



Canadian Centre for Diversity and Inclusion
Centre canadien pour la diversité et l'inclusion

Diversity Meter Survey: Executive Summary and Insights Presentation Report

Prepared for Simon Fraser University

May 29, 2020



Privacy and confidentiality

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About the Canadian Centre for Diversity and Inclusion

CCDI has a mission to help the organizations we work with be inclusive, free of prejudice and discrimination – and to generate the awareness, dialogue and action for people to recognize diversity as an asset and not an obstacle. Through the research, reports and toolkits we develop and our workshops, events and workplace consultations, we're helping Canadian employers understand their diversity, plan for it and create inclusion.

CCDI's leadership has a proven model that has cultivated trust as an impartial third party. Our expertise is focused on the topics of inclusion that are relevant in Canada now and the regional differences that shape diversity.

A charitable organization that thinks like a business, and through our Measurement and Analytics Team, we have created a niche with our innovative research technology and data analysis that brings a deeper understanding of Canadian diversity demographics and mindsets at any given moment.

CCDI is grateful for the support of our over 260 Employer Partners across Canada. For more information, contact:

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Executive summary

CCDI's methodology

CCDI's Diversity Meter survey captures data on a range of workplace demographics, personal demographics, and inclusion experiences in the workplace. An exploratory analytical approach is applied with the aim of identifying issues and gaps related to diversity, equity and inclusion that may require further investigating. Within-group, between-group, and group-to-overall quantitative analysis, as well as thematic qualitative analysis of written comments are conducted to provide insights related to SFU's diversity profile and inclusion climate.

Data collection details

Total survey invitees	Total survey respondents	Survey response rate
5490	2100	38.8% ¹

Key demographic findings

Diversity profile of SFU's overall survey respondent pool²:

- » Racialized Persons,³ Women, and LGB2sQ+ Persons⁴ are more represented; Persons with a Disability are proportionally⁵ represented; and Indigenous Persons are less represented when compared to available benchmarks.⁶

Diversity profile of SFU's role groups:

- » **Senior Leadership:** Lower representation of Women when compared to their overall representation in the SFU respondent pool. The representation of Racialized, Indigenous

¹ A response rate of 38.3% may not accurately reflect views of SFU's entire workforce.

² SFU's Diversity Meter survey was sent to SFU's workforce, which includes Members of Staff, Faculty, and Senior Leaders, and those in other roles. Respondents who selected 'other' for role identification were asked to specify their roles. Examples of 'other' roles provided include externally contracted employees, graduate students, Union staff, and those holding dual roles (e.g., a member of staff who is also a sessional lecturer).

³ Racialization is the process by which societies construct Races as real, different and unequal in ways that matter to economic, political and social life. On this survey, respondents who identified within the categories of Asian, Black, Latin / Hispanic, Middle Eastern, Israeli, or Mixed Race are grouped under the term "Racialized Persons".

⁴ A combination of Lesbian, Bisexual, Gay, Queer and Two-Spirit. The '+' is intended to represent all other sexually diverse people that do not identify with the terms included. (i.e. Non-Heterosexual Orientations). Please note this does not include Trans and Non-Binary identities which are captured through Gender, Gender Identity and Gender Expression.

⁵ Proportional refers to ≤1% difference in representation.

⁶ Benchmarking data comes from the 2016 Canadian census by Statistics Canada, 2017 Canadian Survey on Disability (CSD), and CROP. "The values, needs and realities of LGBT people in Canada in 2017." Foundation Jasmin Roy, 2017. This statistic is an estimation of the incidence of LGBTQ2+ people who are 18+ years old in Canada.



and LGB2sQ+ Persons, as well as Persons with a Disability are below the reporting threshold of 10 respondents from any one group.

- » **Faculty:** Women, Racialized Persons, Persons with a Disability, and LGB2sQ+ Persons are less represented, and Indigenous Persons are proportionally represented, when compared to their overall representation in the SFU respondent pool.
- » **Staff:** Women, Racialized Persons and Persons with a Disability are more represented, and LGB2sQ+ and Indigenous Persons are proportionally represented when compared to their overall representation in the SFU respondent pool.

Key inclusion findings

Inclusion climate of SFU's overall survey respondent pool:

- » Of the twelve inclusion indicators used to assess SFU's inclusion climate, one received moderate agreement, five received low agreements, and six received very low agreements.⁷ The **highest** agreement rate at 72.0%, was found for the indicator that assessed perceptions of being treated fairly and with respect. The **lowest** agreement rate at 40.5%, was found for perceptions of not needing to adjust to fit in with SFU's culture.

Inclusion experiences of typically underrepresented groups⁸ and a comparator group⁹:

Comparisons of five baseline inclusion agreement rates for typically underrepresented groups and a majority group in Canadian employment contexts (i.e. Heterosexual White Men without a Disability) showed:

- » Heterosexual White Men without a Disability reported the highest agreement for four of five baseline inclusion indicators.
- » LGB2sQ+ Persons reported the lowest agreement for three of five baseline inclusion indicators.
- » Indigenous Persons reported the lowest agreement for the indicator that assessed if they believe they are treated fairly and with respect at SFU.
- » Persons with a Disability reported the lowest agreement for the indicator that assessed if they believe SFU supports their overall physical and mental well-being.

⁷ CCDI's ranking system considers agreement scores of $\geq 90\%$ as "very high"; 80%-89% agreement as "high"; 70%-79% agreement as "moderate"; 60%-69% agreement as "low"; and $<60\%$ agreement as "very low". "Moderate" indicates the organization should consider reviewing current policies, procedures and practices for the relevant inclusion indicator to determine areas of improvement; "low" and "very low" indicate that developing/ evaluating policies, procedures and practices may be required.

⁸ Typically underrepresented groups include Women, Indigenous Persons, Persons with a Disability, LGB2SQ+ Persons, and Racialized Persons, who due to structural and systemic barriers are generally underrepresented in workplaces and leadership roles.

⁹ Heterosexual White Men without a Disability are considered a majority group in the Canadian workplace context. Comparing a majority groups' inclusion experiences with those of typically underrepresented groups may offer insight with regards to the existence of barriers to inclusion, barriers that may be linked to structural/systemic issues.



- » Women reported lower agreement for all five baseline inclusion indicators when compared to Heterosexual White Men without a Disability.

Thematic findings from written comments

The following themes were identified from the examination of respondent's written feedback¹⁰:

- » Issues of discrimination and bias regarding:
 - Ableism
 - Ageism
 - Racism
 - Sexism
- » Barriers faced by those with caretaker responsibilities
- » Lack of awareness and support for non-traditional gender identities
- » Predominance of White Persons and lack of diversity in leadership
- » Poor perceptions of leadership's competency to advance Diversity and Inclusion

Key take-aways

Overall, findings suggest that SFU should focus on developing and reviewing policies and practices that aim to foster a safe, fair, and accepting workplace.

Priority areas of focus include:

1. Review the conflict resolution system to identify if gaps exist.
2. Review policies and practices for accommodation support, particularly for mental health accommodation support.
3. Review policies and practices for work-flexibility options, particularly for Caretakers of children.
4. When assessing current advancement practices, examine if bias exists in various advancement channels that may be serving as barriers for different demographic populations.
5. Assess employees' perceptions of equity in advancement opportunities and barriers to advancement.
6. Consider conducting Cultural Competency Assessments for leaders and managers/supervisors and pursue development based on the outcomes.
7. Continue to periodically monitor and address gaps in demographic representations. If gaps exist, review and assess recruitment and advancement practices that may be contributing to representation gaps.

¹⁰ The survey received 620 written comments from 2100 respondents. Of this total, 398 were provided as general comments, 87 as comments to a disability accommodation question, and 135 to a dependant care accommodation question. Any 'Prefer not to answer' (PNTA) responses were removed, and not included in this total.

Simon Fraser University

Diversity Meter Survey

Insights Presentation Report

May 29, 2020



Canadian Centre for Diversity and Inclusion
Centre canadien pour la diversité et l'inclusion

The intent of this report

- The intent of this report is to provide meaningful data to Simon Fraser University for the purposes of informing future decisions on issues of Diversity and Inclusion in the workplace.
- **Importantly, the data does not establish causal relationships.** We apply our experience and expertise combined with relevant research and data to provide insights, on what the potential reasons might be for issues and gaps identified as part of our exploratory data-analytic approach. Findings identified in the report may require further investigation.

Report overview

1. Data collection details
2. Key demographic findings
3. Key inclusion findings
4. Thematic analysis of respondent feedback
5. Next steps
6. Appendices
 - Appendix A: Glossary and Clarifications
 - Appendix B: Demographic snapshot
 - Appendix C: Inclusion survey questions
 - Appendix D: End notes

Data collection details

Data collection and survey response rates

- The Diversity Meter survey was open between November 14, 2019 to December 18, 2019.
- All Invitees* were provided an unique survey web link to ensure no duplicate participation.

Response Rate			
	Number of invitees	Number of responses	Percentage completed
Diversity and Inclusion Survey	5490	2100	38.3%**

*SFU's Diversity Meter survey was sent to SFU's workforce, which includes Members of Staff, Faculty Members, and Senior Leaders.

**A response rate of 38.3% may not accurately reflect views of the entire workforce.

Key demographic findings

Representation of demographic groups: Strengths and Opportunities



- **Women and Racialized Persons** are **more represented** when compared to the British Columbia labour force, by a difference of 11.1% and 6.7%, respectively.
- **LGB2sQ+ Persons** are **more represented** when compared to the Canadian population overall, by a difference of 11.1%.
 - Please note that for the purposes of our reporting, sexual orientation is collected separately from gender and gender identity. As such, the initialism LGB2sQ+ speaks only to sexual orientation, regardless of gender, gender-identity and gender-expression.



- **Persons with a Disability** are well represented when compared to their representation among the Canadian labour force. They are slightly more represented at Simon Fraser University by a difference of 0.6%.
- **Indigenous Persons** are **less represented** when compared to the British Columbia labour force, by a difference of 2.4%.

Representation of demographic groups

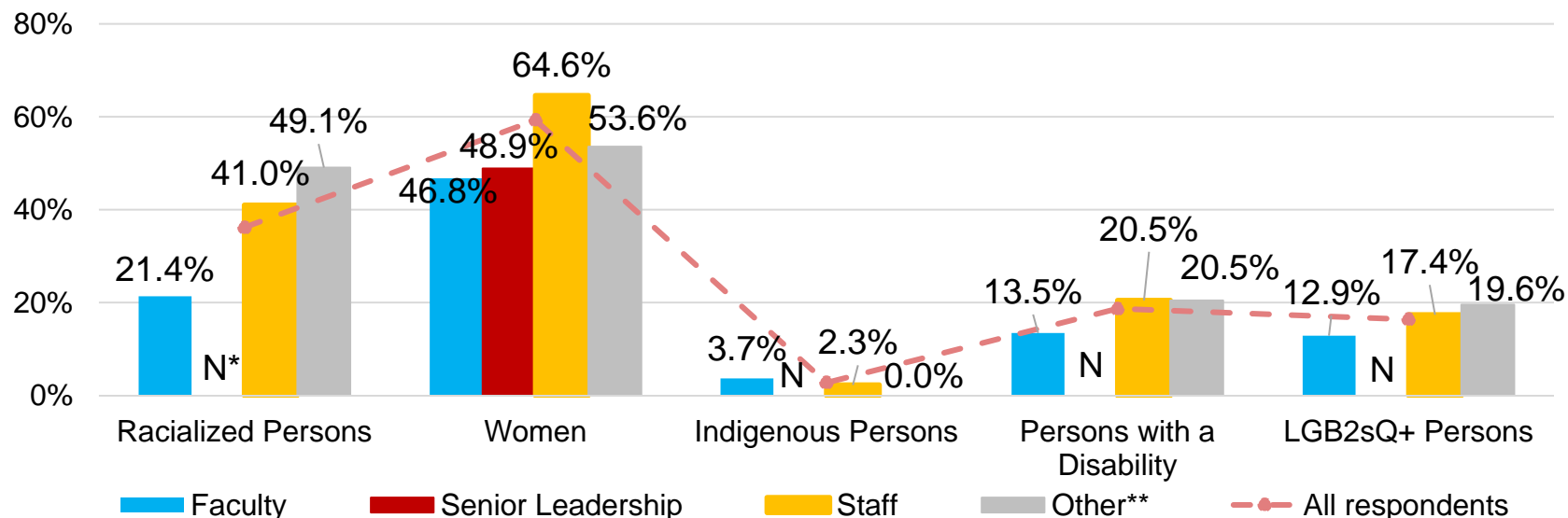
Representation	Demographic group				
	Racialized Persons	Women	Indigenous Persons	Persons with a Disability	LGB2sQ+ Persons ¹
Diversity Meter Survey respondents	36.2%	59.4%	2.8%	18.7%	16.4%
British Columbia labour force*	29.5%	48.2%	5.2%	18.1% ²	5.3% ³
Difference	+6.7%	+11.2%	-2.4%	+0.6%	+11.1%

*Unless otherwise specified, all benchmarking data comes from the 2016 Canadian census by Statistics Canada

- 1 A combination of Lesbian, Bisexual, Gay, Queer and Two-Spirit. The '+' is intended to represent all other sexually diverse people that do not identify with the terms included. (i.e. Non-Heterosexual Orientations). Please note this does *not* include Trans and Non-Binary identities which are captured through Gender, Gender Identity and Gender Expression.
- 2 2017 Canadian Survey on Disability (CSD).
- 3 CROP. "The values, needs and realities of LGBT people in Canada in 2017." *Foundation Jasmin Roy*, 2017. This statistic is an estimation of the incidence of LGBTQ2+ people who are 18+ years old in Canada. While it is not specific to the labour force, it is the best available comparator. Please see Appendix A for further clarifications.

Typically underrepresented groups among various roles at SFU

Demographic groups shown in this analysis are typically underrepresented groups, some of which are identified in the Employment Equity Act. These groups include Women, Indigenous, Racialized and LGB2sQ+ Persons,* and Persons with a Disability, who due to structural/systemic barriers are generally underrepresented in workplaces in leadership.



'N' represents more than one but less than ten respondents.

*The initialism LGB2sQ+ refers to sexual orientation, regardless of gender, gender-identity and gender-expression.

Respondents who identified with the following gender identities: Trans/Two-Spirit/Non-Binary including Gender-fluid, Gender Non-Conforming or Genderqueer and identified with a LGB2sQ+ identity are included in this sexual orientation analysis.

Respondents who identified as Trans/Two-Spirit/Non-Binary including Gender-fluid, Gender Non-Conforming or Genderqueer and identified with a Heterosexual sexual orientation are not included in this analysis due to the reporting threshold limit.

**Other category includes respondents who did not select "Faculty", "Senior Leadership" or "Staff" as best describing their primary role.

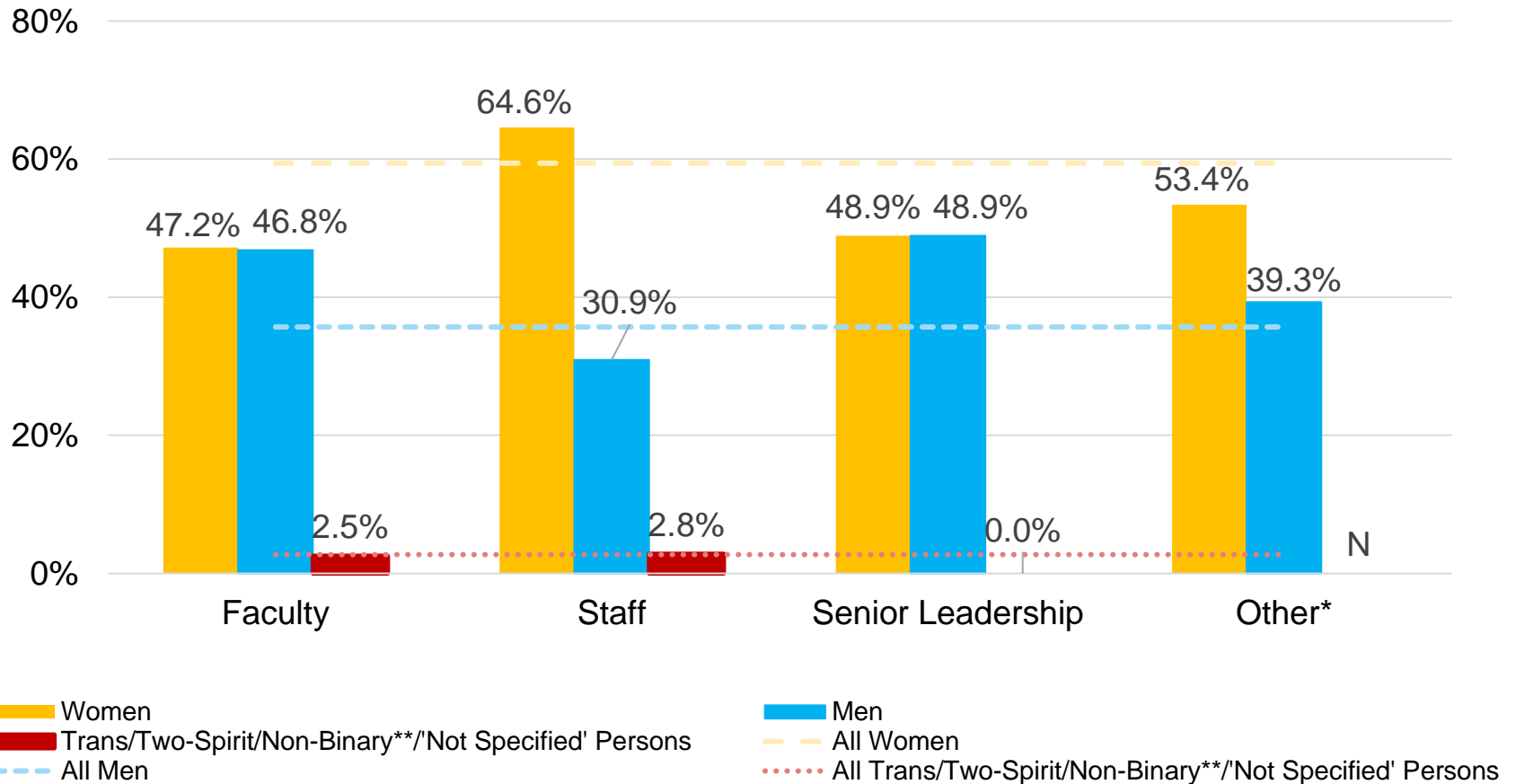
Typically underrepresented groups among Senior Leadership*

- Compared to their representation among all SFU respondents that completed this survey,
 - **Women are more represented** among **Staff** roles, by a difference of 5.2%, and are **less represented** among **Faculty**, **Senior Leadership** and all **Other** roles, by a difference of 12.6%, 10.5% and 5.8%, respectively.
 - **Racialized Persons are more represented** among **Staff** and all **Other** roles, by a difference of 4.8% and 12.9%, respectively, but are **less represented** among **Faculty** roles by a difference of 14.8%.
 - **Persons with a Disability are more represented** among **Staff** and all **Other** roles, both by a difference of 1.8%, but are **less represented** among **Faculty** by a difference of 5.2%.
 - **LGB2sQ+ Persons are proportionally**** represented among **Staff**, and **more represented** among all **Other** roles, by a difference of 1.0% and 3.2%, respectively, but are **less represented** among **Faculty**, by a difference of 3.5%.
 - **Indigenous Persons are proportionally represented** among **Faculty** and **Staff**, by a difference of 0.9% and 0.5%, respectively.

