

SFU Compliance with Gender Equality Plan: Horizon Europe

Horizon Europe Gender Equality Plans mandate that:

“Gender equality is a fundamental value of the European Union. Gender equality benefits research and innovation (R&I) by improving the quality and relevance of R&I, attracting and retaining more talent, and ensuring that everyone can maximise their potential.

Individual organisations applying to any part of Horizon Europe, and belonging to the following categories of legal entities established in EU Member States or Associated countries, are all required to have a GEP as of calls for proposals with deadlines in 2022 onwards:

- *Public bodies, such as research funding bodies, national ministries or other public authorities, including public-for-profit organisations;*
- *Higher education establishments, public and private;*
- *Research organisations, public and private.*

*To comply with the Horizon Europe GEP eligibility criterion, a GEP must meet four **mandatory** process-related requirements:*

- ***The GEP must be a formal document published on the institution’s website, signed by the top management and actively communicated within the institution.***
- ***A GEP must have dedicated resources and expertise in gender equality to implement the plan.***
- ***Organisations must provide sex/ gender disaggregated data and monitoring on personnel and students with annual reporting based on indicators.***
- ***The GEP must also include training and awareness-raising and training actions on gender equality.”***

Simon Fraser University

SFU is one of Canada’s research-intensive universities, located in British Columbia, with campuses in Burnaby, Vancouver, and Surrey. We respectfully acknowledge that our campuses reside on the ancestral lands of the x̱m̱əθḵw̱əy̱əm (Musqueam), S̱ḵw̱x̱w̱ú7mesh Úxwumixw (Squamish), sə̱lilw̱ətaʔt (Tsleil-Waututh), q̱ícəy̱ (Katzie), ḵw̱iḵw̱əł̱əm (Kwkwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples.

In 2023-24 we educated over 23,250 undergraduate students, with 53% female students in full time programs and 50.3% in part time programs. Our graduate student enrolment for 2023-24 was 5,171 graduate students, with 54.5% female students.

Simon Fraser University is an institution whose strength is based on our shared commitment 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.* Our vision is to *be a leading research university, advancing an inclusive and sustainable future.*

Our values include:

- Academic Freedom and Critical Thinking
- Excellence and Responsibility
- Respect and Reciprocity

- Equity and Belonging
- Engagement and Openness
- Resilience and Sustainability
- Innovation and Adaptability

Our framework for action focus:

- Uphold Indigenous Truth and Reconciliation
- Engage in Global Challenges
- Make a difference in BC, and
- Transform the SFU experience

Mandatory GEP areas:

1. Public document

The University priorities and actions related to Equity, Diversity and Inclusion are published on the institution's webpage and available for all staff, faculty, students. SFU commits to "Fostering an inclusive place to teach, learn, research and work. SFU's Actions for Equity, Diversity and Inclusion can be found [here](#).

Equity Compass: Equity, Diversity and Inclusion (EDI) was identified as a strategic goal in 2020, and there was an identified need to create an equity strategic plan. To fill this gap, a thematic review was completed of 15 past equity-related reports and assessments and the resulting themes formed an Equity Compass framework.

The [Equity Compass](#) is a strategic framework outlining the focus for SFU's institutional equity, diversity and inclusion (EDI) work over the next five years (2023-2028) to help build an SFU where all can thrive. The [Equity Compass Report](#) includes approval by Dr. Joy Johnson, President and Vice-Chancellor of Simon Fraser University (see page 5)

The Equity Compass outlines the focus for SFU's institutional EDI work over the next five years, including core definitions for EDI, statements of purpose, vision and principles and key strategic goals that will support a cohesive approach to transforming the SFU experience for our students, faculty, staff, and community.

In 2022-23, the Equity Office reviewed 15 SFU institutional documents related to equity, diversity and inclusion (see Equity Compass Report for referenced documents). Additionally, the Equity Office co-hosted more than 30 roundtable discussions, engaging more than 250 faculty, staff, and students from our community and receiving over 800 lines of feedback on the proposed framework for SFU's EDI strategic plan.

The Equity Compass includes core definitions for Equity, Diversity and Inclusion at SFU; the values, purpose, vision, and principles upholding the Equity Compass; five EDI strategic goals with 11 associated

objectives and 34 calls to action. These will be worked on at the institutional level, led, supported, or coordinated by SFU's inaugural Equity Office.

