have been hired in the Faculty of Science because this area provides a sufficient scope of experience to enable the apprentice to satisfy TQ requirements.

Some respondents believe that there are certain trades on campus that would lend themselves to the hiring of apprentices for at least part of their apprenticeship training. Since women (and perhaps visible minorities) are entering the trades in greater numbers, hiring apprentices may address some of the hiring gaps. Moreover, the recently negotiated change to the language in the PolyParty collective agreement permits the hiring of apprentices.

*Recommendation: That Facilities Management would evaluate which trades would be appropriate for partial apprenticeship, and fill these positions on a trial basis.*

#### **Barrier Eleven: Non-Transparent Hiring Practices**

The APSA survey, in particular, cited the need for more transparency in hiring and promotion processes. Currently, some positions are filled on an acting basis, and others may be awarded without competition.



Some respondents speculated that non-transparent hiring practices may have adverse effects on the designated groups.

*Recommendation: To ensure transparency of process, wherever possible, hiring and promotion (especially for APSA and excluded positions) should be done by competition. Also, when consideration is given to the appointment of an individual in an acting position, wherever possible, advertise the position internally to ensure that everyone who is interested who meets the basic qualifications for the position receives equal consideration.*

#### **Barrier Twelve: Resignations**

There is no reliable data on retention of members of the designated groups, although overall, SFU has low employee turnover rates. The Human Resources Department is responsible for processing the employment termination, therefore it is the logical department from which termination surveys could be sent.

*Recommendation: Develop an exit survey which can be sent to all employees who notify the University that they are terminating their employment. The survey would be returned on a confidential basis to the Director, who would then compile data on the reasons for the departure. Additionally, the survey would ask respondents to indicate if they are members of one or more of the designated groups, whether they self-identified as such and, if they did not self-identify, why they did not do so.*

#### **Barrier Thirteen: Lack of Liaison with SFU Career Services and the Temporary Employment Pool**

From the perspective of culture, race and ethnicity, SFU has a very diverse student body. Twenty to twenty-five percent of new employees are SFU graduates. Effective liaison should be initiated with Career Services, a multi-disciplinary team of Career Advisors and Career Peer Educators who work with current SFU students and recent graduates. Career Services offers one-on-one advising, group workshops and career fairs and assists students with career planning needs. As was mentioned in the “overview” section of this report, a significant feature of staff hiring is that many clerical personnel obtain initial employment through the Temporary Employment Pool. It follows that stepped-up employment equity efforts aimed specifically at that Pool may serve to improve participation by members of the designated groups.

*Recommendation: Establish on-going liaison with Career Services and with the Temporary Employment Pool to identify SFU students and prospective employees from the designated groups who can be encouraged to apply for appropriate positions at the University.*

#### **Barrier fourteen: Structural Barriers in Collective Agreements**

The PolyParty collective agreement requires that employees are to be hired via the hiring hall, that is, through membership lists maintained by each of the Unions in the bargaining unit. Articles 13.01 and 13.03 relating to the hiring process in the CUPE collective agreement give preference to workers inside the bargaining unit. Thus, the collective agreements themselves may constrain the University’s ability to recruit from the designated groups.

*Recommendation: Evaluate and analyze the structural barriers created in the collective agreements in the next round of collective bargaining.*

#### **OTHER ISSUES**

The focus of this Employment Systems Review was to examine *policies* and *practices* in order to identify and make recommendations to remove barriers to the full participation of designated group members. Other issues were raised during the Employment Systems Review that are neither policies nor practices, but they are nevertheless relevant to include in this report because they affect persons with disabilities.

#### **Barrier Fifteen: Physical Barriers on the Burnaby Campus**

The Burnaby Mountain Campus contains many physical barriers for people with mobility problems.

*Recommendation: Request the Physical Access Advisory Committee to work with the SFU HRO and the SFU Centre for Students With Disabilities to conduct a comprehensive audit of the physical plant to identify barriers and develop an action plan at all SFU campuses.*

**Barrier Sixteen: Public Transportation**

The U-Pass system which gives universal, low-cost access to public transportation to most SFU students has increased reliance on public transportation. The increased demand has placed severe strains on the public transportation system with students and employees often facing long wait times and overcrowded trains and buses especially at peak travel times. This has an adverse impact on people with mobility issues.

The University has no control over the provision of public transportation, however, it can use its good offices to collaborate with public transportation providers to ensure that people with mobility impairments are not adversely affected by the success of the U-Pass system.

*Recommendation: Collaborate with public transportation providers to consider ways of improving the public transportation system at all SFU campuses for members of the University community who have mobility impairments.*

## Appendix D. SFU Employment Equity Policy, GP 19

<b>SIMON FRASER UNIVERSITY Policies and Procedures</b>	<b>Date</b>	<b>Number GP</b>
	November 28, 1989	19
	<b>Revision Date</b> July 6, 1992	<b>Revision No.</b> B

### Employment Equity

#### 1. Policy

**1.1** The goal of employment equity at Simon Fraser University is to ensure that no individual is denied access to employment opportunities for reasons unrelated to ability or qualifications, such as gender or race. Consistent with this principle, the University will advance the interests of underrepresented members of the work force, specifically aboriginal people, persons with disabilities, visible minorities and women (the designated groups); ensure that equal opportunity is afforded to all who seek employment at the University; and treat equitably all employees.

#### 2. Procedures

**2.1** The University has established a program of employment equity to provide a fair and equitable work place and to offer all individuals equal opportunity to develop their potential. Accordingly, the University will identify and eliminate any discriminatory barriers that interfere with employment opportunities in all jobs and at all levels throughout the University. Both current and prospective employees will receive equitable treatment in hiring, training and promotion. The employment equity program will not abrogate collective agreement provisions negotiated between the University and its employee groups.

**2.2** Following recommendations from the Director, Human Rights & Equity, and consultation with departments, the University will:

- adopt employment equity measures to remove any discriminatory barriers to the employment, training and promotion of aboriginal people, persons with disabilities, visible minorities and women;
- establish goals and timetables towards achieving a more representative work force.