*The number of Senior Leaders who identified as Racialized, living with a disability, Indigenous or as a member of the LGB2sQ+ community were fewer than 10 in each group, and were not included in this analysis.

**Proportional refers to $\leq 1\%$ difference in representation.

Representation of Gender Identities among various roles at SFU



'N' represents more than one but less than ten respondents.

*Other category includes respondents who did not select "Faculty", "Senior Leadership" or "Staff" as best describing their primary role.

**Also includes Gender-fluid, Gender Non-Conforming, or Genderqueer.

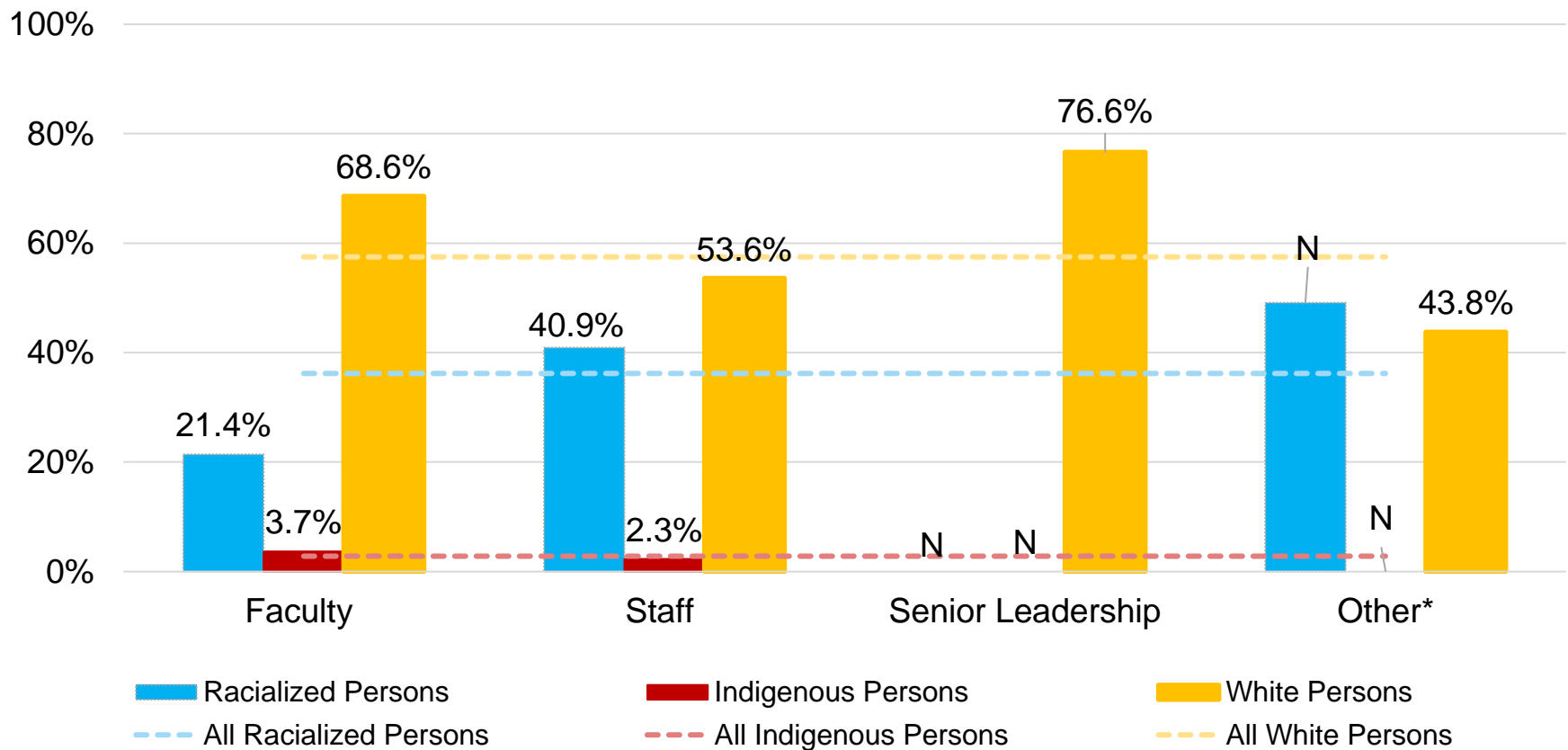
Representation of Gender Identities among various roles at SFU

- Women and Men are **equally represented** among Faculty and Senior Leadership roles.
- Women are **more represented** among Staff roles compared to Men in these positions. Women make up over twice as many of these roles as Men.
- Compared to their representation among all respondents, Men are **more represented** in Faculty and Senior Leadership roles. In contrast, Women in these roles are **less represented** compared to their representation among all respondents.
- Compared to their representation among all respondents, those who identified as Trans/Two-Spirit/Non-Binary*/'Not specified', are **proportionally** represented** among Staff and Faculty roles.
- Notably, there is **no representation** of Trans/Two-Spirit/Non-Binary*/Not specified among Senior Leadership roles.

* Also includes Gender-fluid, Gender Non-Conforming, or Genderqueer.

** Proportional refers to $\leq 1\%$ difference in representation.

Racial representation among various roles at SFU



'N' represents more than one but less than ten respondents.

*Other category includes respondents who did not select "Faculty", "Senior Leadership" or "Staff" as best describing their primary role.

Racial representation among various roles at SFU

Compared to their representation among all respondents:

- White Persons are **more represented** among Faculty and Senior Leadership roles and are **less represented** in Staff roles.
- Racialized Persons are **less represented** among Faculty roles, are **more represented** in Staff roles.
- Indigenous Persons are proportionally* represented in Faculty and Staff roles.
- Please note, the number of respondents who identified as Racialized or as Indigenous in Senior Leadership roles were below the required reporting threshold of ten persons, and therefore analysis cannot be completed.

*Proportional refers to $\leq 1\%$ difference in representation.

Key inclusion findings

Simon Fraser University inclusion climate: Strengths and Opportunities



- » **Moderate*** (70-79%) agreement with **one of twelve** inclusion indicators.



- » **Low**** (60-69%) agreement for **five of twelve** inclusion indicators.
- » **Very low**** (50-59%) agreement for **six of twelve** inclusion indicators.

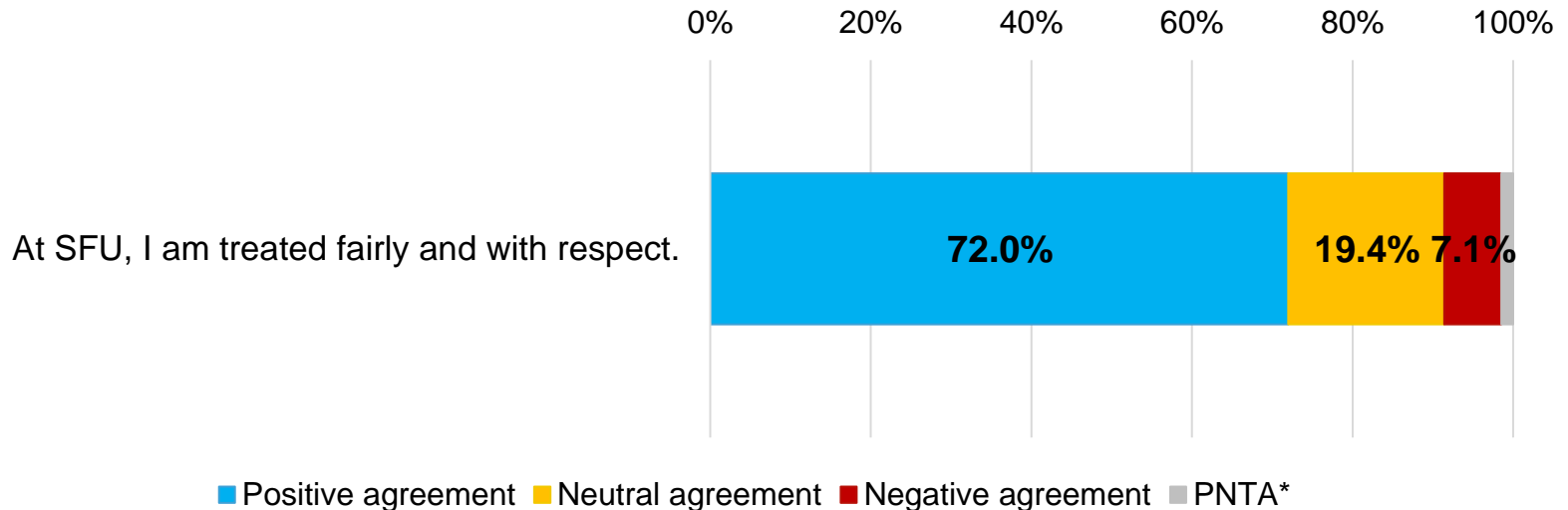
Please note, responses of “strongly agree” and “agree” are reported as agreement.

*CCDI’s ranking system considers “moderate” agreement scores as indication that the organization should consider reviewing current policies, procedures and practices for the relevant inclusion indicator to determine areas of improvement.

**Low” and “very low” agreement scores are considered indication that developing/ evaluating policies, procedures and practices may be required.

Refer to Appendix A for further clarifications.

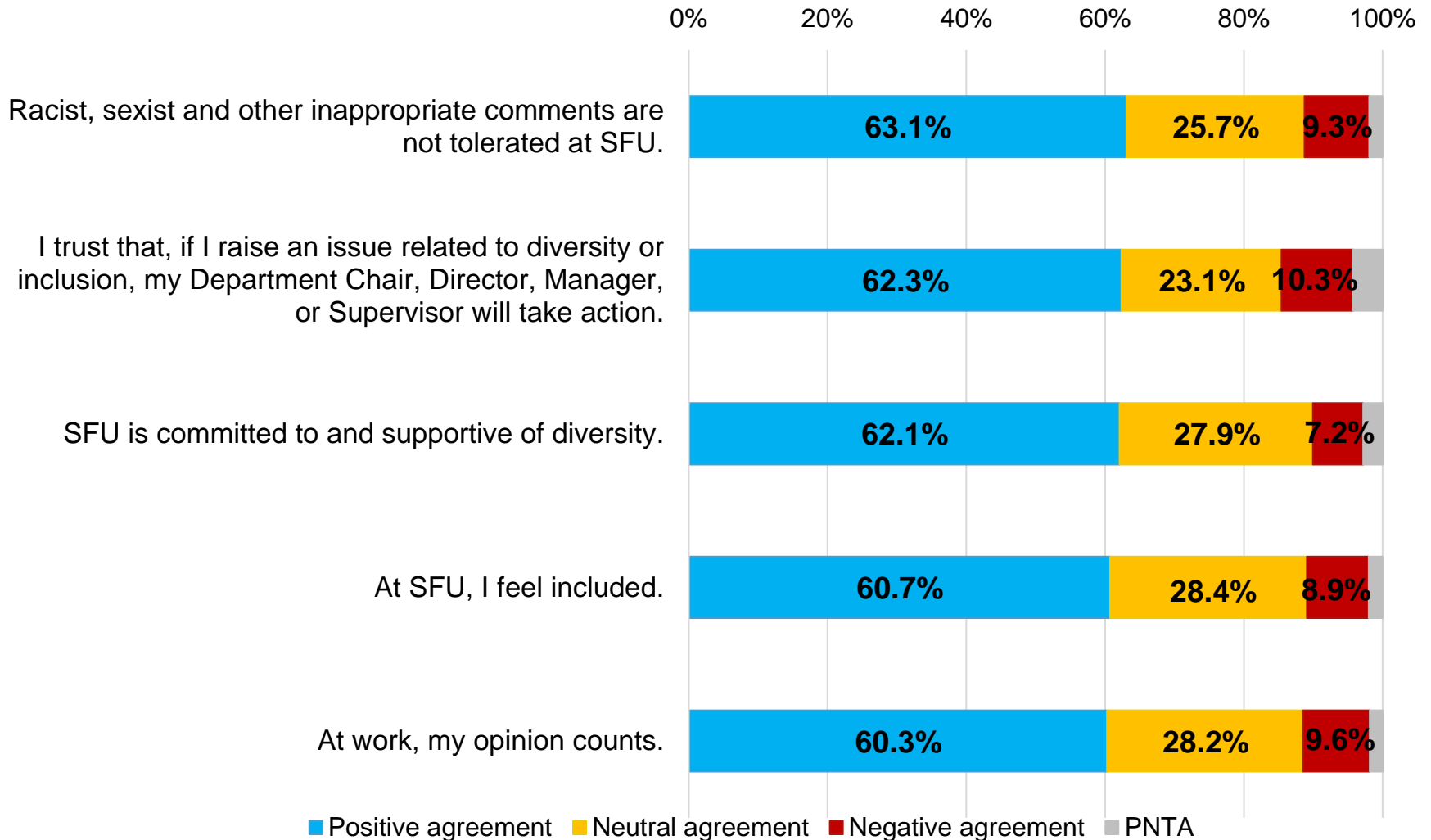
Moderate agreement for one of twelve indicators



- » **Moderate** (70-79%) agreement with **one of twelve inclusion indicators**, which assessed employee's feelings of being treated fairly and with respect at SFU (at 72.0% agreement).

*PNTA refers to "Prefer not to Answer" responses. Please see Appendix A for further clarifications.

Low agreement for five of twelve indicators

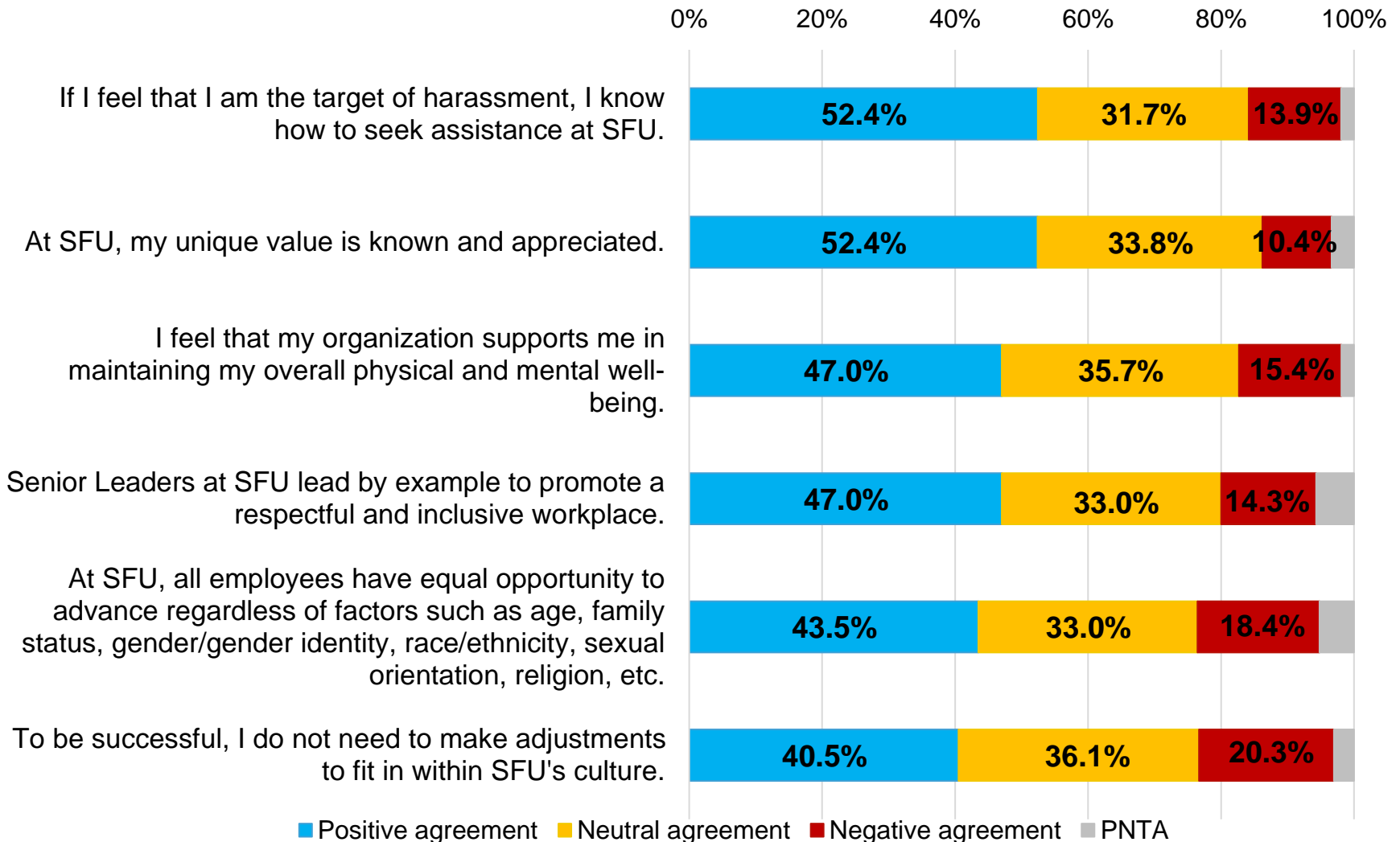


Low agreement for five of twelve indicators

» **Low (60-69%) agreement for five of twelve inclusion indicators, regarding:**

- Intolerance of racist, sexist or inappropriate comments at SFU (at 63.1% agreement).
- Trust in action being taken if issues related to Diversity and Inclusion are raised (at 62.3% agreement).
- Belief in SFU's commitment to and support of Diversity (at 62.1% agreement)
- Feeling included (at 60.7% agreement).
- Feeling their opinion counts at work (at 60.3% agreement).