Resources and recommendations include:

- SFU Salary Equity Working Group (2016)
- [Canada Research Chairs EDI Action Plan \(2017\)](#)
- [SFU/ARC: Walk this Path with Us Report \(2017\)](#)
- [Equity, Diversity and Inclusion Report \(2018\)](#)
- Special Advisor's Final Report to SFU Executive (2019)
- [Diversity Meter: Insights Report \(2020\)](#)

A collected summary of all the recommendations can be found [here](#).

The [Equity Compass Report](#) includes core definitions for Equity, Diversity and Inclusion at SFU, the values, purpose, vision, and principles upholding the Equity Compass and 5 EDI strategic goals with 11 associated objectives and 34 calls to action. It complements [What's Next: The SFU Strategy](#) and SFU's [Strategic Research Plan \(2023-2028\)](#).

The Equity Compass Report established 5 goals:

1. The creation of a respectful, inclusive culture with a sense of belonging
2. Accountability, leadership, and governance through the creation of coordinated EDI-related work
3. EDI education and capacity-building activities
4. Employment and Pay Equity - the development of equitable employment practices for all aspects of the employment relations (including recruitment, hiring, succession-planning, promotion, performance management, retention, and exit)
5. Equity Data – data to support equitable decision-making and measure EDI progress

The [2023-24 Equity Compass Annual Report](#), was published in June 2024. As of June 2024, twenty-six of the calls to action identified in the Equity Compass are underway, and the completion of several of those action items will support next steps.

SFU People Plan: Over the past few years, SFU has received a significant amount of feedback and has made commitments to advance opportunities that foster an environment where our people can do their best work.

In 2022-23 SFU launched the People Plan, a blueprint for transforming the faculty and staff experience for the next five years (2023-2028). The engagement process included 16 meetings and roundtable discussions attended by over 500 faculty members, people leaders and staff, and we received 1,360 written comments.

The Plan is a clear and practical framework, designed to listen to the needs of the SFU community and support the delivery of our academic mission.

The plan addresses 6 key themes:

1. Leadership and Organizational Development
2. Experience & Well-Being
3. Recruitment and Retention
4. Job Evaluation & Compensation
5. Employee Group Relations
6. Operational and Service Excellence

The Plan produced 23 early actions and 4 working groups to guide success and support faculty and staff at SFU. It is aligned with SFU's existing and future plans and priorities, including [What's Next: the SFU Strategy](#), the Equity Compass, the [SFU-Aboriginal Reconciliation Council and Pathways reports](#), and the [Strategic Sustainability and Climate Action Plan](#). It is designed to enable our faculty and staff to deliver on our [Academic Plan 2019-2024](#) and [Strategic Research Plan](#).

[SFU Accessibility Committee](#).

The purpose of the Accessibility Committee is to:

- assist the SFU in identifying attitudinal, physical, or architectural, information or communication, systemic/organizational, technology, and sensory barriers;
- raise awareness about accessibility and inclusion of people with disabilities;
- set internal accessibility standards;
- increase accessibility within the organization;
- provide support, information, and education related to accessibility and inclusion;
- encourage feedback about accessibility issues;
- develop an action plan guided by the Equity Compass and interim Accessibility Action Plan; and
- explore the development of an Accessibility policy and review existing policies.

This year, SFU published the [2023-24 People Plan Annual Report](#) outlining the progress on the Action Plan for initial actions (1-18 months) and those planned over the longer term (2-5 year period).

[Scarborough Charter](#): Signatories of the Scarborough Charter commit to redressing anti-Black racism and fostering Black inclusion in universities and colleges across Canada. Four overarching principles apply to any initiative to redress anti-Black racism and foster Black inclusion in our universities and colleges, and across the sector:

- Black Flourishing
- Inclusive Excellence
- Mutuality
- Accountability

[Black Student Centre](#): SFU is establishing a Black Student Centre (BSC) dedicated to providing permanent, culturally appropriate, and identity-affirming support services for Black students. The BSC

aims to cultivate a safe and thriving environment for Black undergraduate and graduate students of diverse backgrounds and identities at the university.

SFU's sustainable development goals, specifically [SDG5](#), aims to achieve gender equality and empower women and girls by eliminating the gender bias that undermines our social fabric and devalues us all.