**2.3** The Director, Human Rights & Equity, is responsible for coordinating the University's efforts to develop and implement an employment equity program. The Director, Human Rights & Equity, shall report to the University Secretary, and shall receive direction from the University Secretary, from the Vice-President, Academic, and from the Executive Director of Human Resources. The Director, Human Rights & Equity, shall be a resource to all members of the University community for information and advice regarding employment equity.

**2.4** Work force representation shall be measured by comparing the SFU work force to the availability of qualified designated group members in the appropriate labour force. Analytical Studies and the Director, Human Rights & Equity, shall collect and monitor aggregate statistics regarding the representation of the designated groups in the SFU work force, and shall report them annually to the University Secretary, and the campus community.

**2.5** The Employment Equity Advisory Committee shall be composed of representatives from all employee groups, Human Resources, the Office of the Vice President, Academic, and four equity representatives from the designated groups. The Committee shall provide advice and

assistance to the Director, Human Rights & Equity, regarding the development and implementation of the program. The Committee shall be chaired by the Director, Human Rights & Equity.

**Interpretation**

Questions of interpretation or application of this policy or its procedures shall be referred to the President, whose decision shall be final.

## Appendix E. CRC Allocation Principles and Process<sup>15</sup>

**For completeness, this appendix contains a copy of the SFU CRC allocation principles and processes.**

**The definitive version of these principles and processes is online<sup>16</sup>.**

The Canada Research Chairs (CRC) program provides the University with the opportunity to recruit world-class scholars across all research disciplines. This document provides a brief description of the principles which guide the use and allocation of CRC positions at SFU.

### **Guiding Principles**

The following principles guide the University CRC process:

- As per CRC requirements, proposals must align with the University Strategic Research Plan (SRP).
- CRC positions should be used to recruit outstanding faculty to the University. Use of a Chair for retention is permitted only in exceptional circumstances.
- The hiring process and composition of the University CRC cohort must respect the equity, diversity, and inclusion criteria of both the CRC program and the University.
- All Chairs that are not renewed, or become otherwise vacant, will revert back centrally to the University for reallocation, in accordance with these principles.
- All Chairs should normally have the opportunity to apply once, and only once, for renewal. This limits the term of T2 Chairs to 10 years and T1 Chairs to 14 years. Chairs who start at SFU with a T2 chair and apply for a T1 chair on renewal may serve for up to 12 years (i.e. 5+7).
- The University should endeavour to make full use of its allocation each year.
- A T2 candidate should show potential to grow into a leader in their research field. As a guideline, T2 candidates should be in the top 10% of their field among candidates at a similar stage of career.
- A T1 candidate should be an internationally recognized leader in their field of study and should also be a leader in the University as a whole.

### **Normal Procedures for Allocation of Chairs within SFU**

The allocation of CRCs to the University is set by the eligible Tri-agency funding obtained by SFU researchers in the preceding three years. In recognition of this, the current practice is to allocate a portion (e.g., 2/3) of SFU CRC positions to Faculties according to the fraction of Tri-agency funding obtained in that Faculty. These positions should be written into the 3-year hiring plan for the respective Faculty, after consultation with the Associate Vice-President, Research (AVPR). Any of these positions which remain unfilled for more than 1 year will revert back to the pool of centrally held chairs as described below unless the delay is the result of a failed search. Failed searches will be dealt with on a case-by-case basis.

The remainder of the CRC positions (e.g., 1/3) are held centrally, to be allocated in response to strategic University priorities. There are two recommended paths for allocating a centrally held Chair:

1. A Dean (or set of Deans) identifies an area and/or a specific candidate which they believe addresses a strategic University priority. This proposal is then brought forth to the AVPR for discussion.
2. The Vice-President, Research and International (VPRI) and Provost identify a priority area and approach the Deans Council to determine which Faculties wish to be involved in the search. Interested Faculties will be invited to participate in the search committee. One or more of the interested Faculties will then host the selected candidate.

An allocation of an SFU CRC must be approved by the relevant Dean(s), the VPRI and the Provost.

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<sup>15</sup> Last updated December 11, 2017

<sup>16</sup> <https://www.sfu.ca/vpresearch/experts/crc-equity-plan.html>

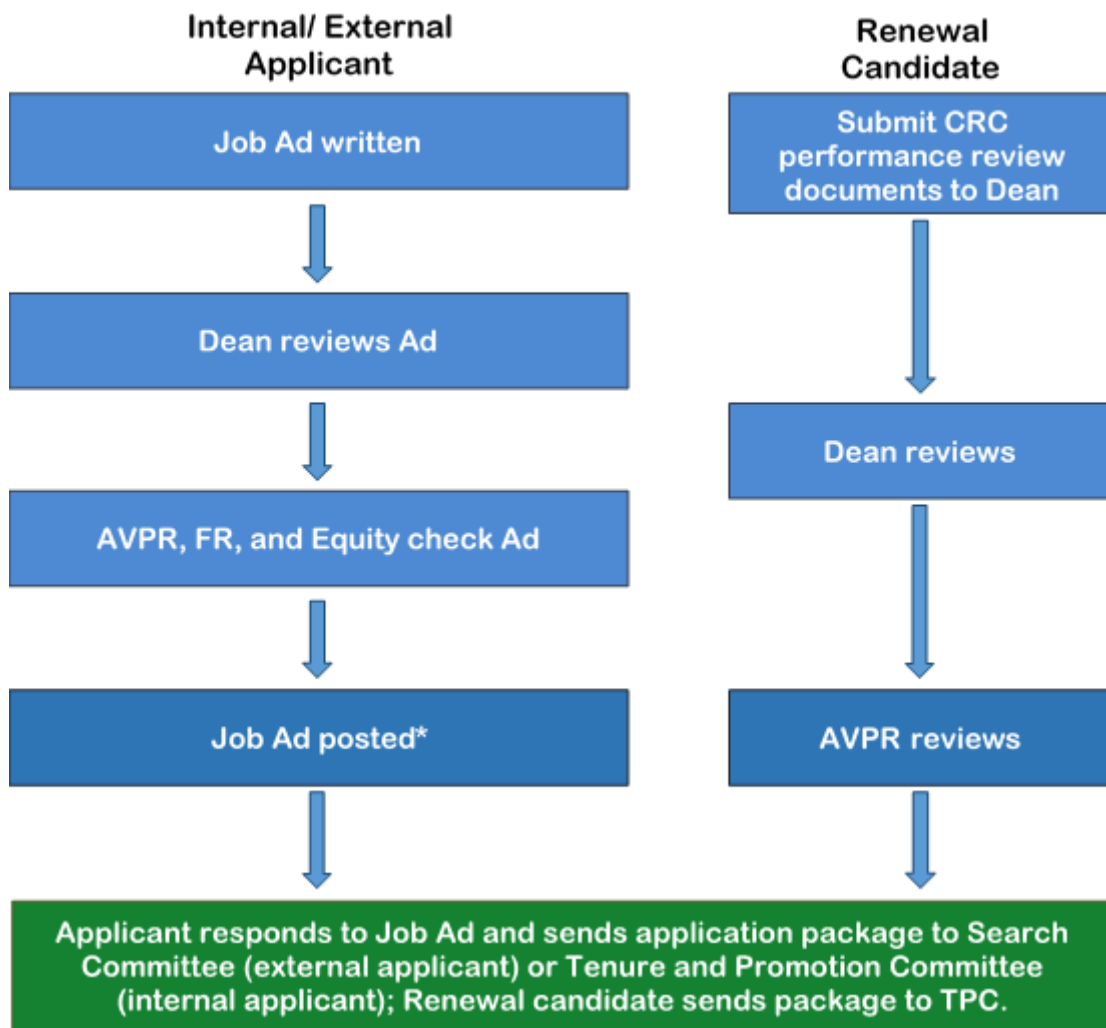
It should be noted that all externally funded Chairs are subject to University policy A10.06. This policy states that candidates must have the demonstrated support of a department/school (in Faculties where these exist) and the appointment must be approved by the corresponding Faculty Dean.