Very low agreement for six of twelve indicators



Very low agreement for six of twelve indicators

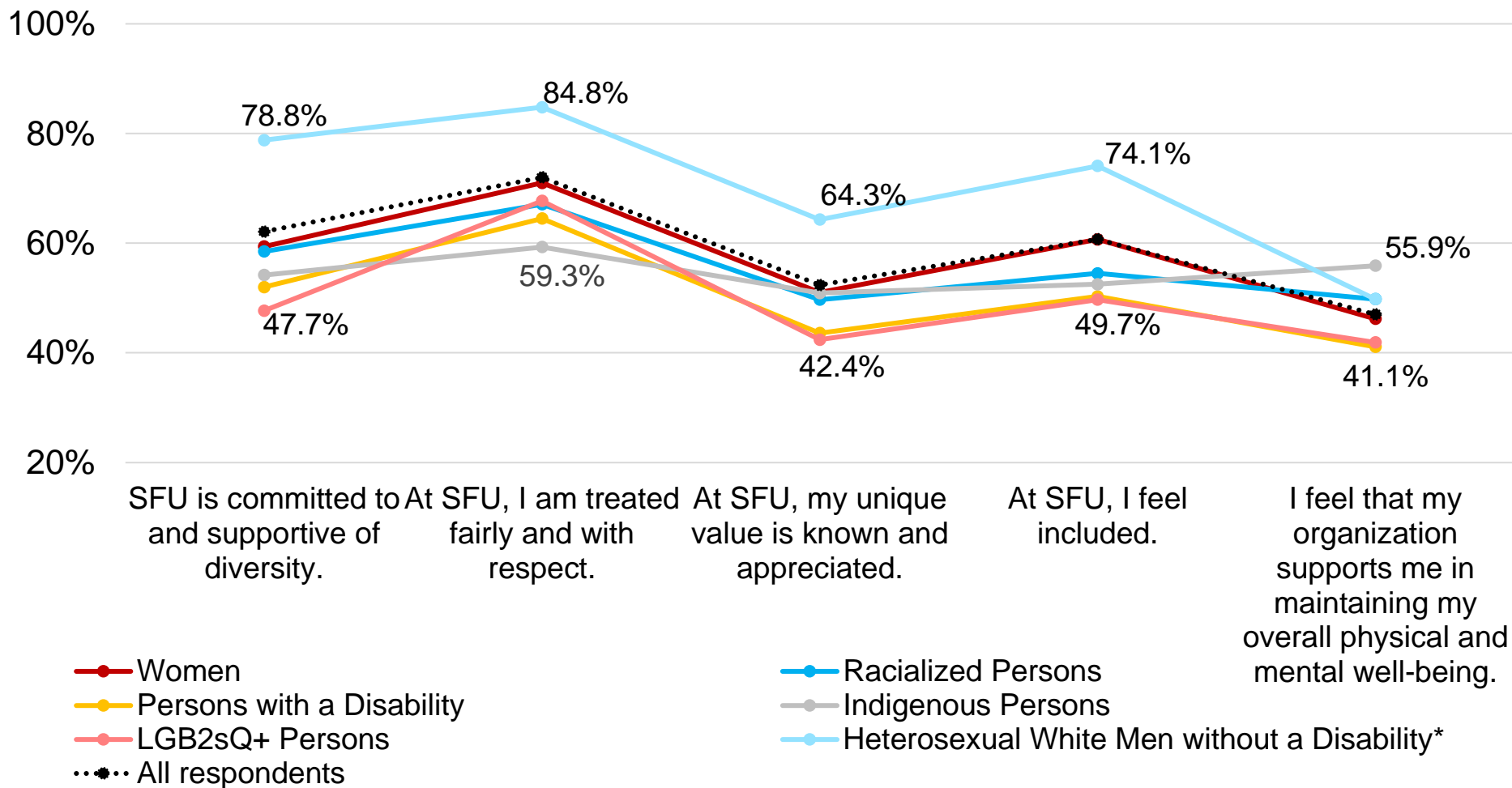
- » **Very low (50-59%) agreement for six of twelve inclusion indicators, regarding:**
 - Knowing how to seek assistance if they were the target of harassment (at 52.4% agreement).
 - That their unique value is known and appreciated (at 52.4% agreement).
 - Belief that their organization supports them in maintaining their overall physical and mental well-being (at 47.0% agreement).
 - Belief that Senior Leaders lead by example to promote a respectful and inclusive workplace (at 47.0% agreement).
 - Belief that all employees have equal opportunities to advance, regardless of personal characteristics (such as age, race or gender), at 43.5% agreement.
 - Belief that employees do not need to make adjustments to fit in with SFU's culture (at 40.5% agreement).
 - **Notably, this indicator also received the highest disagreement at 20.3%.**

Inclusion agreement scores for typically underrepresented groups and a comparator.*

- Those who identified as a member of the LGB2sQ+ community reported the lowest agreement for three of five key inclusion indicators, specifically those that address:
 - SFU is supportive of and committed to diversity (47.7% agreement)
 - Their unique value is known and appreciated (42.4% agreement)
 - Feeling included at SFU (49.7% agreement)
- Those who identified as Indigenous reported the lowest agreement of 59.3% for the indicator that assessed if they believe they are treated fairly and with respect at SFU.
- Persons who identified as living with a disability reported the lowest agreement of 41.1% for the indicator that assessed if they believe SFU supports their overall physical and mental well-being.
- Those who identified as part of the comparator group, i.e. Heterosexual White Men without a Disability, reported the highest agreement for four of the five key inclusion indicators.

*Heterosexual White Men without a Disability are included as a comparator as they are typically considered an advantaged group in Canadian employment contexts.

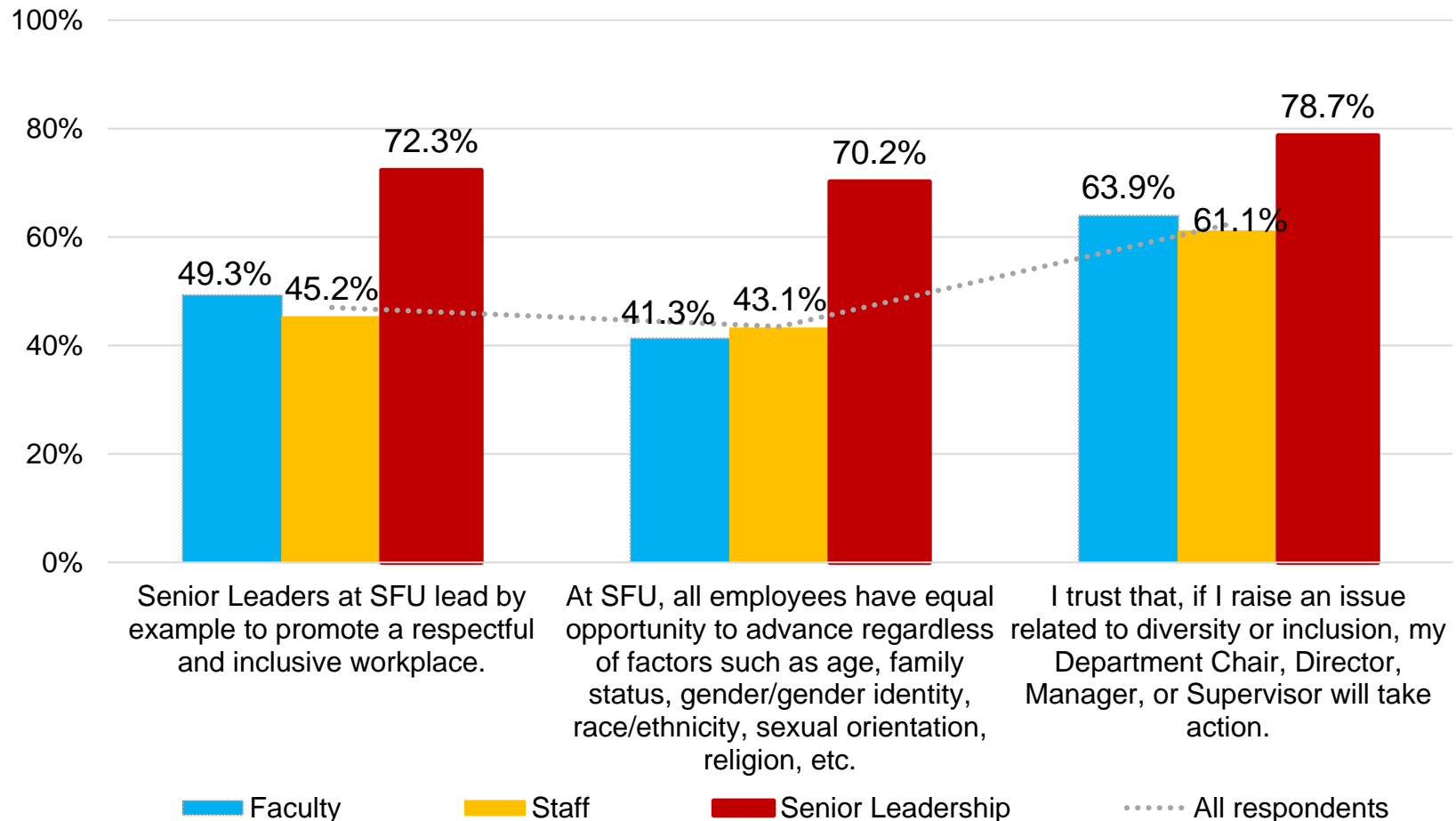
Inclusion agreement scores for typically underrepresented groups and a comparator.*



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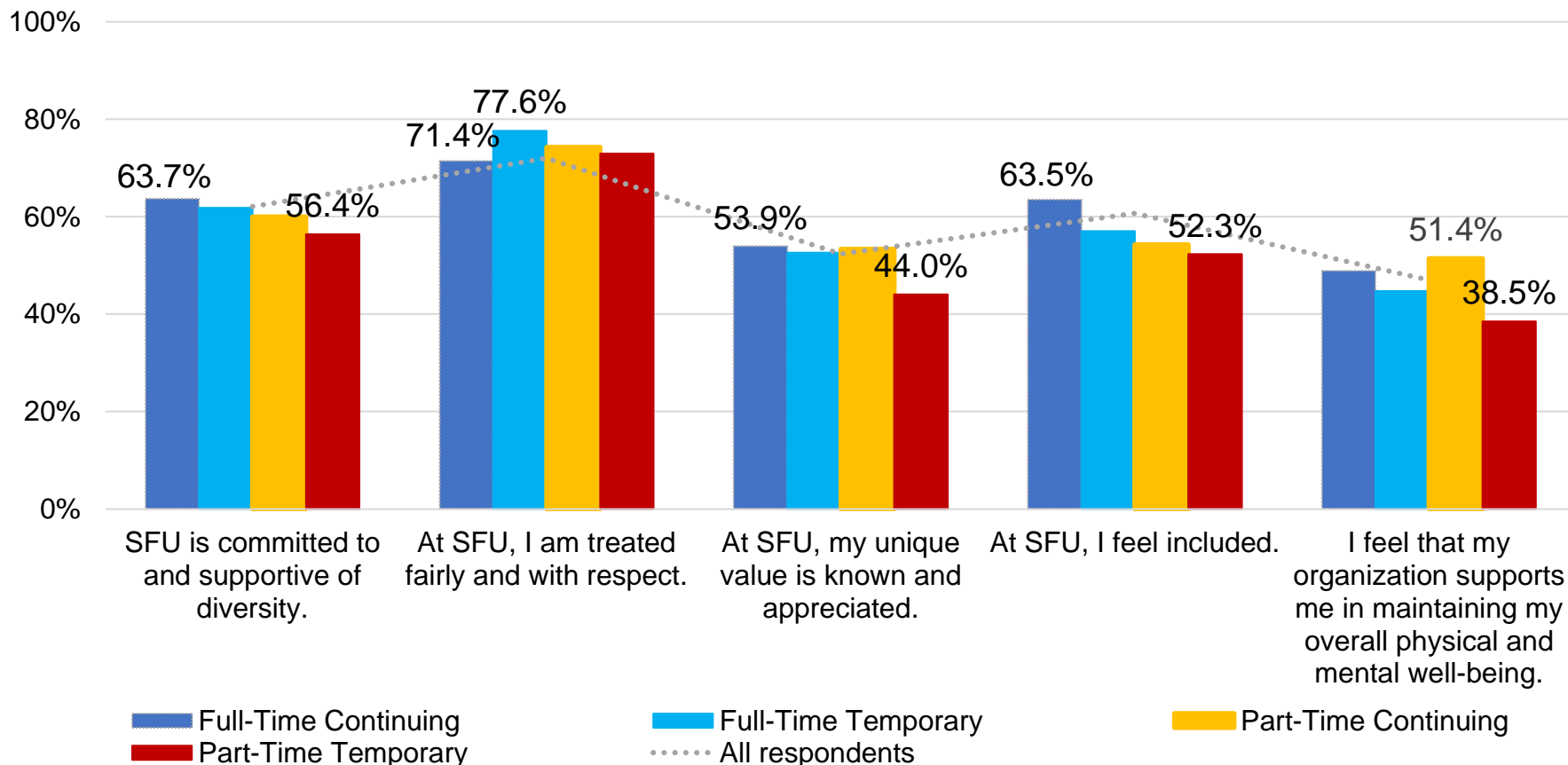
Perceptions of inclusion by Primary Role

- Senior Leaders held more positive agreement for all inclusion indicators compared to members of Staff or Faculty.



Perceptions of inclusion by Employment Status

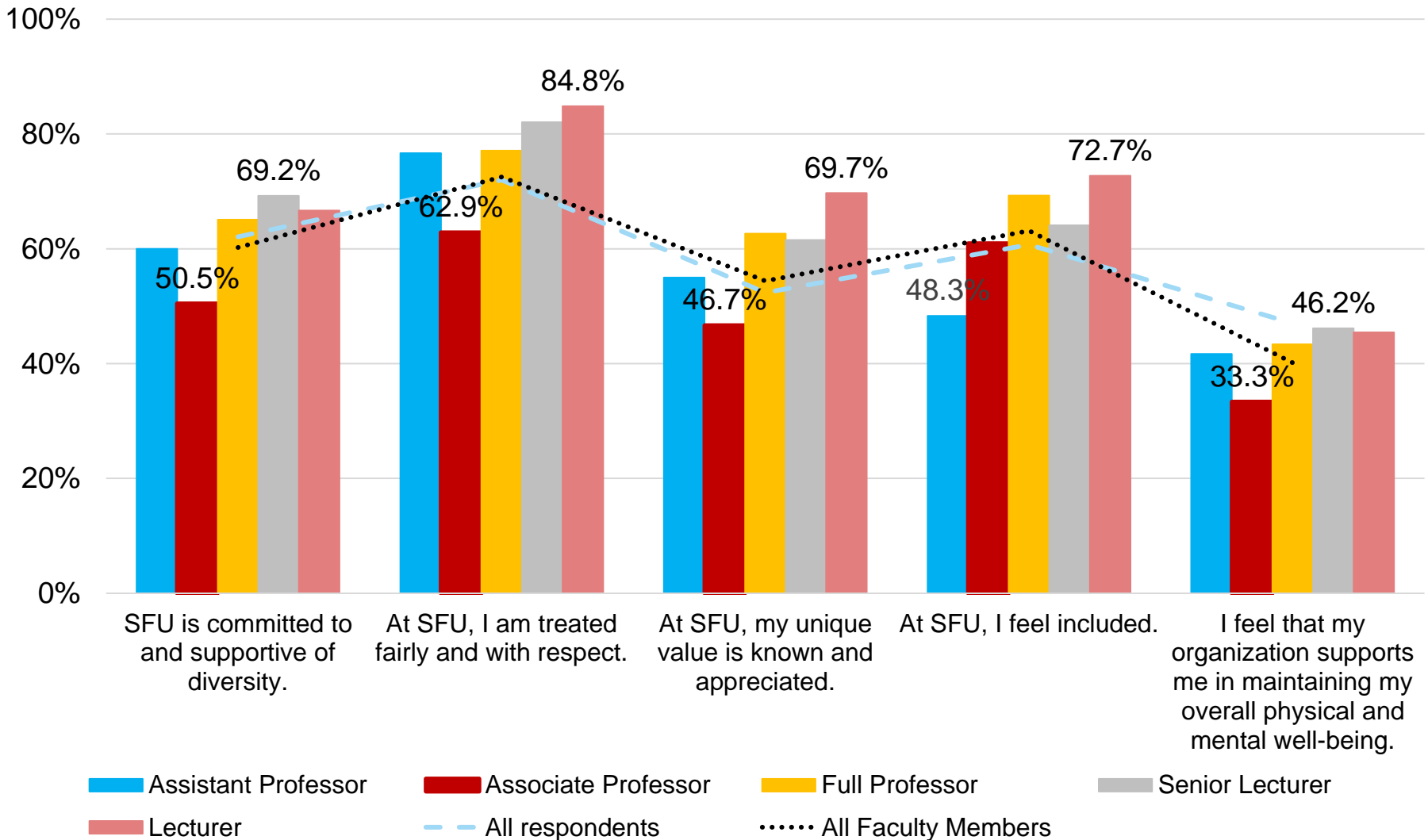
- Those who held a Full-Time position (Continuing or Temporary) reported higher agreement for the five key inclusion indicators, and those who were Part-Time Temporary reported the lowest agreement for four of five key indicators.