SFU's is committed to achieve gender equality through:

- Our commitment to equity, diversity and inclusion by creating a diverse, equitable and inclusive community where all feel welcome, safe, accepted, and appreciated in learning, teaching, research, and work
- SFU values:
 - We are an open, inclusive university whose foundation is intellectual and academic freedom.
 - Our scholarship unites teaching and research: we celebrate discovery, diversity and dialogue.
 - Our students and communities can expect teaching that is personal and learning opportunities that are lifelong.
 - We champion liberal arts and sciences and pioneering interdisciplinary and professional programs.
 - We are a university where risks can be taken, and bold initiatives embraced.
 - Upon these foundations, we will engage all our communities in building a robust and ethical society.
- Engagement initiatives:
 - SFU Student Society Women's Centre
 - Soul Mentorship Program – Young Women in Business
 - SFU Women in Engineering, Science and Technology Scholarships
 - SFU Science, Technology, Engineering and Math Outreach ([STEM](#))
 - Westcoast Women in Engineering ([WWEST](#))
 - [Girls Exploring Physics](#) workshops for girls in grades 9 and 10
 - [Go Code Girl](#) for girls in grades 7-10 to learn about computer science
- Facts and Figures related to Sustainable Development Goal 5:
 - 524 research publications related to SDG 5 from 2017-2022 (source: [SciVal](#))
 - 169 active research projects related to SDG 5 funded between 2017-2022
 - Since the 2018/19 academic year, SFU has offered 15 courses related to SDG 5, representing over 1,312 students
 - At least 90 researchers involved in research relating to SDG 5 (source: [SFU Research Expertise Engine](#))

2. Dedicated Resources

Senior Executive Leadership: In April 2022, following extensive community consultation, an international search and with the approval of the Board of Governors, SFU appointed [Dr. Yabome Gilpin-Jackson](#) as SFU's first Vice-President, People, Equity and Inclusion (VPPEI).

The [VPPEI Office](#) is staffed with Executive Directors and professionals with a wealth of experience in People and Organizational Development, Human Resources and Labour Relations, Faculty Relations, as well as a Senior Advisor to the VPPEI on Equity and Well-Being Initiatives

EDI Advisory Council: SFU formed an [EDI Advisory Council](#), from 2020-2024, to provide guidance to the inception of the Equity Compass and additional EDI initiatives.

The mandate of the EDI Advisory Council was to strengthen SFU's commitment to fostering inclusive workplaces and learning environments, and equitable opportunities for all.

Specific responsibilities of the Advisory Council were to provide advice and guidance to the President and Vice-President, People, Equity and Inclusion on the following:

- high-level, strategic reflections on EDI-related priorities
- communication strategies and outreach
- data collection and analysis
- programs and policies
- opportunities and systemic barriers
- university responsibilities

As a response to the evolving needs of SFU and in response to interest in building EDI knowledge and capacity, the [EDI Community of Practice](#) was formed in late 2022.

SFU's Equity Office is dedicated to promoting, leading, coordinating, and supporting efforts to transform the SFU experience through integrating progressive people practices that centre equity. The Equity Office envisions Simon Fraser University as a model of inclusive excellence where equity is woven into the fabric of the university, making it a standard institutional practice and tradition. By translating the university's value of equity and belonging into tangible actions as outlined in the Equity Compass, we guide the institution towards a more inclusive future and ensure a sustainable and holistic approach to inclusivity.

3. Data collection and monitoring

SFU's Institutional Research and Planning (IRP) department is charged with collecting, analyzing, maintaining and disseminating information and research about all aspects of the university including staff, faculty, and student metrics.

Undergraduate Student Survey: Every year, the department administers the [Undergraduate Student Survey](#) and collects [Indigenous student statistics](#) and credential reports for undergraduate and graduate certificates and degrees. This survey includes demographic data with the profile of respondents, student experience regarding teaching and curriculum, and racial, ethnic and gender identity. The resulting report includes recommendations to SFU senior management based on the data revealed.

IRP also collects data on [degrees awarded by gender](#) for undergraduate, graduate, and post-baccalaureate degrees.

[Fingertip statistics](#) provides a summary of student demographics and headcounts, including the representation of women in undergraduate, graduate, and doctoral programs.

Demographic Diversity Survey: In September 2024, SFU launched a [Demographic and Diversity Survey](#) to help bridge gaps in achieving Inclusive Excellence across the university. This survey will provide a clearer understanding of our community, helping SFU better understand and meet regulatory and institutional commitments to faculty, staff, and students. This survey was developed to support the following:

- [Pay Transparency Act](#)
- [SFUFA Collective Agreement](#)
- [GP 19: SFU Employment Equity Policy](#)

This survey will help SFU to better understand the composition of our faculty, staff and student groups, alongside listed data from MyInfo (faculty and staff) and goSFU (students).