It is important to recognize that SFU has a long history of under-utilizing its allocation of chairs. This has resulted in a loss of University research and teaching capacity as well as forgone federal funding of typically \$1M-\$2M per year. Aggressive use of the University CRC allocation to attract exceptional researchers in strategic areas should be encouraged.

**Process for Recruiting a CRC**

Once an internal allocation of a CRC is approved (see above), the CRC program brings additional steps into the recruitment process, beyond what is needed in a regular faculty hire. This includes review of the job advertisement for alignment with CRC equity, diversity, and inclusion policies, with the University Strategic Research Plan, and with the University faculty hiring plan. The process is illustrated in Figure 1, below.

**Figure 1: Pre-Candidate Process**



\*Note: In some cases additional resources may be provided to support the search process.

Once the CRC candidate has been evaluated by the search committee (or tenure and promotion committee [TPC]), the nominee will negotiate the specific terms of their CRC appointment with the relevant Dean(s). In some cases, such as centrally held strategic CRCs, the hire may be contingent on a successful CRC application. In these cases, the CRC application process (below) must occur before the faculty appointment is finalized. Otherwise, the regular SFU faculty appointment process is followed.

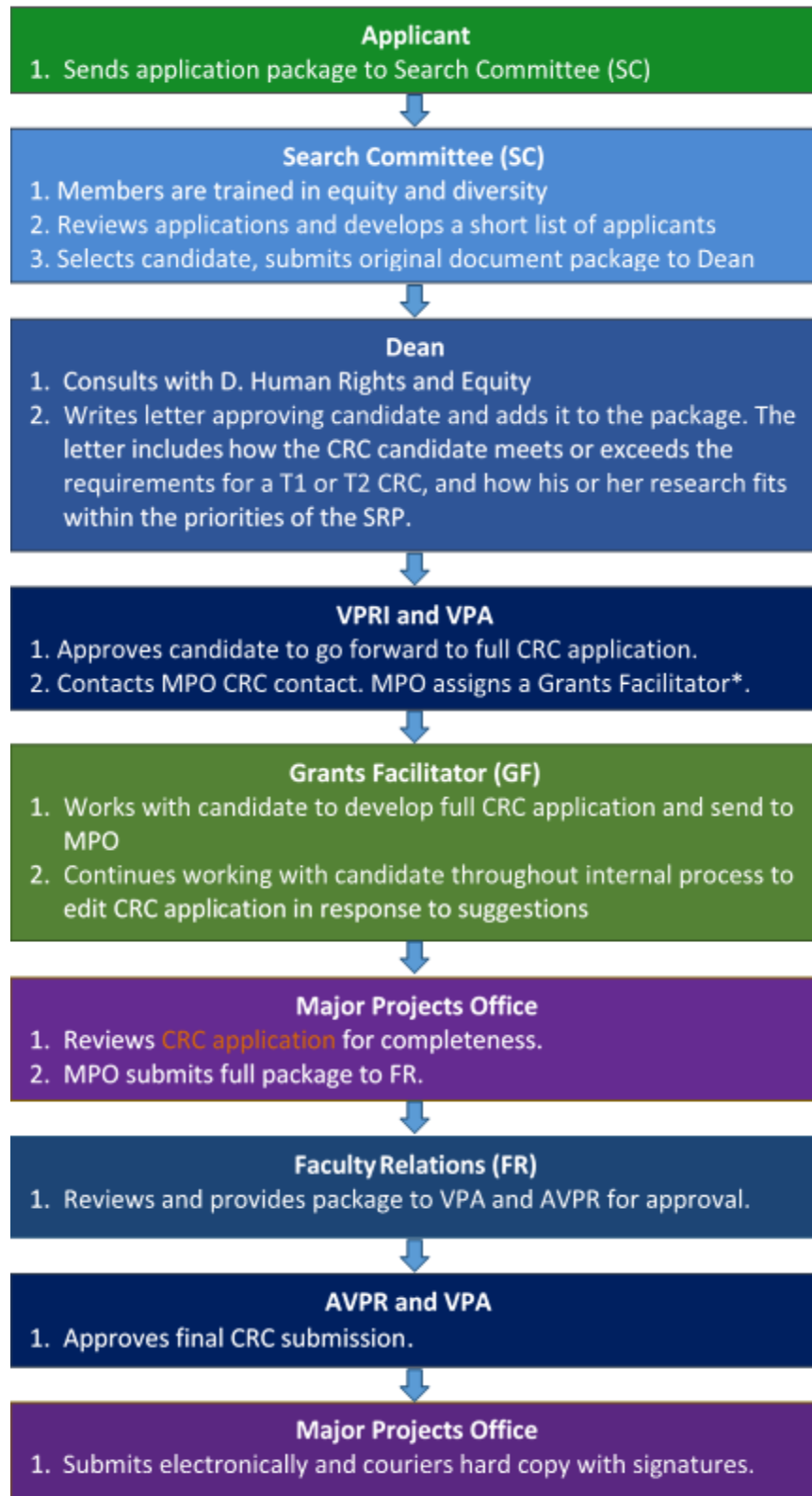
#### **CRC Application Process**

After a candidate has been selected, a CRC application must be prepared and submitted to the Tri-agency Institutional Programs Secretariat. It should be noted that this is not a federal “rubber stamp”; it is a rigorous peer review process that may result in the rejection of the application. Care must therefore be taken to prepare the strongest possible proposal, well-aligned with CRC rules and priorities. The application process is shown in Figure 2 below.

#### **Transition out of a CRC Appointment**

While faculty hired as CRCs have ongoing faculty appointments, the CRC awards themselves are limited-term. During that term, it is typical for the Chair to have additional benefits and responsibilities associated with the Chair, including reduced teaching and administrative load, additional salary stipend, and participation in seminar series or other CRC activities within the University. Chairs may find the transition to regular faculty status to be difficult, with a sudden increase in duties that may be accompanied by a reduction in research productivity. With preparation, it may be possible to smooth the transition at the level of the individual faculty member, their department/school, their Faculty or the University. Each CRC should therefore be contacted, by their Faculty Dean, approximately 18 months in advance of their end of term to initiate creation of a transition plan.

**Figure 2: CRC Application Process**



\*This may be the in-Faculty grants facilitator.



## Appendix F. Example Toolkit for Recruitment & Retention

The tone starts at the top. If the institutional and unit goals are to hire for diversity, senior leaders must charge the Chair of the Search Committee with that goal in mind. Initial discussions of the committee need to focus on equitable search practices and the goal of identifying outstanding women and underrepresented equity groups for the position. Success in hiring for diversity requires good processes and intentionality. This includes nominations for CRCs.

The institution should encourage applications from women, person with a disability, visible minorities and Indigenous peoples, and people of all sexual orientations and genders.

### The Search Committee

The composition of the Search Committee and its charge are factors likely to have consequences for the outcome of the search. It is important that issues of composition and charge be addressed deliberately and early.

**Composition.** The composition of the search can affect the outcome of the search. The Chair should endeavour to include a broad representation of individuals from designated group members with different perspectives and expertise and a demonstrated commitment to diversity, equity, and inclusion. Diversity on the Search Committee provides a wider perspective in assessing candidates' qualifications. Studies have indicated that better problem-solving and creative decision-making are made by more diversity in the group. A diverse search committee also shows the candidate that the Committee is serious about widening the pool.

Sometimes the small number, junior rank, or workload of women or equity group members in a department makes it more difficult for them to serve on search committees. In such cases and if the unit is fairly homogenous, consider seeking search committee members from outside to ensure appropriate representation and a wider perspective.