Perceptions of inclusion by Rank type (Faculty)

- Compared to other Faculty Members, Associate Professors reported the lowest positive agreement for four of five key indicators. Specifically indicators that assess:
 - Their belief in SFU's commitment and support to diversity,
 - Being treated fairly and with respect,
 - Their belief in their unique value being known and appreciated, and
 - Their belief that SFU supports their overall wellbeing.
- Compared to other Faculty Members, those in a Lecturer role reported the highest agreement for three of five key indicators, specifically indicators that assess:
 - Being treated fairly and with respect,
 - Their belief in their unique value being known and appreciated, and
 - Their feelings of inclusion.
- Compared to other Faculty Members, Senior Lecturers reported the highest agreement that SFU is committed to and supportive of diversity.
- Of those in Professor ranks, Full Professors reported the highest positive agreement for all five key indicators, when compared to other Faculty Members.

Perceptions of inclusion by Rank type (Faculty)

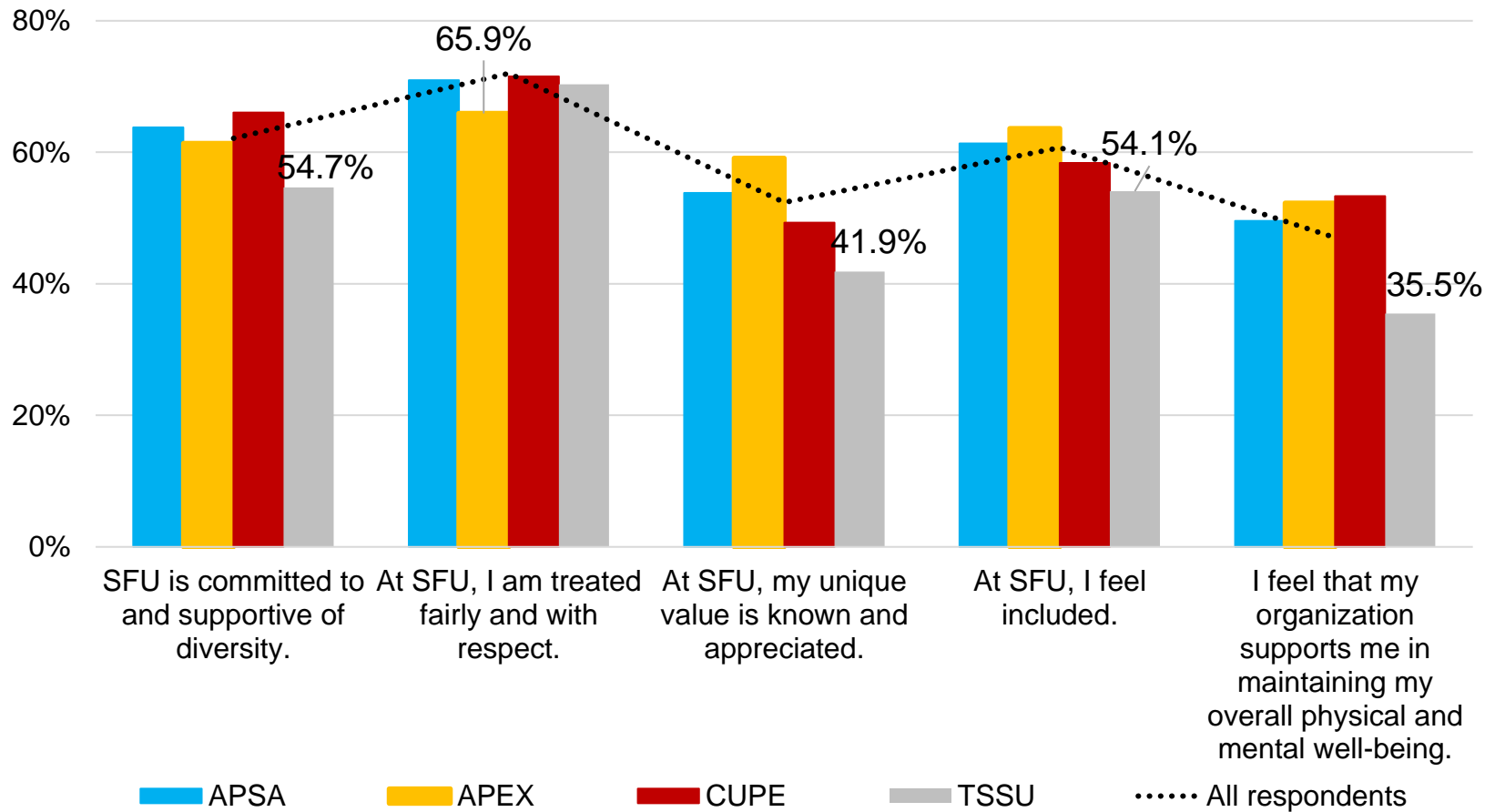


Perceptions of inclusion by Employee Group*

- While Employee Groups shared similar perceptions of inclusion, members of TSSU held notably lower agreement for two of the five key indicators.
 - Specifically, members of TSSU held lower positive agreement with the indicators that addressed feeling that their unique value is known and appreciated (10.5% lower than the organization's overall positive agreement), and feeling that SFU supports their overall well-being (11.5% lower than the organization's overall positive agreement).

*The Employee Groups of Poly Party, University Executive and Internal Post-Doctoral Fellows are not included in this analysis, as the number of respondents do not meet the threshold for analysis.

Perceptions of inclusion by Employee Group*

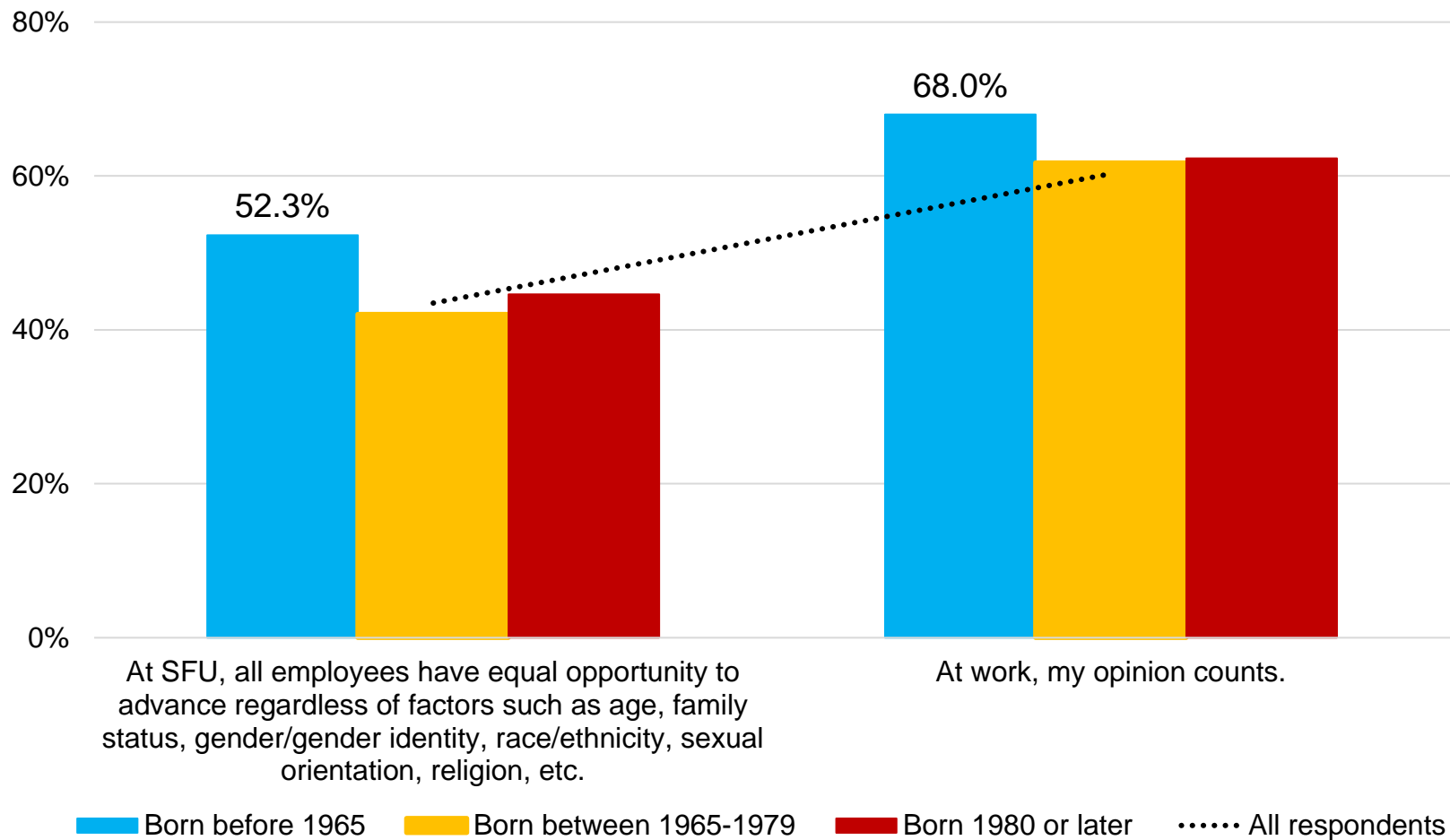


*The employee groups of Poly Party, University Executive and Internal Post-Doctoral Fellows are not included in this analysis, as the number of respondents do not meet the threshold for analysis.

Perceptions of inclusion by Age

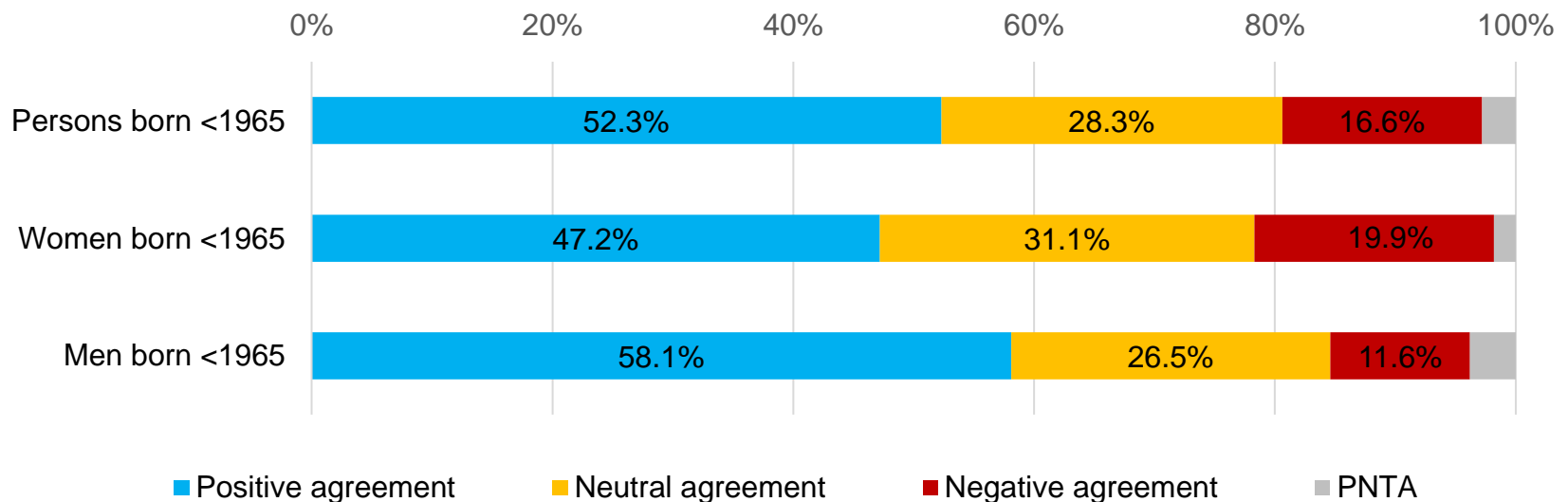
- There were no notable differences in positive agreement across various age groups, though those who were born before 1965 tended to hold higher positive agreement with the indicators that assessed if they believed their opinion counted in the workplace, and that all employees have equal access to advancement opportunities.

Perceptions of inclusion by Age



Perceptions of inclusion by Age

- Further, of those born before 1965, Women in this age group had a lower positive agreement, and higher negative agreement with the inclusion indicator, “at SFU, all employees have equal opportunity to advance regardless of factors such as age, family status, gender/gender identity, race/ethnicity, sexual orientation, religion, etc., compared to Men’s responses to the same question.*



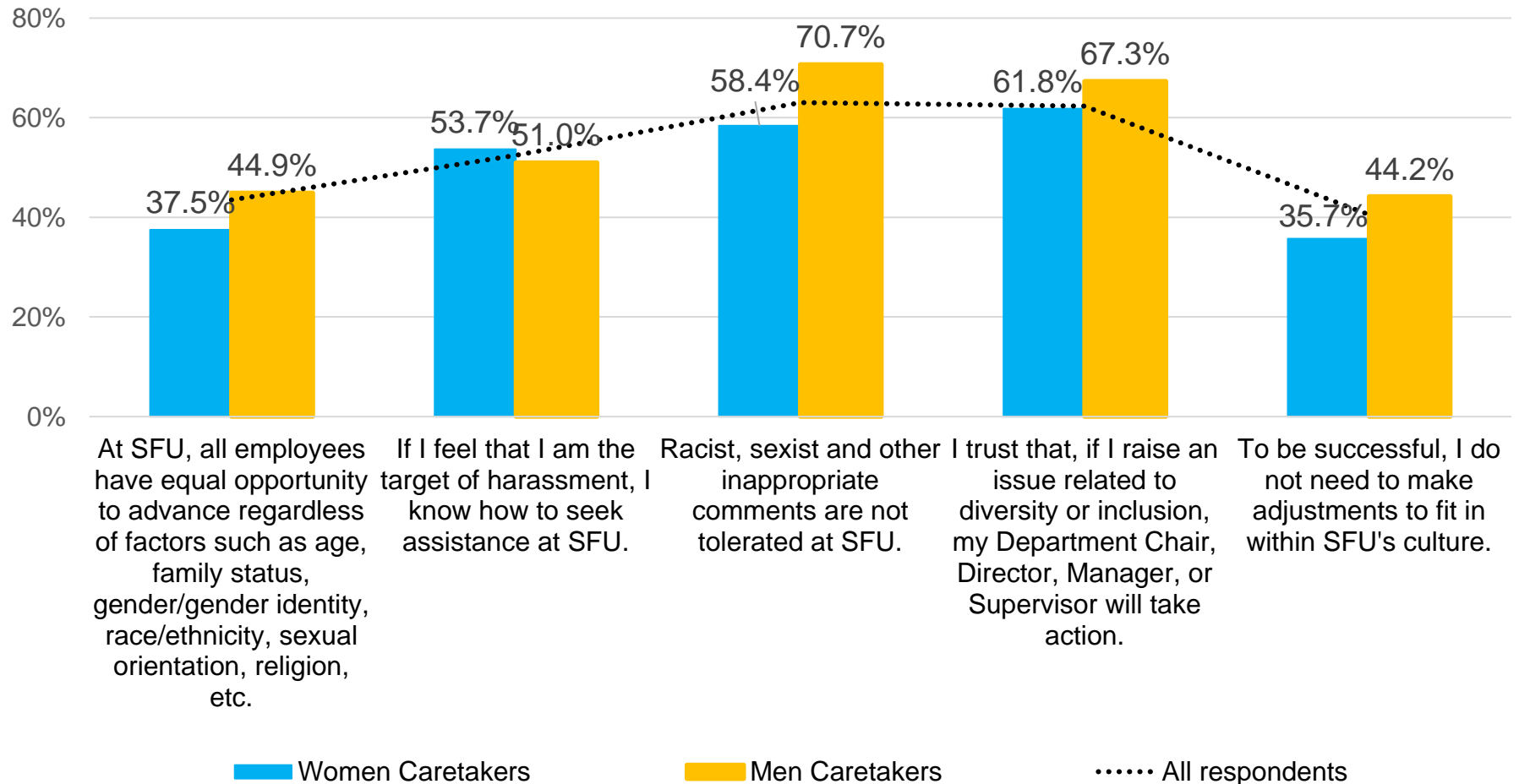
* Respondents who selected Trans, Two-Spirit, Non-Binary, Gender-fluid, Gender Non-Conforming, Genderqueer or selected ‘not specified’ are not included in this analysis. This is not to discount their responses, but the number of respondents did not meet the threshold for analysis.

Perceptions of inclusion for Men and Women Caretakers

- When examining perceptions of inclusion, there were no notable differences between those who identified as having caretaker responsibilities, and those who did not.
- Of those who identified as a Caretaker however, a notable lower agreement score was found for Women for:
 - Racist, sexist, or other inappropriate comments are not tolerated at SFU (12.3% lower than Men who identified as a Caretaker).
- Of those who identified as a Caretaker, other differences between Men and Women's perceptions of inclusion include:
 - That they did not need to make adjustments to fit into SFU's culture in order to be successful (8.5% lower than Men who identified as a Caretaker) and,
 - That there were not barriers to advancement at SFU (7.4% lower than Men who identified as a Caretaker).

* Respondents who selected Trans, Two-Spirit, Non-Binary, Gender-fluid, Gender Non-Conforming, Genderqueer or selected 'not specified' are not included in this analysis. This is not to discount their responses, but the number of respondents did not meet the threshold for analysis.