By collecting this demographic data, we hope to establish SFU's baseline diversity profile for:

Faculty and Staff

- Faculties and academic departments
- Business units and non-academic departments
- Bargaining units

SFU students

- Overall
- By faculty and departments
- By undergraduate or graduate
- By domestic or international
- By age group

This will also open the possibility to compare trends in future surveys.

Additional questions this survey hopes to answer include:

- Is there demographic diversity among SFU faculty and staff by age?
- Is SFU an equitable employer for diverse demographic groups?
- Are salary and benefit structures similar or different across diversity groups?
- Are employee promotions patterns and salary progression similar or different across diversity groups?
- Do certain demographic groups need more student supports?
- Do certain student demographic groups need more academic supports for successful graduation?

As well, data is necessary to monitor the progress on recommendations of the [SFUFA Salary Equity Committee 2016 Report](#) and the Calls to Action outlined within the Aboriginal Reconciliation Council

Walk This Path With Us report, the [Scarborough Charter](#) on Anti-Black Racism and Black Inclusion, and to meet the expectations of the Canada Research Chairs Program and the National Science and Engineering Research Council ([NSERC Dimensions program charter](#)) and principles. Our demographic and diversity data also supports accreditation processes and reports.

Data collected in this survey is related directly to and needed by SFU to assess the demographic background and belonging/inclusion experiences of SFU students and employees and is required for various applications including:

- developing, improving, and evaluating equity, diversity, and inclusion-related programs, policies, and practices that support all members of the SFU community
- identifying, monitoring, and evaluating gaps, barriers, and trends for the purpose of establishing objective, data-driven insights and goals on student, faculty, and staff experience
- for the purposes of accreditation and tracking student outcomes/success
- conducting a workforce analysis that will inform planning and reports
- establishing a university profile to inform appropriate activities such as rankings, funding requirements, and other reporting that require information on the diversity of SFU staff and faculty.

This survey is conducted under the authority of the University Act (RSBC 1996, c.468) and the Freedom of Information and Protection of Privacy Act (FIPPA) (RSBC 1996, c.165).

A summary of the data in aggregate form will be made available to the University and the public through an online dashboard.

4. Training:

[EDI Resource Guide](#) The SFU Library created an EDI resource guide accessible by all students, staff, and faculty. These curated resources include videos, infographics, guides, and scholarly materials to help employees and staff engage with and understand key topics in EDI, embrace new ways of thinking and acting, implement best practices in everyday interactions, and transform systems and operations.

[Integrating Equity into your Performance Goals](#) - This guide serves as a resource for leaders and employees at SFU to develop performance goals and objectives informed by equity, diversity, and inclusion (EDI) principles.

[Canadian Centre for Diversity and Inclusion eLibrary](#) - Canadian Knowledge repository for EDI matters.
[RESPECT Program](#) – 11-week cohort-based program on cultural safety and anti-racism for employees

[National Centre for Faculty Development and Diversity](#) to support academic and career goals for faculty, graduate students, and postdocs.

[San'Yas: Indigenous Cultural Safety Training](#) - designed to increase knowledge, enhance self-awareness, and strengthen the skills of those who work both directly and indirectly with Aboriginal people.

[Indigenous Cultural Safety Learning Series](#) – Provincial Health Services Authority webinar series, guided by a Collaborative Circle of Indigenous and non-Indigenous leaders. It focuses on exploring anti-Indigenous racism, discrimination and cultural safety, and identifying how each informs our systems, why they persist, and how we can address them.

SFU APSA webinar - Actionable Strategies for Building Diverse and Inclusive Relationships

[Standards of Ethical Conduct for SFU Employees](#) This includes Conflict of Interest Policy, Conflicts of Commitments, Faculty Code of Ethics, Protection of Privacy, and other Policies governing high standards of ethical behavior.