**Roles and Responsibilities.** The Chair sets the tone and shapes the attitude of the committee to ensure that all members feel involved, valued, and motivated. Some Chairs find it beneficial to assign roles for each member to help the committee stay on task and for each member to participate fairly and responsibly. Some key committee roles could include:

An **ethical leader** - will become familiar with the ethics of recruitment, and guide and advise the committee on ethical issues throughout the hiring process.

A **teaching leader** - will provide expertise on pedagogic effectiveness and use of teaching portfolios to keep the committee's focus on teaching criteria.

A **scholarship leader** - will attend to relevant scholarship and research abilities and potential, as well as different forms of scholarship including community based research, keeping the committee's focus on the alignment between the candidates' scholarly performance, interests, and position needs. This can include others with discipline expertise.

An **equity leader** - will ensure the hiring is carried out in an equitable way in accordance with legislation and institutional policy. They will guide and advise the committee on equity issues throughout the hiring process as well as assist the Chair in reviewing past departmental searches as it relates to equity hires.

**Before the Search begins.** The Chair, equity leader, and administrative assistant can gather and review past departmental searches to find out the following:

- Number of women and underrepresented equity group members who have applied for past positions in the department (as a percentage of the total applicant pool).
- Number of those who were long-listed and shortlisted who were invited to campus for interviews and successful hires.

- Women or equity group members who had been offered positions but have turned them down, with the reasons why.
- Women or equity group members who were not offered positions in previous searches, where they are now?

Sharing this information may provide the Search Committee some insights into departmental practices that might have been a factor in candidate selection and can help in reconsidering and redefining departmental evaluation systems in ways that may better take into account the strengths of women and underrepresented candidates. Conversations on whether positions have been defined too narrowly in the past can be a useful guide at the beginning of the search process.

### **CRC Nominations Committee**

To increase diversity in CRCs nomination, the senior leadership and the institution must be intentional in this process. It is time to expand the nomination process with increased partnerships across faculties, with intentionality in increasing underrepresented groups, particularly in regard towards non-traditional research and scholarship. It is not merely setting and meeting targets of underrepresented groups in CRCs, but an intentional cultural shift in the academy. The institution needs to actively acknowledge diverse scholarship of pedagogical methodology and of different ways of knowledge production. To do this well, the institution must remove barriers to access and success, and be systematic across the academy in valuing and encouraging community-based research and participatory action research.

Deans can encourage Chairs and Directors within their faculty to look at partnerships and collaboration, consult with research centers, and work with other Deans to encourage and support interdisciplinary scholarship. Deans can also connect with senior leadership to create CRC positions that challenge the traditional social construction of knowledge. These changes would move the institution to a place where different ways of knowing are valued and shared across faculties, rather than the traditional model that isolates knowledge within individual faculties and disciplines.

Inclusive excellence can only be achieved when full and equitable representation in the academy can and does transform academic knowledge and structure.