Perceptions of inclusion for Men and Women Caretakers



* Respondents who selected Trans, Two-Spirit, Non-Binary, Gender-fluid, Gender Non-Conforming, Genderqueer or selected 'not specified' are not included in this analysis. This is not to discount their responses, but the number of respondents did not meet the threshold for analysis.

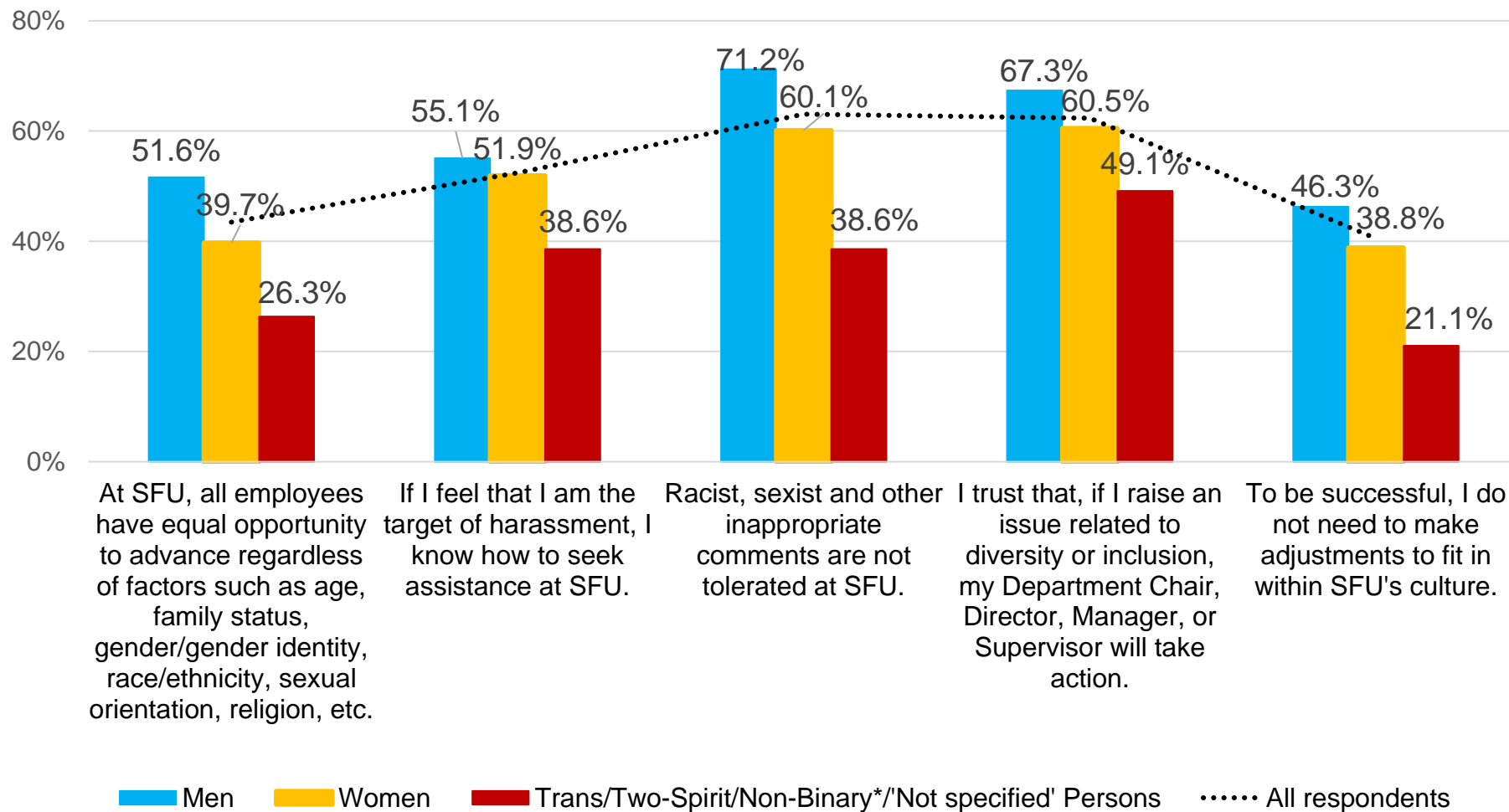
Perceptions of inclusion for Gender Identities

- Respondents who identified as Trans/Two-Spirit/Non-Binary*/‘Not specified’ reported lower positive agreement for all inclusion indicators, with ten of twelve being of notable** difference compared to respondents who identified as Men or Women.
- Of those who identified as Men or Women, there were notable differences for two inclusion indicators which assessed if all employees had equal access to advancement opportunities, and if inappropriate comments were not tolerated in the workplace.

* Also includes Gender-fluid, Gender Non-Conforming, or Genderqueer.

**CCDI uses an industry benchmark of +/- 10% to indicate a notable difference.

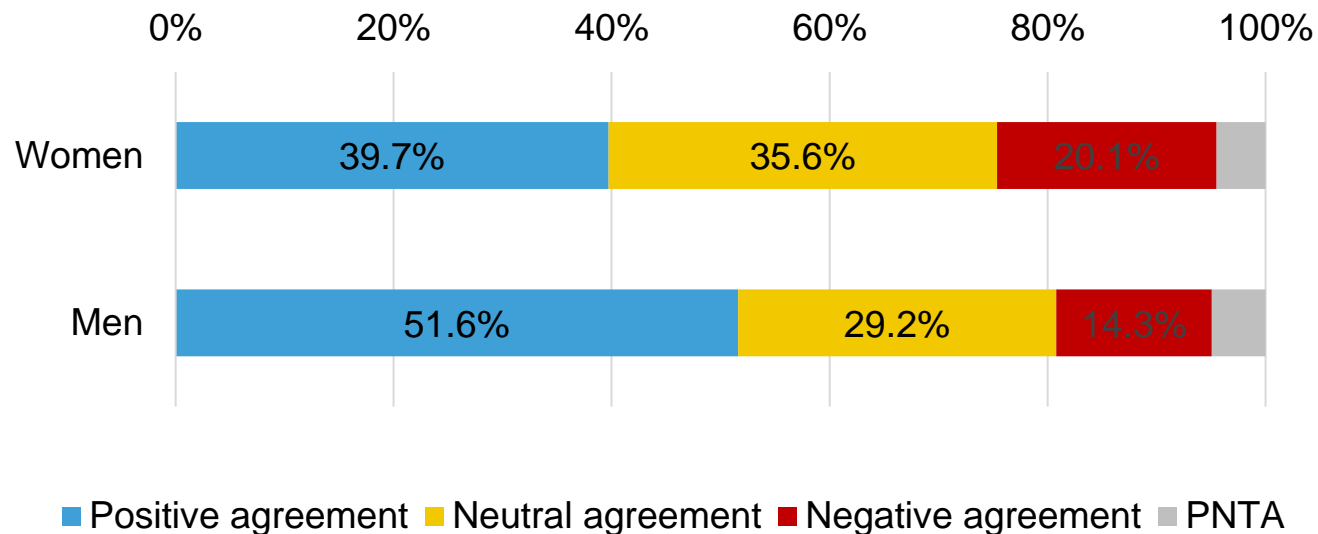
Perceptions of inclusion for Gender Identities



* Also includes Gender-fluid, Gender Non-Conforming, or Genderqueer.

Men and Women's perceptions of advancement opportunities

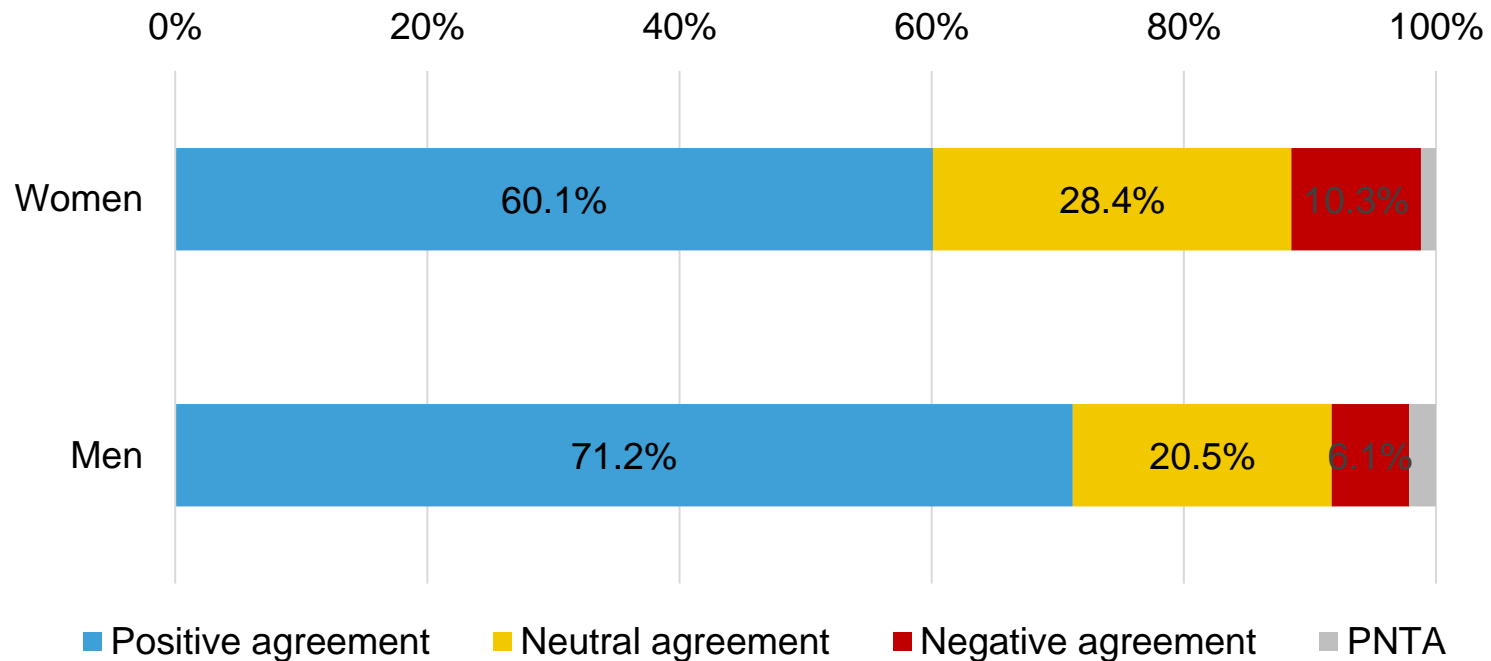
- When examining the inclusion indicator that assesses if all employees have equal opportunities to advance regardless of their personal demographics, such as age, family status, gender identity etc., those who identified as Women reported lower positive agreement.
- Notably, Women reported 11.9% lower positive agreement, and 5.8% higher negative agreement compared to Men.



The selective focus on Women and Men in this analysis was informed by the findings from the qualitative analysis of respondent's written feedback.

Men and Women's perceptions of inappropriate comments being tolerated at SFU

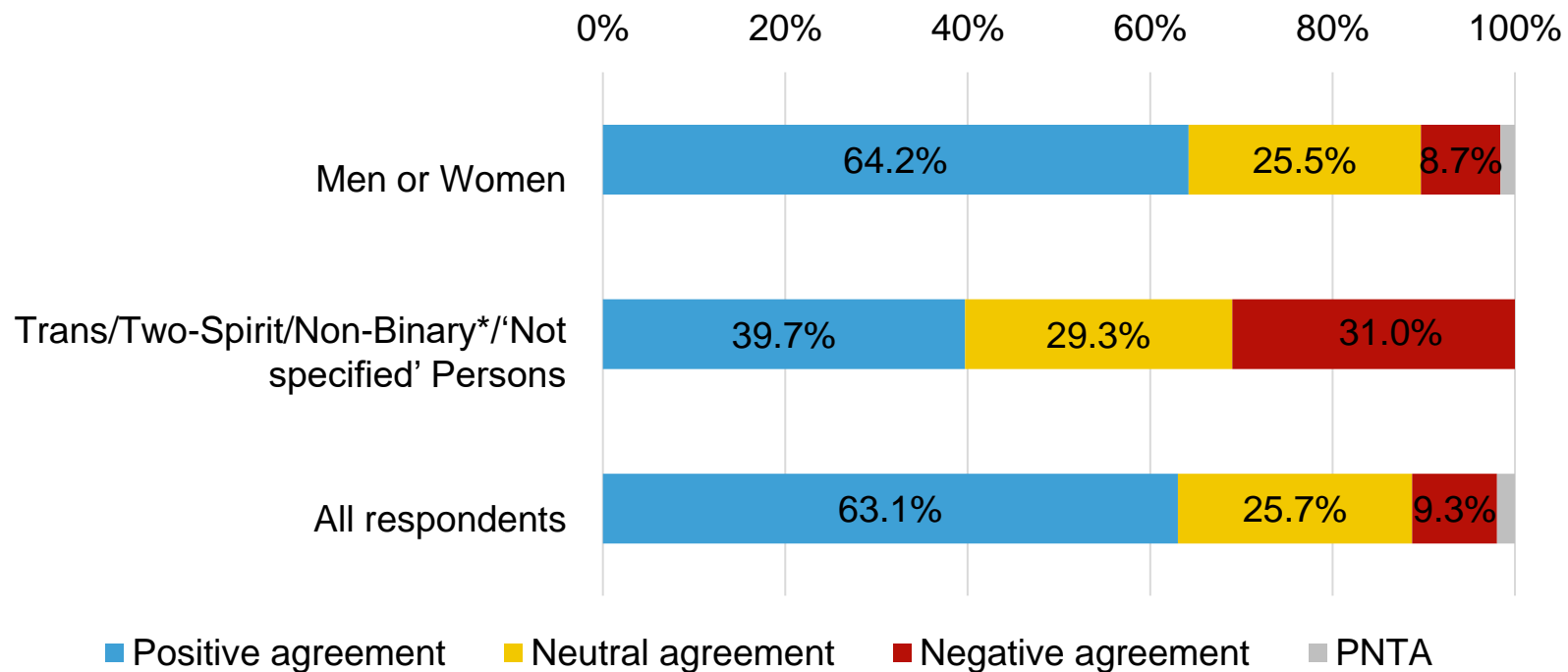
- When examining the inclusion indicator that assesses if racist, sexist or other inappropriate comments are tolerated at SFU, those who identified as Women reported lower positive agreement compared to those who identified as Men.



The selective focus on Women and Men in this analysis was informed by the findings from the qualitative analysis of respondent's written feedback.

Perceptions of inappropriate comments being tolerated at SFU for Gender Identities

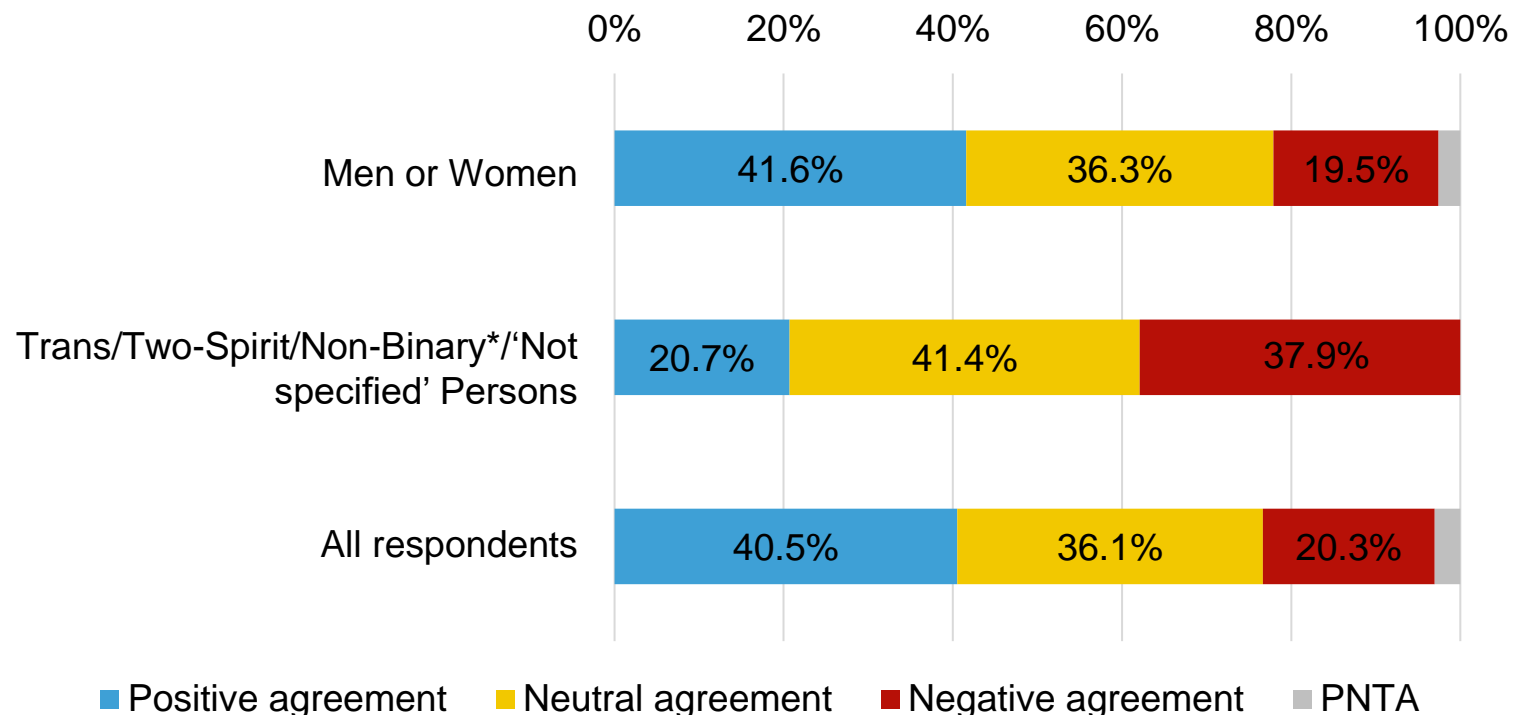
- When examining the inclusion indicator that assesses if racist, sexist or other inappropriate comments are tolerated at SFU, those who identified as Trans/Two-Spirit/Non-Binary*/'Not specified' gender identities reported lower positive agreement compared to those who identified as Men or Women.