Recommended GEP content areas

The *Horizon Europe Guidance on Equality Plans* further states that:

“In addition to these four mandatory requirements, there are also five recommended content-related (thematic) areas that organisations may wish to consider in their GEP:

- 1. Work-life balance and organisational culture*
- 2. Gender balance in leadership and decision-making*
- 3. Gender equality in recruitment and career progression*
- 4. Integration of the gender dimension into research and teaching content*
- 5. Measures against gender-based violence, including sexual harassment”*

1. Work-life balance and organizational culture

There are a number of work-life balance initiatives at SFU for all employees and employee groups. Our Collective Agreements and Policies include a number of work-life balance programs such as Professional Development, Parental Leave and other Leaves, Position Sharing, [Total Rewards](#), [retirement](#), and many other benefits. ([SFU Collective Agreements](#))

SFU’s [People Strategies](#) web pages also provide information on a number of wellness resources and work-life balance initiatives:

- [Hybrid Work Program](#)
- [HR Learning and Development](#)
- [Mental Health Resources](#)
- [Employee and Family Assistance Plan](#)
- [Well-Being Resources](#)
- [Sick Leave](#)
- [Workplace Accommodation Procedures](#)
- [Return to Work](#)
- [Living Organ Donor – Paid Leave](#)

2. Gender balance in leadership and decision-making

Institutional Research and Planning (IRP) collects and analyzes data for faculty gender equality by Faculty and Department for full-time-equivalent positions. The percentage of women for Faculty positions is measured and reported in the [Academic Information Reports](#).

In May 2024 SFU introduced an employee survey for Gender transparency to comply with the provincial [Pay Transparency Act](#). This survey is intended to address systemic discrimination in the workplace. All employees were asked to self-identify their gender according to the new provincial [Gender and Sex Data Standard](#). The annual pay transparency report outlines the mean and median differences between genders for hourly pay, overtime pay, and bonus pay and will be shared on the SFU website when complete.

As mentioned *above in section 3 of the Mandatory GEP section*, the SFU Diversity Survey will measure and track progress in achieving gender and diversity balance for staff, student, and faculty groups.

University Senate: SFU University Senate is responsible for the academic governance of the University.

In accordance with the University Act of BC, the Senate is composed of the following:

- (a) the chancellor;
- (b) the president, who is the senate's chair;
- (c) the academic vice president or equivalent;
- (d) the deans of faculties;
- (e) the chief librarian;
- (f) the director of continuing education;
- (g) a number of faculty members equal to twice the number of senate members provided in paragraphs (a) to (f), to consist of 2 members of each faculty elected by the members of that faculty, and the remainder elected by the faculty members in the manner that they, in joint meeting, determine;
- (h) a number of students, equal to the number of senate members provided in paragraphs (a) to (f), elected from the students who are members of an undergraduate student society or a graduate student society, in a manner that ensures that at least one student from each faculty is elected;
- (i) 4 persons who are not faculty members, elected by and from the convocation;
- (j) one member to be elected by the governing body of each affiliated college of the university;
- (k) additional members, determined by the senate, without altering the ratio set out in paragraphs (g) and (h).

Currently, University Senate is composed of 71 members with 34 females (47.8%) and 37 males (52.1%).

Board of Governors: Each year, the Board of Governors receives a Mandate Letter from the Minister of Post-Secondary Education and Future Skills which describes the roles and responsibilities of the Board.

Membership of the Board is composed of 15 members as follows:

- (a) the chancellor;
- (b) the president;
- (c) 2 faculty members elected by the faculty members;
- (d) 8 persons appointed by the Lieutenant Governor in Council, 2 of whom are to be appointed from among persons nominated by the alumni association;
- (e) 2 students elected from students who are members of an undergraduate

student society or a graduate student society;
(f) one person elected by and from the employees of the university who are not faculty members.

Currently the BoG has achieved gender equality with 14 members, 7 females (50%) and 7 males (50%).

University Committees: University senior advisory committees, such as the newly formed Strategic Research Advisory Committee, prioritize inclusive excellence and diversity in the membership composition.

Faculty Committees: The SFU Faculty Association Collective Agreement ([SFUFA](#)) prescribes gender diversity in the composition of Tenure and Promotion and Faculty Review Committees and Search Committees.

Institutional Committee Terms of Reference include a commitment to ensure our strategic vision fosters a culture of inclusion and diversity. This is evidenced by reinforcing gender diversity in committee membership and decision-making, the collection of EDI data, awareness, and monitoring. Senior leadership such as Deans and VPs can adjust committee membership to reflect SFU's EDI initiative. The SFU [SSHRC Institutional Grants Advisory Committee](#) is an example of this commitment.