Thus, when nominations are put forward with these explicit criteria to address the value a diverse candidate can bring, this is a clear signal that the institution is working towards creating a more equitable campus.

### **Criteria for Position and Job Description**

Criteria are a written list of skills, knowledge, abilities, experiences, and qualities necessary to perform the tasks and responsibilities and to meet position expectations. The position description drives the criteria and the criteria drives the rest of the process. Criteria should function as touchstone throughout the hiring process.

A fair process sets clear job related criteria and measures the candidates against the criteria on the basis of demonstrated performance. It evaluates the candidates against the criteria in all and multiple methods of evaluation.

Setting out selection criteria and the weighting of each factor provides the Search Committee with a fair and organized structure for decision-making. Selection criteria should be related to the position, be relatively brief, measurable, and ranked in order of the importance to the position's expectations.

When developing the criteria, consider the position description and the actual duties of the position. It is helpful to ask questions such as, 'What will the person do?' 'What are the job expectations of the successful candidate?' 'What are the tasks and responsibilities to be accomplished by the person in this position?' To determine the expectations of the job, consider the full range of responsibilities so the

evaluation of the candidates will focus on objective job-related requirements: teaching, research, supervising students, service and collegial relationships expectations. Be sure to consider all criteria that are pertinent to the department's goals such as experience working with diverse students.

Determine the essential criteria. These are the threshold qualifications without which a candidate will not be selected. It may be helpful to group the various skills and knowledge into broad categories such as teaching, research potential, communication skills, interpersonal skills, leadership skills, organizational skills, and so forth. Some criteria may be assets rather than essential criteria. Rank these in order of importance. Identification of these can assist the Committee in making a decision between strong candidates.

There may be existing guidelines for the Search Committee to consider such as terms of criteria related to equity. Review documents such as your departmental and Faculty equity plan, the institution's strategic plan, strategic research plan, academic resource planning documents, etc.

Be sure to consider whether any of these criteria could pose barriers to any groups of candidates.

### **The Advertisement and its Distribution**

Generally, a good ad will use inclusive language, provide a description of responsibilities and expectations, state the essential qualifications plus other key evaluation criteria, provide institution information, contain instructions for applicants, and include equity and immigration statements. State the department, unit, or school's commitment to equity, diversity, and inclusion at the beginning of the advertisement.

Samples such as:

- *The Department of XXX is actively building a diverse, welcoming community and seeks to appoint a Tenure-Track Assistant Professor in the area of XXXX.*
- *The School is committed to social justice, anti-racist, anti-colonial, and indigenous social work and to engaging in critical inquiry that promotes working across difference.*
- *A background in teaching and research in the areas of indigenous pedagogy and practice and critical, anti-racist, and anti-colonial perspective on theory and practice are sought for the position.*
- *We seek applicants who demonstrate a commitment to decolonization in their teaching, research, and community activism.*

In placing the advertisement, the minimum requirements for publicizing the availability of a position are that:

A.) The position be posted on the university website, and

B.) Subject to budgetary limitations and advertising copy deadlines, the position to be advertised in two or more of the following media:

- University Affairs
- CAUT Bulletin
- A professional journal specific to the discipline that advertises academic employment opportunities
- A newspaper with circulation in a geographic area(s) where potential qualified candidates likely reside, and
- Relevant computer listservs or external websites

It is also recommended that the advertisement for the position be placed on the SWAAC (Senior Women Academic Administrators of Canada) listserv and website (see <http://www.swaac.ca> for information). The advertisement may also be forwarded for distribution to the Canadian Universities Employment Equity Network (CUEEN). Additional listservs, journals, groups or other sources that focus on women and

other designated groups should also be contacted in order to attract a wide and diverse pool of candidates.

When a position is being advertised, it helps to start early and act quickly.

Best practices include:

- Make direct contact to encourage candidates to apply.
- Use networks and encourage departmental members to make contacts about the position.
- Contact Deans, Chairs, and Directors in other universities, especially those who have strong records in awarding PhDs to underrepresented individuals.
- After sending announcements of the ad to departments at other universities, follow up with a personal contact or phone call to inquire about potential candidates at those institutions.
- Often outstanding candidates do not apply for advertised positions; they may have to be approached. Seek nominations.

## Evaluation and Procedures for Ranking Applicants

The detailed criteria should be established before the Ad and before applications are vetted.

The ranking of candidates in relation to the criteria usually takes place in two stages: the development of a longlist, and the development of a shortlist for interviews. Before the development of short-lists, the Committee should agree on a method of ranking candidates, which should be consistently applied to all candidates within a given search. Developing longlists and shortlists is a necessarily awkward exercise because of the tremendous diversity in the principles and practices that departments and Committee members use to narrow the pool.

Most barriers to equity hiring arise during the process of trying to fairly recognize and evaluate qualifications because of candidates' gender, cultural, sexual, or disability differences. In order to ensure equity hiring for designated group candidates to present or demonstrate their skills and abilities, attention should be paid to the methods of evaluation. Factors and biases that Committee members need to keep in mind when reviewing applications include: career gaps for family, maternity or paternity leave, alternative work experience, accents, other non-standard profiles including experiences, and education outside the norm or in other countries.

Research has found that despite the best efforts of search committees, there are a couple of places where discrimination may enter the search process. There are four general areas that are considered: perceptions of critical mass, gender/racial schemas which may lead to institutional and systemic discrimination, evaluation biases that can occur at specific points in the recruitment process such as in evaluating CVs and reference letters or during the onsite visit and the accumulation of disadvantage whereby each part of the process contributes to bias in the review and takes the candidate out of the running.

Recognizing biases and other influences not related to the quality of candidates can help reduce their impact on the search and review of candidates. View the Federal Government's, Unconscious Bias training with a follow-up discussion at the first search committee meeting. Research shows that every one of us brings a lifetime of experience and cultural history that shapes the review process. Recognition of that, both individually and communally, is the first step towards a fairer process.

A best practice is to create separate shortlists ranking people on criteria such as teaching, research potential, collaborative potential, and mentoring capacity. Another consideration is to develop a final shortlist by taking the top candidates across the various criteria. Another is to develop a medium list from which to generate a shortlist that ranks the top female and/or equity group candidate.