* Also includes Gender-fluid, Gender Non-Conforming, or Genderqueer.

Gender perceptions regarding fitting in at SFU

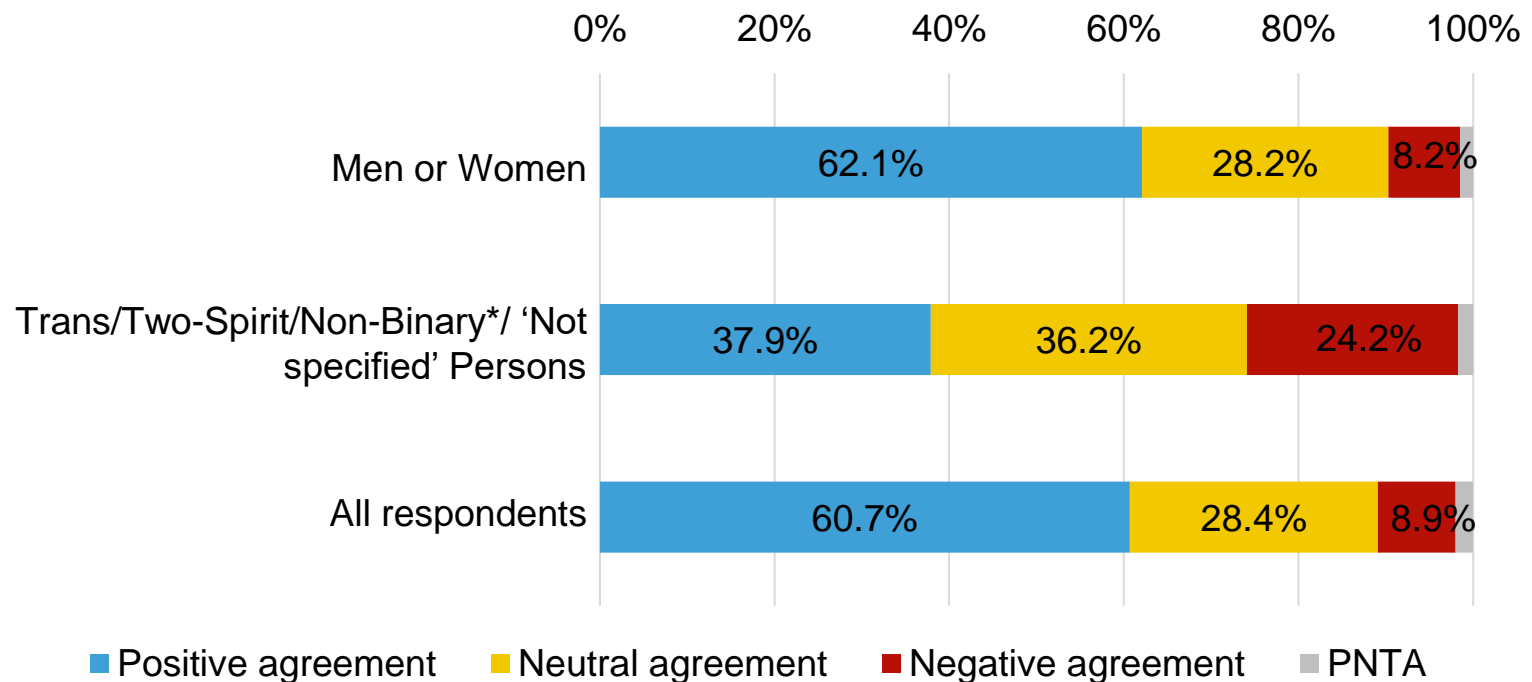
- When examining the inclusion indicator that assesses feelings of needing to adjust in order to fit in with SFU's culture, those who identified as Trans/Two-Spirit/Non-Binary*/'Not specified' gender identities reported lower positive agreement than those who identified as Men or Women.
 - Notably, those in this group reported 20.9% lower positive agreement, and 18.4% higher positive agreement.



* Also includes Gender-fluid, Gender Non-Conforming, or Genderqueer.

Gender perceptions regarding fitting in at SFU

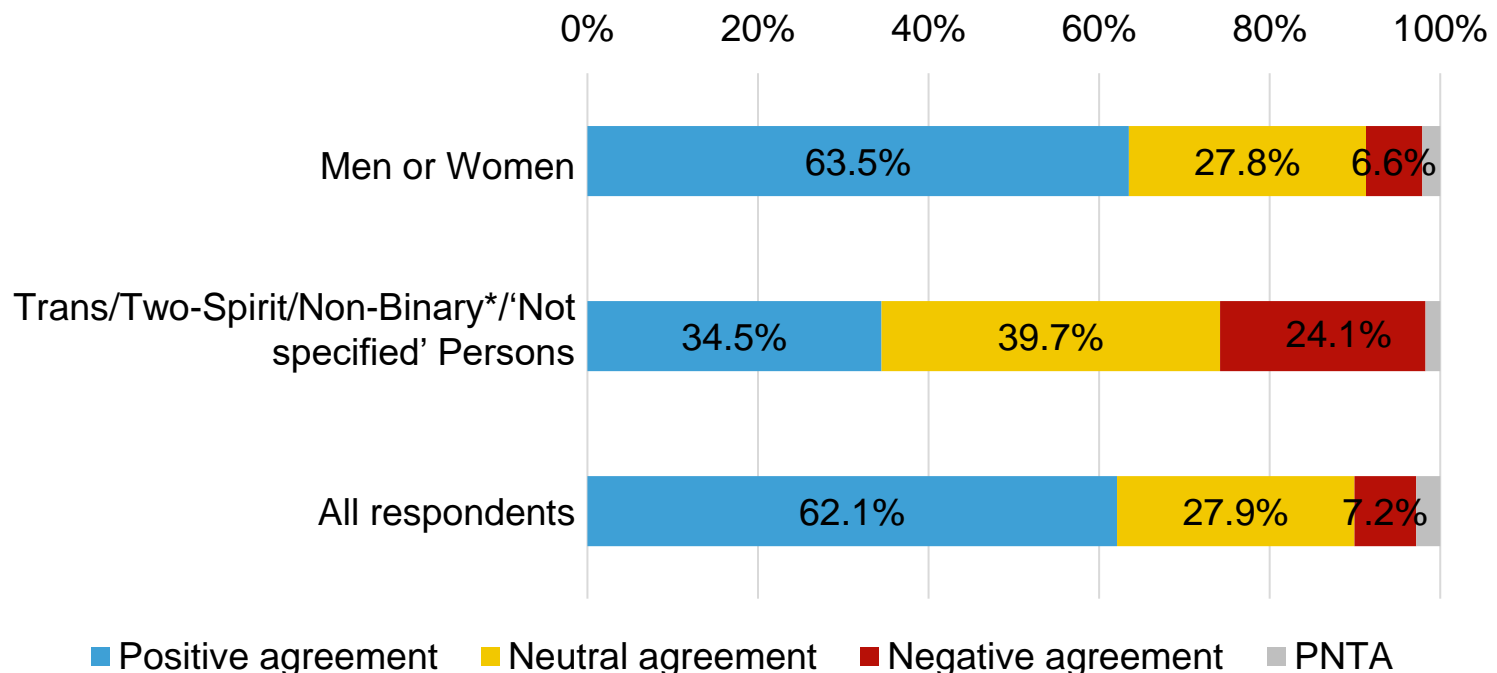
- Additionally, those who identified as Trans/Two-Spirit/Non-Binary*/'Not specified' gender identities reported lower positive agreement for the indicator that assessed overall feelings of inclusion.
 - Specifically, those in this group reported 24.2% lower positive agreement, and 16.0% higher negative agreement when compared to respondents who identified as Men or Women.



* Also includes Gender-fluid, Gender Non-Conforming, or Genderqueer.

Gender perceptions of SFU's commitment to diversity

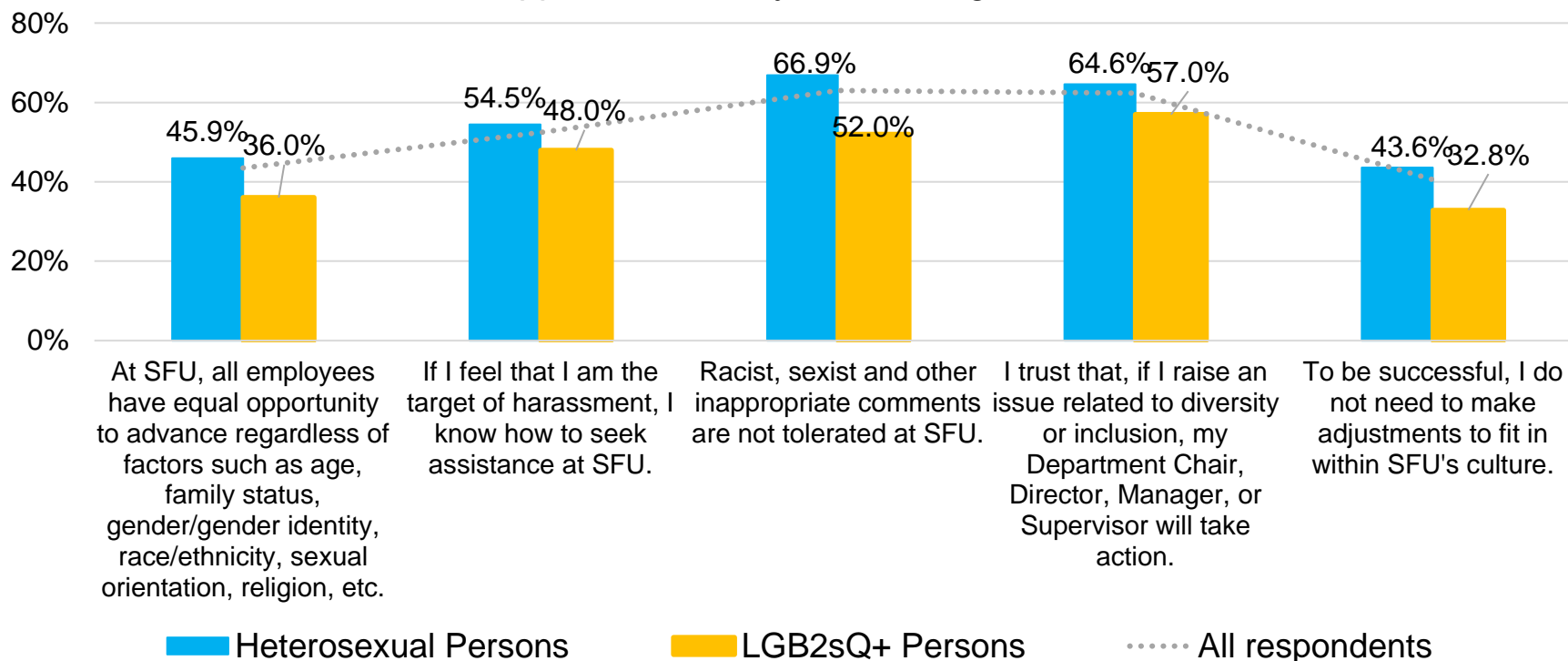
- Finally, when considering perceptions of SFU's commitment to and support of diversity, those who identified as Trans/Two-Spirit/Non-Binary*/'Not specified' gender identities reported lower positive agreement than those who identified as Men or Women.
 - Specifically, those in this group reported 29.0% lower positive agreement, and 17.5% higher negative agreement.



* Also includes Gender-fluid, Gender Non-Conforming, or Genderqueer.

Perceptions of inclusion by Sexual Orientation

- Those who identified as LGB2sQ+ Persons reported lower positive feelings of inclusion when compared to all respondents, with notable differences for indicators that assessed:
 - Racist, sexist and other inappropriate comments not being tolerated at SFU,
 - SFU's commitment and support of Diversity, and feeling included at SFU.*



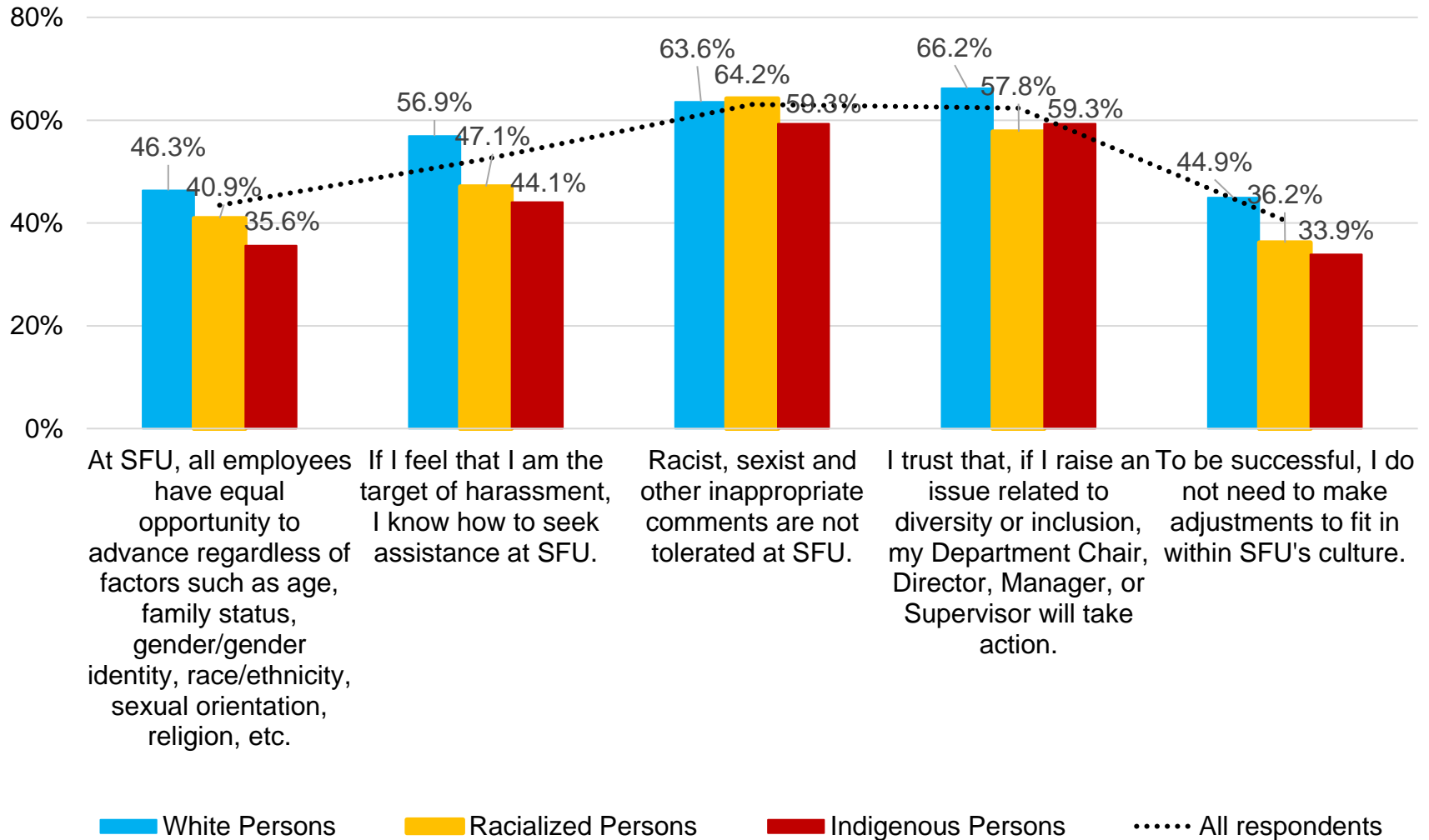
* Refer to slide 23

Perceptions of inclusion by Race/Ethnicity

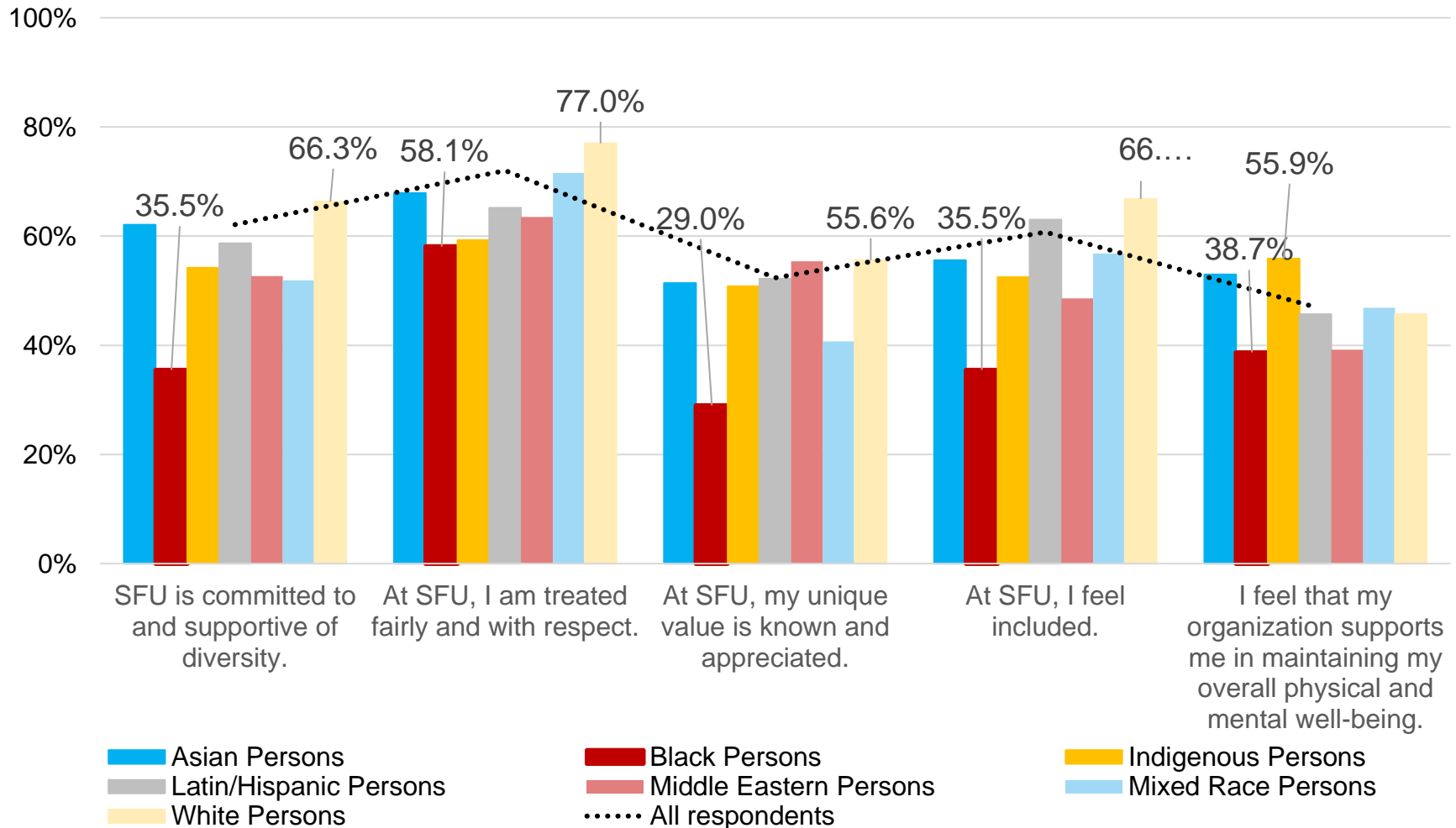
- When examining perceptions of inclusion by Race/Ethnicity, there are no notable* differences between the overall agreement of all respondents and those who identified as White, Racialized, or Indigenous Persons.
- When examining perceptions of those *within* the Racialized group, there are however notable differences between those who identified as Black Persons, and the responses of other Racialized groups (Asian, Latin/Hispanic, Middle Eastern and Mixed Race).
- Those who identified as Black Persons reported **lower positive agreement** for all inclusion indicators, with **notably lower agreement for nine of twelve**, when compared to all respondents.
- Those who identified as Middle Eastern Persons also reported notably lower agreement for the inclusion indicator that they feel included (12.1% lower compared to all respondents).
- Those who identified as Mixed Race Persons also reported notably lower agreement for the inclusion indicator that they feel their unique value is known and appreciated (11.7% lower compared to all respondents).