3. Gender equality in recruitment and career progression

Hiring and recruitment:

SFU's Employment Equity Policy [GP 19](#) states that:

"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."

SFU recruitment and hiring practices encourage gender equity and diversity. All advertising for postings state:

"SFU is an equity employer and strongly encourages applications from all qualified individuals including women, Indigenous Peoples, visible minorities, people of all sexual orientations and gender identities, persons with disabilities, and others who may contribute to the further diversification of the university."

Search Committee Policy [A 13.05](#) for Deans addresses gender balance with the following practice:

"In making appointments to the Committee, the Vice-President, Academic shall ensure appropriate gender representation. While appropriate gender representation will be expected to vary, search committees should have at least 20% of their members from each gender."

Policy [A 10.01](#) for Academic Appointments addresses employment equity as follows:

“The University is committed to an employment equity program so that no individual is denied access to employment opportunities for reasons unrelated to ability or qualifications. Departments shall employ appropriate strategies to encourage application by and consideration of individuals from designated groups which are under- represented.”

Faculty Employment and Pay Equity: The SFU Faculty Association Collective Agreement ([SFUFA](#)) addresses employment equity, the elimination of discriminatory barriers and pay equity.

Article 13 states:

13.1 The University maintains Employment Equity Policy GP 19 and this policy will not be changed without consultation as per Article 8.2: Joint Committee.

13.2 Consistent with the Employment Equity Policy, the University and the Association are committed to the identification and removal of discriminatory barriers to the selection, hiring, and promotion of persons in designated equity groups, specifically aboriginal people, persons with disabilities, visible minorities, and women, and any other group as required by law or this Agreement. Departments will employ appropriate strategies to encourage application by and consideration of individuals from designated groups that are under-represented.

13.3 The University is committed to an employment equity program so that no individual is denied access to employment opportunities for reasons unrelated to ability or qualifications.

13.4 The University will develop a methodology for monitoring Members’ salaries for inequities based on prohibited grounds.

13.5 Recognizing that the data is based on self-reporting, the University will collect and monitor aggregate statistics regarding the representation of the designated groups in the bargaining unit and will report these annually with a copy to the Association. Work force representation will be measured by comparing the University work force to the availability of qualified designated group members in the appropriate labour force.

13.6 The University will maintain an Employment Equity Advisory Committee (the Committee) consistent with the Employment Equity Policy. The Committee will provide advice and assistance to the University regarding the development and implementation of the University’s equity program(s). The Association representative(s) on the Committee will be appointed by the Association.

13.7 The Chair of the Tenure and Promotion Committee shall ensure at the commencement of the promotion, tenure and renewal process that all members of the TPC are knowledgeable of the Employment Equity Policy.

13.8 The Employment Equity Committee will have the responsibility to review all procedures for appointment, reappointment, promotion, and tenure processes in order to ensure that standards for evaluation are consistent with University commitments to equity and Policy GP 19.

13.9 To the extent feasible through available and reliable data, and in accordance with an agreed-upon methodology, no less than once every 5 years, a joint committee (with

Terms of Reference and membership as may be agreed-upon), will undertake a study of salary equity based on designated equity groups that encompasses all ranks.

In 2013 SFUFA and Academic Women requested that the Vice-President Academic conduct an Equity Audit of SFUFA member salaries. A working group was struck with representatives of the Association,

Academic Women and the University, and its report and recommendations released in July 2015. The complete report can be found [here](#).

SFUFA and SFU struck a second committee to review the findings, research viable solutions, and make recommendations for concrete action. The report, released in September 2016, can be found [here](#).

In Fall, 2016, the Parties worked together to negotiate a settlement in response to the salary equity findings and the recommendations made to the Parties. The announcement of the terms of that agreement is available [here](#). The SFUFA Equity Committee update, dated November 23, 2021, can be found [here](#).

One of the goals of the Equity Compass is Employment and Pay Equity. According to the [2023-24 Equity Compass Report](#):

Goal 4: Employment and Pay Equity

In this area, key progress has been made over the past year to advance employment and pay equity initiatives at SFU, with significant advancements made towards Living Wage Employer certification and the approval of key programs to improve Black and Indigenous faculty and staff representation. These equitable employment practices will support all aspects of the employment relationship, including recruitment, hiring, succession-planning, promotion, performance management, retention and exit.

Objective 1: Advance Employment and Pay Equity commitments in partnership with Employee Groups and subject to Collective Agreements.