**Some suggestions for reviewing applicants:**

- Discuss the research on biases and assumptions and consciously strive to minimize their influence on the evaluation of candidates.
- Develop criteria for evaluating candidates and apply them consistently to all applicants.
- Spend sufficient time (15-20 minutes) evaluating each applicant.
- Evaluate each candidate's entire application. Do not depend too heavily on only one element such as the letters of recommendation or the prestige of the degree-granting institution or post-doctoral program.
- Be able to defend every decision for rejecting or retaining a candidate.
- Periodically evaluate your decisions and consider whether qualified women and underrepresented groups are included (could be a role for the Equity leader). If not, consider whether evaluation biases and assumptions are influencing your decisions.
- Clarify key issues, set up ground rules to conduct a thorough search.
- Ensure all procedures during evaluation, interview, and the campus visit do not unfairly advantage one group over another.

**Some considerations for reviewing reference letters:**

- Consider who the referee and whether that individual is the most appropriate given the candidate's discipline and pedagogical interests.
- Be aware of how words and phrases may be used differently by men and women and may also be applied differentially to them.
- Recognize the potential differences of referees, both geographically and culturally. Take the time to discuss practices and pitfalls.

**Interview questions in evaluation.** The formal interview with the Search Committee and/or Nominations Committee should be conducted with care as it is a very important part of the evaluation process. Before the interview, the Committee should establish a written list of questions arising from the criteria. Be mindful that questions are to be job-related and that the BC Human Rights Code prohibits questions that relate to race, colour, age, gender, marital or family status. In the interest of fairness, the same questions should be asked of each candidate, and each committee member should attend all interviews. Each candidate should be evaluated against the criteria after each interview.

The purpose of the interview questions is to discern the extent to which the candidates meet the criteria that are necessary for successful performance in the position. Use interviews with a structured format as these provide the same type of information on all the candidates and are less susceptible to the personal biases of the interviewer(s).

Research on effective selection indicates that the best predictor of how a person will behave in the future is how the person behaved in the past using similar skills in similar situations. Thus, it is important to look for demonstrated skills or evidence that the person has successfully used the skills, knowledge, etc. that the position requires using behaviour-based questions.

For example:

- *Please describe the evaluation system you used in the most recent course you taught.*
- *Tell us about a situation where you took a lead role in support of equity, diversity, and/or inclusion in teaching, research, and service.*

Speculative questions have value in finding out how candidates would apply their skills in a particular situation and in understanding their knowledge, philosophy, or vision and relationship with others.

For example:

- *What would you do if a student ran out crying from your class following a discussion on the Chinese leper colony on Little D'Arcy Island?*

- *Studies nationally have indicated an increase of mental health issues in student population. If that were indeed the trend, what kind of strategies have you done or envision yourself doing to support and promote inclusion in your class?*

Some best practices to consider:

- Questions should be matched to the position criteria and are subject to demonstrations of validity
- All candidates should have the opportunity to answer all the questions
- Develop some probes or follow-up questions to elicit sufficient information to make an evaluation
- Questions that are not answered to your satisfaction should be rephrased; probe firmly but with discretion and sensitivity.
- Know the range of answers expected as well as the ideal answer; this provides a better parameter for scoring
- Be aware that the order of the questions asked and the question who asks them can affect the candidate's response

Score the candidates on the basis of how well they measured against the position-related criteria tested in each of the evaluation format. Openly and thoroughly review all the documented evaluation input and scores collected to determine the best match of person to position. Discuss the strengths and weaknesses of each candidate.

Ensure that references have been checked and educational qualifications verified. When speaking to referees, ask the same type of questions the candidates were asked to confirm the demonstration of skills and abilities.

### **Site Visit**

The site visit has two main purposes, to enable the candidate to understand fully the nature of the position and to enable the Search Committee and/or Nominations Committee to assess the candidate in relation to the criteria. Fairness must govern all recruitment activities. The Chair must inform all unit members involved in the recruitment process about the issues of apprehension of bias and conflict of interest prior to evaluation of candidates for a position. A unit member with a conflict of interest or whom a reasonable apprehension of bias exists should withdraw from the committee.

Procedural fairness requires that unit members involved in selecting the successful candidate participate in activities that involve the assessment of candidates either directly or indirectly. It is important that the Search Committee and/or Nominations committee attend all meetings where candidates are discussed or evaluated by the Committee. The members should also attend public presentation. A unit member absent from part of the formal evaluation of any short-listed candidate should not participate in the final selection process for the position. The deliberations of committees must be confidential.

This is an opportunity to showcase the institution to all the candidates and to make the experience for each of them and the Search Committee/Nominations Committee as a welcoming and inclusive experience.

Some considerations:

- Be aware of human rights legislation and its impact on questions that may arise: race, religious or political beliefs, sexual orientation, ability/disability, age, place of origin, ancestry, marital or family status, sex, unrelated criminal or summary conviction.
- No occasion should be treated informally.
- Provide the same process for both internal and external candidates.
- Do not wait for candidates to ask questions, provide information on resources such as childcare, same sex marriage benefits, multi-faith services, disability services and accommodations, etc.

- Introduce the candidate to individuals and units that may be of interest to their research and scholarship.

### **Orientation of Newly Hired Faculty Members**

Newly hired colleagues can be helped considerably by orientation at both the unit and institutional levels. A robust orientation program sets the tone, introduces the new colleague to the culture, and lets them know that the institution values their presence on campus. Orientation effectively begins as soon as the new colleague is hired. Following the assignment of courses the new colleague will require advice in ordering textbooks and perhaps in establishing course syllabi. In disciplines where allocation of workspace and equipment is involved, the Chair/Director should ensure a contact person(s) is designed to address specific needs.

Best practices suggest that a mentor is helpful for the new faculty member in introducing them to available infrastructure, administrative support, and other services. Research indicates that especially for women of colour and Indigenous scholars, a mentor is a critical component to their success and to their sense of belonging in the new environment.