*CCDI uses an industry standard of +/- 10% difference as a “notable difference”

Perceptions of inclusion by Race/Ethnicity

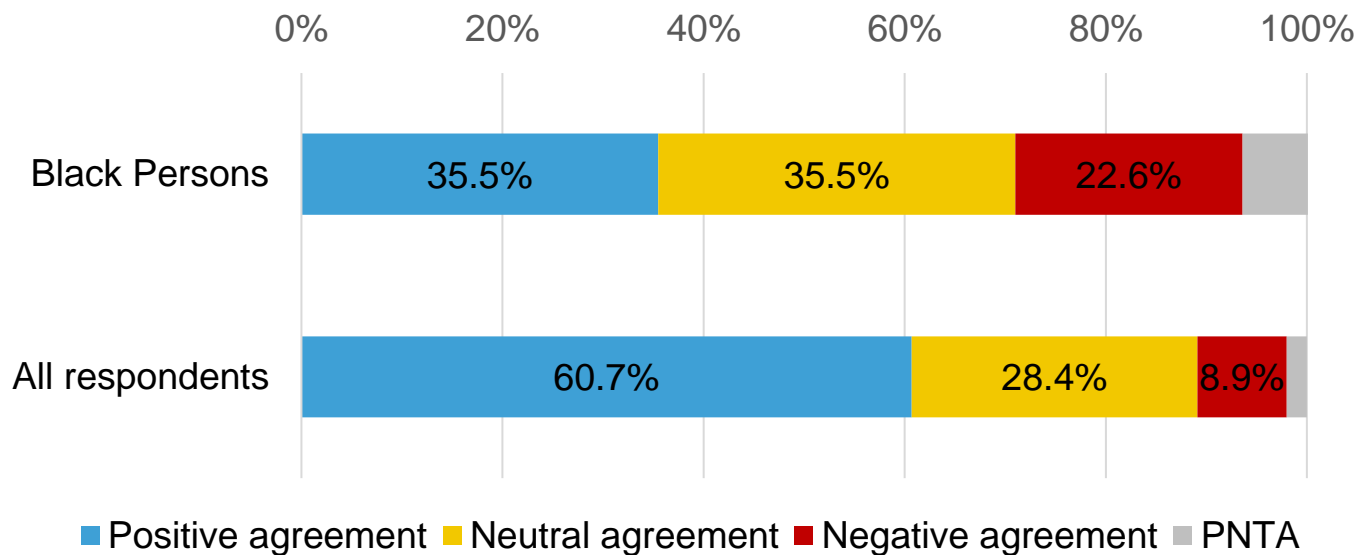


Perceptions of inclusion by Race/Ethnicity



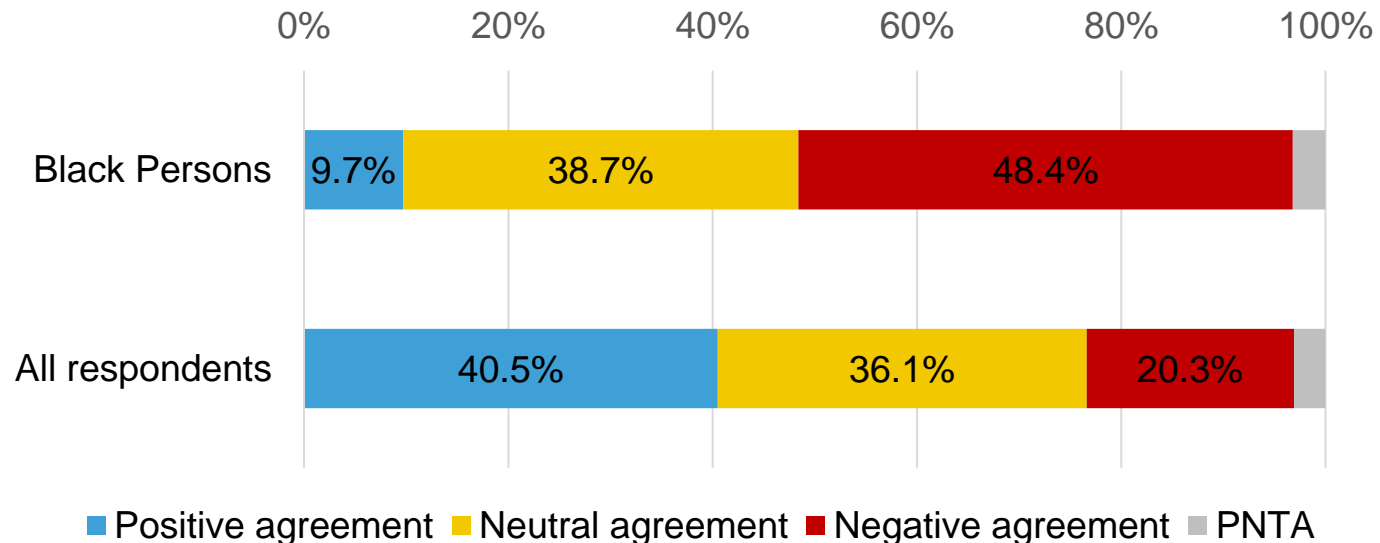
Perceptions of inclusion by Race/Ethnicity

- Those who identified as Black Persons (1.5% of all respondents) reported lower positive agreement and higher negative agreement for the indicators that assessed feelings of inclusion.
 - Notably, those who identified as Black Persons reported 25.2% lower positive agreement and 13.7% higher negative agreement, when compared to all respondents, for the indicator assessing feelings of inclusion.



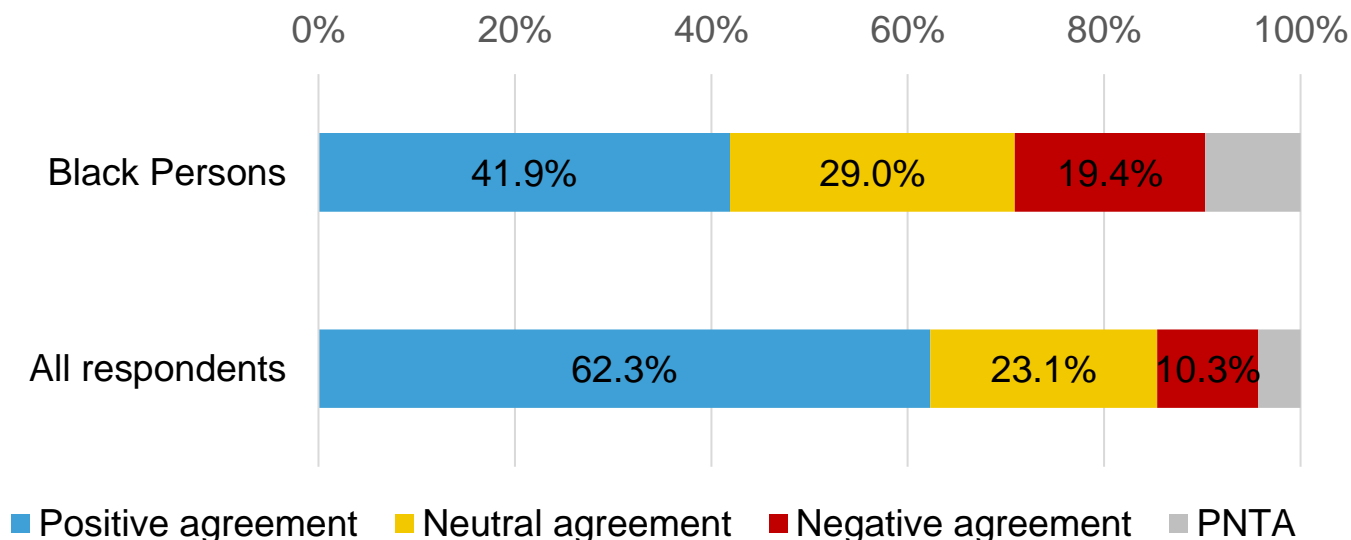
Perceptions of inclusion by Race/Ethnicity

- Those who identified as Black Persons (1.5% of all respondents) reported lower positive agreement and higher negative agreement for indicators that assessed the perception of needing to adjust to fit in with SFU's culture.
 - Notably, those who identified as Black Persons reported 30.8% lower positive agreement, and 28.1% higher negative agreement, when compared to all respondents, for the indicator, "to be successful, I do not need to make adjustments to fit in within SFU's culture".



Perceptions of inclusion by Race/Ethnicity

- Further, of those who identified as Black Persons, 41.9% reported positive agreement with the indicator that assessed if they were to raise an issue related to Diversity and Inclusion, their Department Chair, Director, Manager or Supervisor would take action.
 - Notably, those who identified as Black Persons reported 20.4% lower positive agreement, when compared to all respondents, for the indicator, “I trust that, if I raise an issue related to diversity or inclusion, my Department Chair, Director, Manager, or Supervisor will take action”. These respondents also reported 9.1% higher negative agreement when compared to all respondents for this indicator.



Thematic analysis of respondent feedback

Thematic analysis of respondent feedback

- When examining all respondent's written feedback, the following themes emerged:
 - Issues of discrimination and bias regarding:
 - Ableism
 - Ageism
 - Racism
 - Sexism
 - Barriers faced by those with caretaker responsibilities
 - Lack of awareness and support for non-traditional gender identities
 - Predominance of White Persons and lack of diversity in leadership
 - Poor perceptions of leadership's competency to advance Diversity and Inclusion

*Simon Fraser University received 620 written comments from 2100 respondents. Of this total, 398 were provided as general comments, 87 as comments to a disability accommodation question, and 135 to a dependant care accommodation question. Any PNTA responses were removed, and not included in this total.

**Please note that all comments are taken verbatim, and any identifying information is removed and noted as such.

Ageism

Comments highlighted ageism experienced by both older and younger respondents; respondents noted experiences of bullying and other forms of microaggressions, and a lack of workplace supports related to advancement /development training.

Lack of support for advancement/ development training opportunities

- *“Employees with longest employment at SFU are sometimes easily dismissed or disrespected (ageism). If our skills are an issue, provide us with opportunities, support and education we need to keep up to date...”*
- *“There appears to be a focus on ageism where mature people are not valued as much for their experiences and expertise as those who are younger. Some older adults at the University feel threatened by this and the lack of support for success.”*

Bullying and other microaggressions

- *“I have been the recipient of bullying and harassment on multiple accounts by other faculty including senior male and female faculty members. As a young male assistant professor I found myself on my own for many years when dealing with these instances.”*

Sexism

Comments highlighted sexism; respondents noted experiences of harassment, inequities in advancement opportunities, and poor complaint management and resolution.

Poor complaint management and resolution

- *“Sexism is pervasive in my department, and there is an attitude that we should get used to it and grow a thicker skin. Complaints are viewed poorly and can have lasting impact on your standing in the department. Harassment has impeded my ability to work at SFU several times in the past year alone, but the culture of the department prevents me from filing a complaint because I know there will be backlash.”*

Inequities in advancement opportunities

- *“In my profession, I feel that there is lack of opportunity for female to advance into a senior position. In the more recent opportunity, my observation is more male or individuals who are in a certain age range are being promoted or hired. In the long run, I do not see the opportunity for advancement regardless of my performance.”*

Racism

Comments highlighted racism; respondents noted experiences of ‘everyday’ or covert racism, particularly in relation to feeling dismissed/devalued, and inequities in advancement opportunities.

‘Everyday’ racism – feeling dismissed/ devalued

- *“There is a lot of window dressing at this institution, but the day to day experiences of us who represent “other” are continually ignored and not addressed. Racism and discrimination are experienced.”*
- *“From micro-agressions, to outright dismissal, this institution is a toxic place for all marginalized and racialized members, especially those that step up and challenge the status quo.”*
- *“I also experience racism among colleagues and have been personally subject to racist comments that have left me paralyzed and speechless.”*

Inequities in advancement opportunities

- *“Although racism is not overt it is evident in who is listened too, the weight given to different opinions, and in the opportunities for advancement.”*

Ableism

Comments highlighted ableism; respondents noted lack of workplace supports including physical accessibility barriers, lost job opportunities, and lack of awareness and understanding of mental health issues.

Lack of workplace supports including physical access barriers

- *“I have been discriminated against and lost job opportunities because of my physical limitations due to my temporary circumstances.”*
- *“Many of our spaces are not easy to access or wheelchair friendly and that discourages/makes it difficult for people to be a part of SFU.”*

Lack of awareness and understanding of mental health issues

- *“I wish the faculty at SFU had better training with relation to diversity and inclusion so they could take it [mental health] more seriously.”*
- *“There is a stigma associated with mental health conditions and the support currently offered is not appropriate nor easy to obtain.”*

Barriers for Caretakers

Comments highlighted barriers for those who identify as Caretakers, particularly those who provide care for children.

Lack of support for Caretakers of children

- *“On childcare: there is a waitlist of 18 mos at SFU. I am working full time with only 3 days/wk of care. SFU needs to address this if it wants to support its personnel who are parents/mothers.”*
- *“I would have liked more attention to being a parent and a caregiver – I think the majority of the caregiving in our society is still falling on women - having babies and tenure track positions are still at odds with one another”*

Barriers to advancement opportunities

- *“The university culture only supports those who make it their only priority, if you have kids it's almost impossible to get ahead, especially with precarious, semester-semester employment.”*
- *“Considering alternative hiring practices (e.g., hiring from within the university) and arrangements for tenure track positions (e.g., job share possibilities) would ameliorate this situation and help more women, and men, who care for children to be hired in tenure track positions.”*

Predominance of White Persons and lack of diversity in leadership

Comments highlighted a noticeable predominance of White Persons and a lack of diversity in leadership roles.

- *“SFU needs to have an honest look in the mirror. The entire university is built on a system of white supremacy. The entire leadership table is most white male, sprinkled with white women. Not only is the environment designed by white people, it is designed for white people to succeed. There are no policies or structures in place to actually address equity, diversity, or inclusion.”*
- *“All you need to do is looking at the make up of senior leadership at SFU to see if it really cares about diversity. POC make up a huge part of SFU's overall staff, but why are they not given the opportunity to lead?”*
- *“There is a lot of talk about diversity and inclusion but there seems to be a white glass ceiling at the senior leadership level.*
- *“Leadership is all white men and women who do not know the challenges of being from a minority group and yet they get to make all the decisions”*

Poor perceptions of leadership's competency to advance D&I

Comments highlighted low confidence or poor perceptions of leadership's competency to advance Diversity and Inclusion at SFU.

- *“The talk is typically “well-meaning” but the leadership (decision-makers) of SFU is primarily white and male and of a certain age (or white and female and of a certain age), so lacking the knowledge and awareness to fully understand and implement an inclusive working environment.”*
- *“What SFU says it stands for + what it stands for in practice are very different things. In practice, I’ve seen employees protected...who have engaged in sexist + harassing behaviour. Fear of lawsuits trumped the correct course of action.”*
- *“Often times it feels like the people in leadership positions (often white) ticking off a box to show they are inclusive instead of demonstrating it with meaningful action, discussion and work place management.”*

Lack of awareness and support for non-traditional gender identities

Comments highlighted a lack of awareness, understanding, and support for non-traditional gender identities, and barriers experienced by individuals in these groups. CCDI received over 30 comments also related to the negative impact of the planned Meghan Murphy event, and SFU's role for this event.