As of spring 2024, SFU has received provisional certification as a living wage employer, and we are working with Living Wages for Families BC through the final certification steps. As part of SFU's living wage program guided by Living Wages for Families BC, SFU offers a tuition waiver to employees of eligible contractors and their families, along with other campus benefits such as access to recreation facilities, library borrowing privileges and priority access to on-site childcare.

Planning is underway to relaunch SFU's employment advisory committee to ensure the comprehensive implementation of its Employment Equity Policy (GP 19), starting with community consultation to update the policy.

Objective 2: Attract and retain employees from equity-deserving backgrounds.

In 2023, the BC Office of the Human Rights Commission (OHRC) advanced our work to attract diverse candidates by approving SFU's plans to hire Black faculty and staff and Indigenous staff. Toolkits to support recruitment under this Special Program, in adherence to best practices under employment equity and human rights regulations, are now being put in place to support the hiring of Black and Indigenous faculty and staff in 2024 and beyond.

4. Integration of the gender dimension into research and teaching content

At Simon Fraser University, our Institutional Strategic Awards (ISA) Research Development team recognizes the importance of integrating the gender dimension into research to foster inclusive excellence. In addition to ensuring equitable research design and meaningful participation of women and gender minorities, we actively promote the application of an intersectional approach to research, where gender intersects with other identity factors such as race, disability, and sexual orientation. By embedding Gender-Based Analysis Plus (GBA+) into research methodologies, we enable researchers to develop inclusive questions, methodologies, and analyses that consider the diverse experiences of underrepresented groups. This comprehensive approach enhances the relevance, impact, and equity of research outcomes.

Supporting Researchers through Training and Resources: SFU's commitment to integrating the gender dimension into research extends beyond just methodologies. We provide our faculty and researchers with extensive training and resources focused on gender-sensitive research design and implementation. Through targeted workshops, seminars, and consultations, researchers gain the tools to incorporate gender analysis into their research, collaborate effectively with gender studies experts, and use gender-focused data to drive more equitable research outcomes. Additionally, we promote leadership in Equity, Diversity, and Inclusion (EDI) by offering continuous learning opportunities on the evolving gender landscape, encouraging researchers to stay current with best practices in gender integration. Leveraging resources from funding programs like the New Frontiers in Research Fund [best practices in EDI in research practice and design](#), and Social Sciences and Humanities Research Council's Partnership Grants [Guide to addressing EDI](#), the team offers training and support to help researchers develop EDI-informed proposals, advancing SFU's commitment to inclusive research excellence.

By intentionally addressing the gender dimension, SFU researchers can contribute to a more inclusive and equitable research enterprise, addressing pressing social and economic challenges and benefiting diverse communities. This approach aligns with SFU's commitment to Equity, Diversity, and Inclusion (EDI), positioning our researchers as leaders in innovative, impactful research.

The Canadian government has instituted measures to ensure Equity, Diversity and Inclusion practices are included in research projects. To be successful, research grants must demonstrate good EDI practices in their research design in relation to team composition and recruitment, training and development, and inclusion in the research environment.

The following EDI guides, learning tools and resources are provided by the Government of Canada:

- National Sciences and Engineering Research Council of Canada ([NSERC guide on integrating Equity, Diversity and Inclusion considerations in research](#))
- [Introduction to GBA Plus](#) – Women and Gender Equality in Canada
- [SSHRC Guidelines for the merit review of Indigenous Research](#)
- [SSHRC Indigenous Research Statement of Principles](#)
- [The First Nations Principles of Ownership, Control, Access and Possession](#) (OCAP)

Addressing Barriers for Women and Gender Equity-Seeking Groups: SFU is committed to identifying and addressing systemic barriers that women and gender minorities face in research, academia, and leadership roles. As part of our involvement in the [Canada Research Chairs Program](#), we adhere to equity targets designed to promote the full participation of women and gender equity-seeking groups.

This includes developing policies that support work-life balance, such as family-friendly work arrangements, and implementing programs aimed at closing gender pay gaps. The program also offers an [Unconscious Gender Bias training module](#). These initiatives ensure that SFU fosters a research environment where women and gender minorities can thrive, lead, and contribute to impactful innovation.

To integrate the gender dimension into research, SFU recognizes the importance of intersectional approaches, acknowledging that gender intersects with other factors such as race, disability, and Indigenous identity. As highlighted in the [Radical Inclusion](#) report, adopting an intersectional lens enables researchers to better understand complex social issues and develop more effective solutions.