Faculty leaders can create environments that help recruit and retain diverse faculty members. They can make a difference when they:

- Create a public inclusive climate for faculty and students
- Consciously and publicly counter implicit assumptions and accumulated disadvantage
- Set transparent and inclusive criteria and processes hiring, promotion, salary, and resources
- Give women and underrepresented groups assignments to gain leadership skills
- Have all faculty actively mentor and recruit underrepresented students
- Discuss regularly at departmental and faculty council meetings on issues related to equity, diversity, and inclusion such as compare attitudes of beginning and completing graduate students. Do they want to be academics? Is there a gender and/or ethnicity difference in the response?

## Appendix G. Equity Survey for Canada Research Chairholders

### Privacy Statement and Purpose

As a current Canada Research Chairholder (CRC) or applicant, you have been invited to participate in an online survey administered by the Simon Fraser University (SFU) CRC Equity Committee. Your personal information is subject to protections under the BC Freedom of Information and Protection of Privacy Act (FIPPA). To participate in this initiative as a survey respondent, you are being asked to consent to the collection of the following information for use by the SFU CRC Equity Committee: *Demographic data*

Access to your information is limited to survey administrator, Theresa Burley. The data, in aggregate form, will be shared with the SFU CRC Equity Committee. The survey administrator will maintain the survey and run reports based on the survey results. Data from WebSurvey is stored and processed on site in the SFU machine room and will only be accessible to those with access to the WebSurvey account, which is password protected. Participation in this survey is voluntary; at no point in time will your personal information or individual responses be disclosed. All data will be aggregated for analysis and is completely anonymous. Questions about your information and this survey initiative may be directed to the Survey Administrator: Theresa Burley thughesa@sfu.ca

### Purpose of this Survey

This survey is part of a federally mandated initiative to all institutions, with five or more CRC Chairholders, to create an Equity, Diversity, and Inclusion Plan. A critical element of this plan is collecting data on current Chairholders and applicants to establish representation of the designated groups. Documenting accurate representations of the designated groups among CRC Chairholders and applicants will help SFU assess how to attract applicants from the designated groups, create equity mandates to address underrepresentation among these groups, and develop further employment equity initiatives and best practices. This survey also seeks to assess representations of gender and sexual diversity as the four federally recognized designated groups do not necessarily represent all forms of oppression and underrepresentation.

Your participation in this survey is critical to establishing SFU's representation of the designated groups (and gender/sexual diversity) among CRC Chairholders and ensuring, at a minimum, that we are meeting or exceeding federally mandated targets. This information will help SFU better establish if it is meeting its equity targets and helps the CRC program accurately assess the program's equity profile, and integrate this information into planning and policies.

SFU is an institution whose strength is based on our shared commitments to diversity, equity, and inclusion. Diversity is an underlying principle of our Strategic Vision, which pledges SFU to “foster a culture of inclusion and mutual respect, celebrating the diversity reflected among its students, faculty, staff and our community.” SFU is committed to ensuring that no individual is denied access to employment opportunities for reasons unrelated to ability or qualifications. Consistent with this principle, SFU will advance the interests of underrepresented members of the work force, specifically Indigenous people, persons with disabilities, visible minorities, and women; embrace gender and sexual diversity; ensure that equal opportunity is afforded to all who seek employment at the University; and treat all employees equitably.

**This survey has a total of 8 questions and should take roughly 5-10 minutes to complete.**

**By clicking NEXT, I consent to participating in this survey, as described above.**



**Question 1. Do you currently hold a Canada Research Chair at SFU or are you an applicant?**

- Current Chairholder
- Applicant

**The Four Designated Groups**

The Canadian federal government officially recognizes designated groups who experience employment barriers: Indigenous Peoples, Members of Visible Minorities, Persons with Disabilities, and Women. As you move through the survey you will be provided with definitions of the designated groups, followed by a question regarding how you identify. Please note, a person can belong to more than one designated group.

**Indigenous Peoples**

An Indigenous person is a universal and umbrella term which includes a wide range of communities who are indigenous to their countries. In Canada, Indigenous persons are generally defined as those who identify as First Nations, First Peoples, Inuit, Inuk, and Metis.

**Question 2. For the purposes of employment equity, do you self-identify as an Indigenous Person?**
 \*
**Members of Racialized Communities (Members of a Visible Minority)**

For the purposes of this survey, members of racialized communities are people (other than Indigenous persons) who self-identify as non-white in colour, regardless of their place of birth or citizenship. With the acknowledgement that “race is a matter of both social structure and cultural representation”.

**Question 3. For the purposes of employment equity, do you self-identify as a member of a Racialized Community (Visible Minority)?**
 \*
**Question 3(a). If you indicated YES to Question 2, please indicate the group(s) below which best applies to you. If you answered NO in the previous question, please skip this page.**

- Person of African (Black) heritage
- East Asian (Chinese, Japanese, Korean, etc.)
- South Asian (Indian, Pakistani, Bangladeshi, etc.)
- South East Asian (Cambodian, Filipino, Thai, Vietnamese, etc.)
- West Asian or Arab (Iranian, Lebanese, Afghan, etc.)
- Latin, South or Central American
- I identify as a member of a racialized community, but none of these apply to me.
- I do not wish to answer this question

**Persons with Disabilities**

The United Nations Convention on the Rights of Persons with Disabilities defines persons with disabilities as “those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Persons with Disabilities may also identify as someone:

1. who consider themselves to be disadvantaged in employment by reasons of that impairment, OR
2. who believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reasons of that impairment, AND
3. includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.

Some examples of disabilities are noted below:

- Acquired brain injury
- ADHD
- Autism spectrum disorder
- Chronic health disability (e.g., Crohn’s disease, hemophilia, epilepsy, asthma, diabetes, HIV/AIDS, cancer, pain etc.)
- Coordination or dexterity disability (e.g., arthritis, cerebral palsy, cystic fibrosis, multiple sclerosis)
- Deaf, deafened, hard of hearing
- Learning disability
- Mental health disability (e.g., schizophrenia, chronic depression, anxiety disorder, bipolar disorder, etc.)
- Mobility disability (e.g., amputations; paraplegia; reliance on a walker, scooter or mobility aid due to disability)
- Speech impairment (e.g., aphasia, stuttering, cluttering, etc.)
- Vision loss or impairment, legally blind (not correctable by glasses or contact lenses)

**Question 4. For the purposes of employment equity, do you self-identify as a Person with a Disability?**

 \*

**Women**

Any person who self-identifies as a woman. This includes transgender or trans women.

**Question 5. For the purposes of employment equity, do you self-identify as a Woman (Including Transgender or Trans women)?**

 \*

**Going Beyond the four Designated Groups: Gender and Sexual Diversity**

People who identify as gender and sexually diverse also encounter discrimination and barriers in the workplace. SFU is committed to identifying **any** systemic barriers in recruitment, employment and promotion policies and procedures.

Gender and Sexual Diversity are defined as:

**Gender Diversity:** People who self-identify as Transgender, Transsexual, Two-Spirit, Gender Non-conforming, Gender Variant, Gender-queer, a combination of these terms, or an analogous term(s).

**Sexual Diversity:** People who self-identify as Lesbian, Gay, Bisexual, and/or Queer, or an analogous term.

**Question 6. For the purposes of employment equity, do you self-identify as a person who is Transgender, Transsexual, Two-Spirit, Gender Non-conforming, or Gender Variant, Gender-queer, or an analogous term?**

 \*

**Question 7. For the purposes of employment equity do you self-identify as a person who is Lesbian, Gay, Bisexual, and/or Queer, or an analogous term?**

 \*

**Question 8. Is there anything else you would like to add or do you have any comments on the survey?**  
**[Open text box]**

## Appendix H. Equity Survey FAQs

**DO I HAVE TO FILL OUT THIS CRC QUESTIONNAIRE?** A requirement of the Tri-agency Institutional Programs Secretariat is that all institutions participate in this equity target setting exercise to update the equity data of all institutions and establish a baseline. Responding to the survey questions is voluntary. However, your responses contribute directly to having an accurate picture of the diversity of our workplace, which is critical to remove barriers to full and active participation for all employees.

**WHY SELF-IDENTIFY?** Your information will help us to set CRC equity, diversity, and inclusion goals and measure our progress. It will also allow us to develop plans and strategies that improve the experiences of SFU faculty, staff, and students. We recognize that self-identifying can be uncomfortable to some for a variety of reasons. If you do not wish to disclose self-identification information, you can choose “I do not wish to answer this question” for any or all the questions.

**WHAT INFORMATION IS BEING COLLECTED?** The CRC program requires that we gather data on the designated groups (women, Indigenous people, visible minorities, and persons with disabilities) among current chairholders and applicants. In addition, gender and sexual diversity are included in the CRC Equity Survey as SFU recognizes that the designated groups do not reflect all barriers.

**I’VE ALREADY FILLED OUT THE DIVERSITY/EQUITY SURVEY IN MY EMPLOYEE PROFILE. DO I NEED TO COMPLETE THIS ONE AS WELL?** Yes, the Equity/Diversity Survey is part of the requirements for the Federal Contractors Program (Federal Contractors Program), which prohibits SFU from using this information for this purposes. Your responses to this survey will provide the University with information that better reflects the diversity specific to CRCs, both current Chairholders, and incoming candidates which will assist us in identifying and removing barriers for all these groups.

**WHY ARE THE QUESTIONS ASKED IN THE WAY THEY ARE WRITTEN?** The University has adopted the questions and terminology provided by the Federal Government, specially Statistics Canada, the BC Human Rights Commission, the UN and Convention on the Rights of Persons with Disabilities. All questions and terminology were reviewed and approved by SFU subject matter experts and the CRC Equity Advisory Committee.

**WHAT DO YOU MEAN BY “VISIBLE MINORITIES” AND WHY ARE YOU USING THIS PHRASE?** In the Employment Equity Act, visible minorities are defined as “*persons, other than Indigenous persons, who are non-Caucasian or non-white in colour*”. SFU recognizes that “race” is a socially constructed concept that has been used to justify the hierarchical ranking of peoples and to support racist ideologies, practices, and consequences. We also recognize that belonging to a visible minority still has social implications and that the creation of a truly integrated society must start with the efforts to identify and address these consequences in a direct and systematic manner. The term, “visible minority” does not identify a uniform group and, as such, can be problematic.

**I HAVE BEEN ACCOMMODATED IN THE WORKPLACE. SHOULD I STILL IDENTIFY AS A PERSON WITH A DISABILITY?**

Yes, all persons with disabilities, including those who have been already accommodated in the workplace, are asked to self-identify. It is important to do so because accommodation and self-identification are not always linked.

**CAN I IDENTIFY IN MORE THAN ONE GROUP?** Yes, you may self-identify in as many groups as they apply to you.

**IS THIS SURVEY ANONYMOUS?** Your responses are anonymous and information will only be shared in aggregate form. All institutions are required by the [Tri-agency Institutional Programs Secretariat](#) to make public the results of the target setting exercise yearly (in consideration of the Privacy Act-not releasing numbers of five or less to avoid identifying individuals who have self-declared and also those who have chosen not to declare).

**COULD I BE DISADVANTAGED IN ANY WAY BY PROVIDING THIS INFORMATION?** No. The information you provide on the survey is stored in a strictly confidential database. Information is presented in summary form and is used to develop initiatives to remove barriers to the recruitment and nomination of CRC positions.

**HOW WILL I BENEFIT FROM THIS SURVEY?** SFU is committed to equity, diversity, and inclusion. Thus, by completing this survey, you will help SFU expand job opportunities by removing barriers for all people in the workforce. For example, SFU may find new ways to advertise jobs so they can reach a wider pool of candidates.

**HOW WILL THE INFORMATION BE USED AND HOW WILL IT BE STORED?** Your responses to this survey will be analyzed and presented in aggregate form in SFU's *Equity, Diversity, and Inclusion Action Plan*. This information will be used to develop actions and objectives to address equity, diversity, and inclusion at SFU. The information will be stored and processed on site in the SFU machine room and will only be accessible to those with access to the WebSurvey account, which is password protected. At no point in time will your personal information or individual responses be disclosed.

**IS THERE A DEADLINE TO COMPLETE THE SURVEY?** Yes. The deadline to complete the Survey is November 10, 2017. We are required by the Tri-agency Institutional Programs Secretariat to have all the data collected and analyzed and equity targets set by December 15, 2017.