Building on this commitment, SFU is dedicated to integrating the gender dimension into all aspects of research and teaching. [SFU's Strategic Research Plan \(2023-2028\)](#) specifically prioritizes research addressing intersectional impacts, including gender, diversity, and inclusivity, in areas such as climate change, Indigenous reconciliation, social justice, and health equity.

To support this integration, SFU provides resources and training for researchers, including EDI-focused workshops and seminars, guidance on crafting EDI-sensitive research proposals, and support for inclusive research team development. SFU is committed to addressing systemic barriers faced by underrepresented groups in research by prioritizing research advancing our understanding of critical issues like gender-based violence, Indigenous women's health, and LGBTQ2+ health. These initiatives empower researchers to prioritize EDI considerations throughout the research lifecycle. By creating inclusive research environments and teams, we foster collaboration, innovation, and excellence.

Additionally, certain organizations advance the participation and inclusion of women in the fields of science, technology, engineering and mathematics (STEM) at SFU, such as:

- [WWEST](#) - Westcoast Women in Engineering, Science, and Technology; the operating name for the 2015-2021 NSERC Chair for Women in Science and Engineering (CWSE), BC and Yukon Region.
- [WEG](#) - Women in Engineering Group
- [Compass on Campus](#) - WEG's Orientation Day for new engineering students
- [WICS](#) - Women in Computing Science
- [ALIVE Girls](#) - Science ALIVE's girls club, offers bi-weekly clubs as well as summer camps
- [Girls Exploring Physics](#) - a twice-yearly physics workshop run by through the Department of Physics

Creating Inclusive Learning Environments in Teaching: In teaching, integrating the gender dimension involves incorporating diverse perspectives, experiences, and pedagogies to create inclusive learning environments. SFU's [Radical Inclusion](#) report emphasizes the importance of promoting diverse voices and perspectives in curriculum design, teaching practices, and student engagement. By doing so, we cultivate critical thinking, empathy, and social responsibility among students.

SFU's [Centre for Educational Excellence](#) (CEE) collaborates with instructors to inspire and support innovative, inclusive, and reflective teaching approaches that create engaging learning experiences for students. CEE supports EDI in teaching and learning through:

- Instructional and curricular consultations and facilitation
- Frameworks for inclusive teaching
- Workshops on EDI and curriculum transformation
- Inclusion in the Classroom Week and speaker series
- Inclusive teaching [resources](#)

By embedding the gender dimension into research, teaching, and institutional policies, SFU advances its mission of fostering a culture of inclusive excellence. Through these efforts, we empower our researchers and students to develop solutions that address pressing societal challenges, particularly those that disproportionately affect underrepresented groups, and to drive meaningful progress toward gender equity in Canada and beyond.

5. Measures against gender-based violence, including sexual harassment:

SFU is committed to creating and maintaining a healthy, safe and respectful learning, teaching, research, and work environment in which bullying and harassment are neither acceptable nor tolerated.

To that end, we have:

- Published an [SFU Policy on Bullying and Harassment \(GP 47\)](#).
- SFU [Toolkits](#) for Students, Employees and Supervisors – additional training on respectful learning environments and bullying & harassment-related topics.
- [Human Rights Policy \(GP 18\)](#)
- [Sexual Violence Support and Prevention Policy](#) (GP 44)
- SFU’s Sexual Violence Support and Prevention Office ([SVSPO](#)) offers free and confidential support for SFU students and employees who have been impacted by sexual violence, such as sexual assault or harassment, regardless of when or where it took place. Part of the SVSPO’s mission is to develop and implement a comprehensive [educational strategy](#) to build awareness, knowledge, and skills to effect social change towards ending sexualized violence.
- The [SVSPO 2024-25 Education Plan](#) highlights [programs and events](#) on a range of topics aimed at reducing, preventing, and responding to Sexualized Violence.
- [Campus Public Safety](#)
- Mandatory training module for all SFU employees, and recommended for students on [Respectful Working & Learning Environment](#)
- SFU workshop – [Responding to Disclosure of Bullying or Harassment](#)
- [Office of Student Support Rights and Responsibilities](#) – address student safety and well-being concerns and provide supports for students
- SFU Student Society [Women’s Centre](#) - offers a safe space dedicated to providing education and services to all visitors, including allies, who want to join in their commitment to oppose all forms of oppression