- *“as a gender non-conforming person who uses the pronoun they/them/their, many of my colleagues don't seem to understand how to incorporate this language into their language use.”*
- *“I found it weird that SFU has gender inclusive washrooms at Vancouver campus but when the new Sustainable Energy Building at Surrey Campus opened, there do not appear to be a balanced amount of gender inclusive bathrooms. If SFU is preaching inclusivity, it should be implemented in ALL campuses (and not only in a city that is generally understood as more progressive).”*
- *“It runs contrary to our mission to help students in the LGBTQ+ community feel included when we allow anti-trans speakers to present at the institution. The defense of the decision by the institution is damaging for trans students.”*

Positive feedback for D&I initiatives

One comment highlighted appreciation of SFU's support and efforts related to diversity.

- *“I want to thank SFU for taking a stand on diversity. As someone who has a member of their family that identifies as [INFORMATION REMOVED], SFU has been a resource and ally for our family for resources, connections and communications. I applaud Senior Leadership for understanding the value of this and helping to educate and inform the SFU audience.”*

Next steps

Key take-aways

- Findings suggest that a focus on developing and reviewing policies and practices that aim to foster a safe, fair and accepting workplace should be a priority.
- Particular consideration should be given to the following demographic groups* due to their lower inclusion ratings:
 - LGB2sQ+ Persons and Persons who identified as gender diverse.
 - Women who are Caretakers.
 - Black Persons.

*These demographic groups were identified based on a pattern of notable findings from the quantitative analysis and/or themes from the qualitative analysis. Please note, particular attention to these groups do not exclude priority areas of focus and recommendations that target other demographic groups which are noted in the following 'Priority Areas of Focus'.

Priority areas of focus

Focus: Workplace bias, harassment, discrimination, and microaggressions.

- ❑ Provide organization-wide education and training on workplace bias, harassment, discrimination and microaggressions that include a focus on gender discrimination, ableism, and racism. Training should include a focus on systemic discrimination.

- ❑ To better understand these experiences, consider conducting anonymous focus groups with the following identities:
 - LGB2sQ+ Persons and Persons identifying as gender diverse.
 - Women who are Caretakers.
 - Black Persons.

Priority areas of focus

Focus: Employees may not be aware of and/or confident of the conflict resolution system.

- ❑ Review the conflict resolution system to identify if gaps exist. The review should include the following:
 - ❑ An assessment of employees' understanding of when and how to file a complaint, and their comfort level for filing a complaint.
 - ❑ An assessment of managers/supervisors understanding of how to manage a complaint.
 - ❑ A review of the communications strategy for developing awareness of the conflict resolution system.

- ❑ To better understand employees' understanding and confidence of the conflict resolution system, consider conducting anonymous focus groups to gather information that may identify strengths, issues and gaps.

Priority areas of focus

Focus: Employees living with disabilities, particularly mental health disabilities may not be aware of and/or feel comfortable requesting accommodation supports.

- Review policies and practices for accommodation support, particularly for mental health accommodation support. The review should include the following:
 - An assessment of employees' understanding of accessing accommodation support, and their comfort level for requesting and using these supports.
 - An assessment of managers/supervisors understanding of how to manage an accommodation support request.
 - A review of the communications strategy for developing awareness of accommodation support offered by the University.

- To better understand employees' understanding and confidence of accommodation supports, consider conducting anonymous focus groups to gather information that may identify issues and gaps.

Priority areas of focus

Focus: Employees who are Caretakers, particularly those taking care of children, and Women Caretakers may not be aware of and/or feel comfortable requesting work-flexibility supports.

- ❑ Review policies and practices for work-flexibility options, particularly for Caretakers of children. The review should include the following:
 - ❑ An assessment of employees' understanding of accessing work-flexibility support, and their comfort level for requesting and using these supports.
 - ❑ An assessment of managers/supervisors understanding of how to manage a work-flexibility support request.
 - ❑ A review of the communications strategy for developing awareness of work-flexibility support offered by the University.

Priority areas of focus

Focus: Different demographic groups of employees have reported barriers to advancement, including a lack of workplace supports.

These groups include:

- Women.
- Women/individuals who are Caretakers, particularly Caretakers with children.
- Racialized Persons.
- Individuals identifying as younger and older adults.

When assessing current advancement practices, examine if bias exists in various advancement channels that may be serving as barriers for different demographic populations. Specifically include the following in the assessment:

- Examine if differences exist in the proportion of individuals being selected from different demographic groups for advancement opportunities.
- Examine if differences exist in the uptake of advancement opportunities for individuals from different demographic groups.

Priority areas of focus

Focus: Different demographic groups of employees have reported barriers to advancement, including a lack of workplace supports.

- Assess employees' perceptions of equity in advancement opportunities and barriers to advancement.
 - Consider conducting anonymous focus groups to gather information that may identify issues and gaps relating to advancement opportunities.

- If not already being utilized, consider applying an assessment rubric with quantifiable scores when evaluating candidates for advancement.
 - If an assessment rubric is being applied, examine if there are criteria that may be serving as barriers to advancement for some groups.

- If these do not already exist, consider establishing a formal mentorship/allyship /sponsorship program to support members of underrepresented groups. Ensure strategic and on-going communication and assessment of these programs.
 - Provide training for mentors/allies that develops their awareness and understanding of barriers/challenges experienced by typically underrepresented groups.

Priority areas of focus

Focus: There is a perception that leadership's awareness of, and commitment to Diversity, Equity and Inclusion is lacking.

- ❑ Consider conducting Cultural Competency Assessments for leaders and managers/supervisors and pursue development based on the outcomes. Assessments can include:
 - The Intercultural Development Inventory (IDI).
 - Management's awareness of Diversity, Equity and Inclusion issues at in the workplace.

- ❑ Consider having leaders share Diversity and Inclusion information with stakeholders, including survey results, and success and failures.

Additional areas of focus

Focus: Continue to periodically monitor and address gaps in demographic representations. If gaps exist, review and assess recruitment and advancement practices that may be contributing to representation gaps by:

- Examining which recruitment channels are being used by different demographic groups and which channels different groups are more likely to be recruited from.
- Ensuring hiring panels understand how bias works in recruiting.
- If not already being utilized, consider applying an assessment rubric with quantifiable scores when evaluating candidates.
 - If an assessment rubric is being applied, examine if there are criteria that may be serving as barriers to advancement for some groups.
- Utilize various recruitment platforms and consider networking with external diversity/community groups.

Appendix A

Glossary and Clarifications

Glossary

General terms

Agreement rate/Agree

The percentage of responses who selected “Strongly agree” or “Agree” for an inclusion question.

Disagreement rate/Disagree

The percentage of responses who selected “Strongly disagree” or “Disagree” for an inclusion question.

Neutral

The percentage of responses who selected “Slightly agree” or “Slightly Disagree” for an inclusion question.

PNTA

Prefer not to answer.

Glossary

Personal demographic terms

Age

Traditionalist

A person who was born on or before 1946, age 73 years and older.

Baby boomer

A person who was born from 1947 to 1964, ages 55 – 72 years.

Generation X

A person who was born from 1965 to 1979, ages 40 – 54 years.

Millennials/Generation Y

A person who was born from 1980 to 1998, ages 21 – 39 years.

Generation Z

A person who was born from 1999 to present, age 20 years and younger.

Glossary

Gender

A broad term encompassing a range of characteristics including physical anatomy, secondary sex characteristics that develop at and after puberty, behaviour and conduct, sense of self, and clothing.

Gender Identity

Gender Identity is linked to a person's sense of self, and the sense of being a man, a woman, both or neither. This may be different than the gender one was assigned at birth.

Gender Expression

Refers to the appearance usually associated with gender. Gender can be expressed through body language, clothing, aesthetics and voice inflections. A person's gender expression is not necessarily associated with their gender identity.

Glossary

Indigenous

Indigenous is a term used in Canada to describe the original inhabitants (or Aboriginal people) of Canada and their descendants. Indigenous people in Canada include First Nations, Inuit and Métis people.

Persons with a Disability

Persons with disabilities are those that have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment.

Glossary

Racialized Persons

On this survey, respondents who identified within the categories of Asian, Black, Israeli, Latin/Hispanic, Middle Eastern, or Mixed Race are grouped under the term “Racialized Persons.”

Sexual Orientation

A term that describes our romantic or sexual attraction or our emotional and physical relationships. Being Lesbian, Gay, Bisexual, Two-Spirited, or Heterosexual are all sexual orientations.

Heterosexual (“straight”)

A term describing people whose emotional, romantic and/or physical attraction is to people of the sex or gender opposite of their own.

LGB2sQ+

An acronym for Lesbian, Gay, Bisexual, Two-Spirit and Queer identities. The ‘+’ is intended to represent all other sexually diverse people that do not identify with the terms included (i.e. Non-Heterosexual Orientations). Please note, this does not include Trans and Non-Binary identities, which are captured through Gender, Gender Identity and Gender Expression”.

Clarifications

- Where a visual representation of the data is provided in the form of charts, tables and graphs, percentages are shown with one decimal point. Consequently, due to rounding, on occasion, the total may be over/under by 0.1%.
- The threshold for a sample size in the report is 10 respondents from any one group. For groups with no respondents, results are indicated with a zero. For groups with more than one but less than ten respondents, the results will be indicated by an 'N'. Omitted categories in graphs are due to these categories being below the minimum threshold.
- The threshold for a sample size in the inclusion analysis is 20 respondents from any one group (or 5% of the overall respondent population). For groups with fewer than 5% or fewer than 20 respondents, inclusion analysis will not be completed.

Clarifications

- Unless otherwise stated, all benchmarking data comes from the 2016 Canadian census by Statistics Canada.
 - CROP (2017) benchmark: CCDI uses this benchmarking statistic because Statistics Canada currently only captures data for individuals who identify as being in same-sex relationships and identify as gay, lesbian or bisexual. It also includes people who identify as Transgender, while our demographic, captures sexual orientation, and gender identity and gender expression separately. However, this is the best comparator available.
- Reference to “notable difference” in the context of inclusion findings refers to differences of +/- 10%, as per an industry standard.

Clarifications

CCDI applies the following inclusion ranking system:

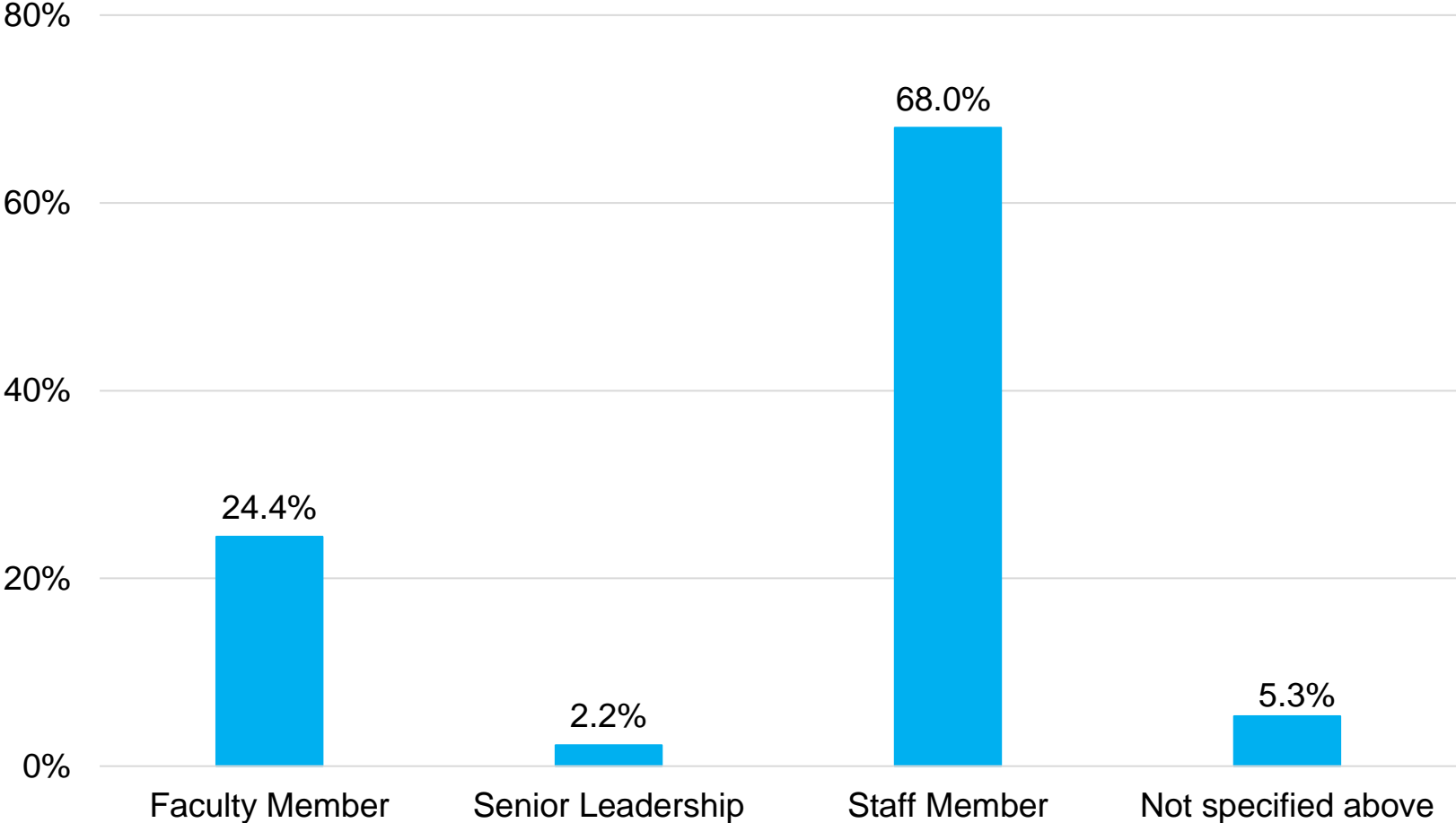
- Scores of $\geq 90\%$ agreement are considered **very high**
- Scores of 80%-89% agreement are considered **high**
- Scores of 70%-79% agreement are considered **moderate**
- Scores of 60%-69% agreement are considered **low**
- Scores of $< 60\%$ agreement are considered **very low**

CCDI considers “very high” and “high” agreement scores as indication that an organization is performing appropriately for the relevant inclusion indicator; “moderate” indicates the organization should consider reviewing current policies, procedures and practices for the relevant inclusion indicator to determine areas of improvement; “low” and “very low” indicate that developing/evaluating policies, procedures and practices may be required.

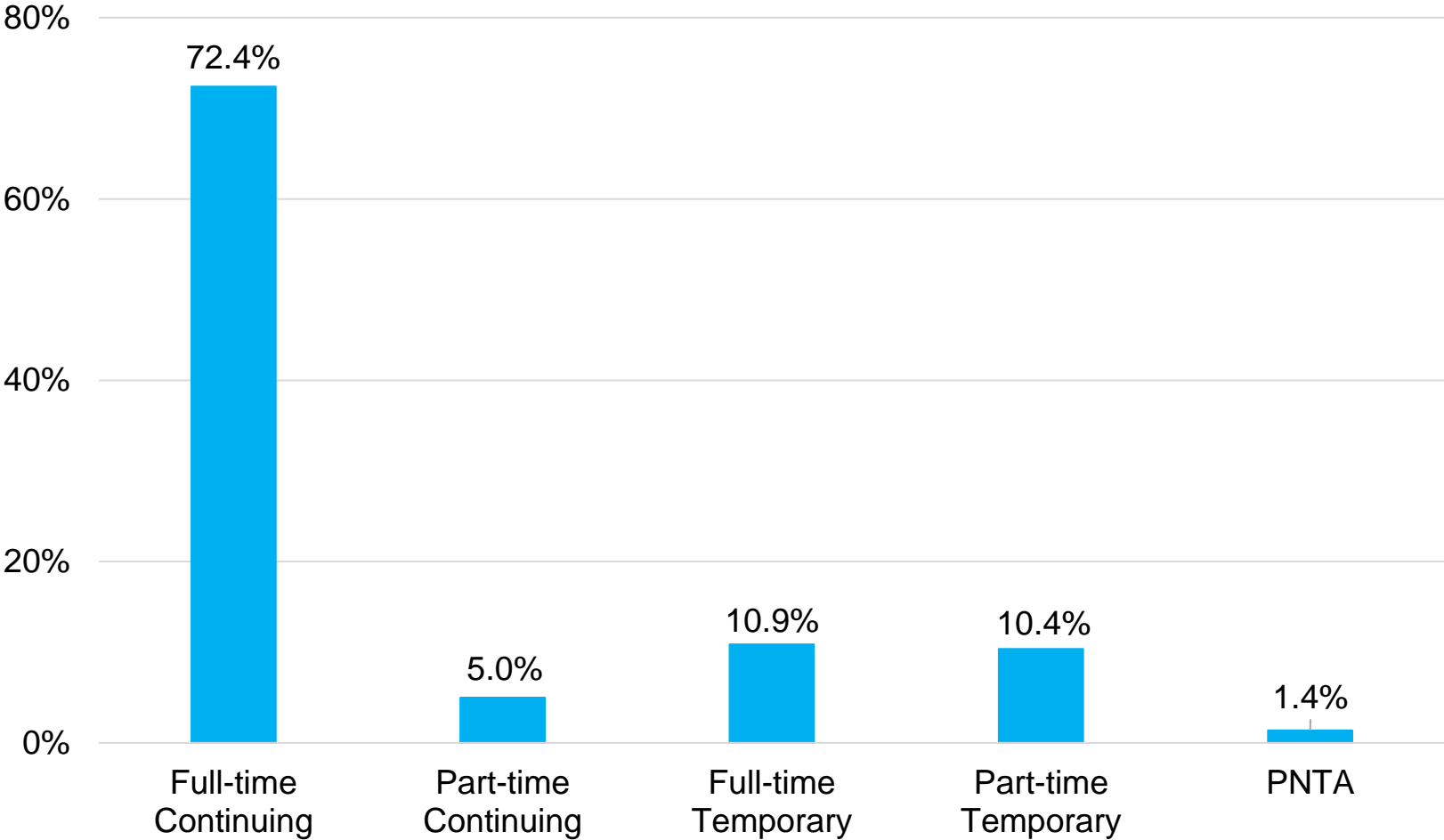
Appendix B:

Demographic snapshot

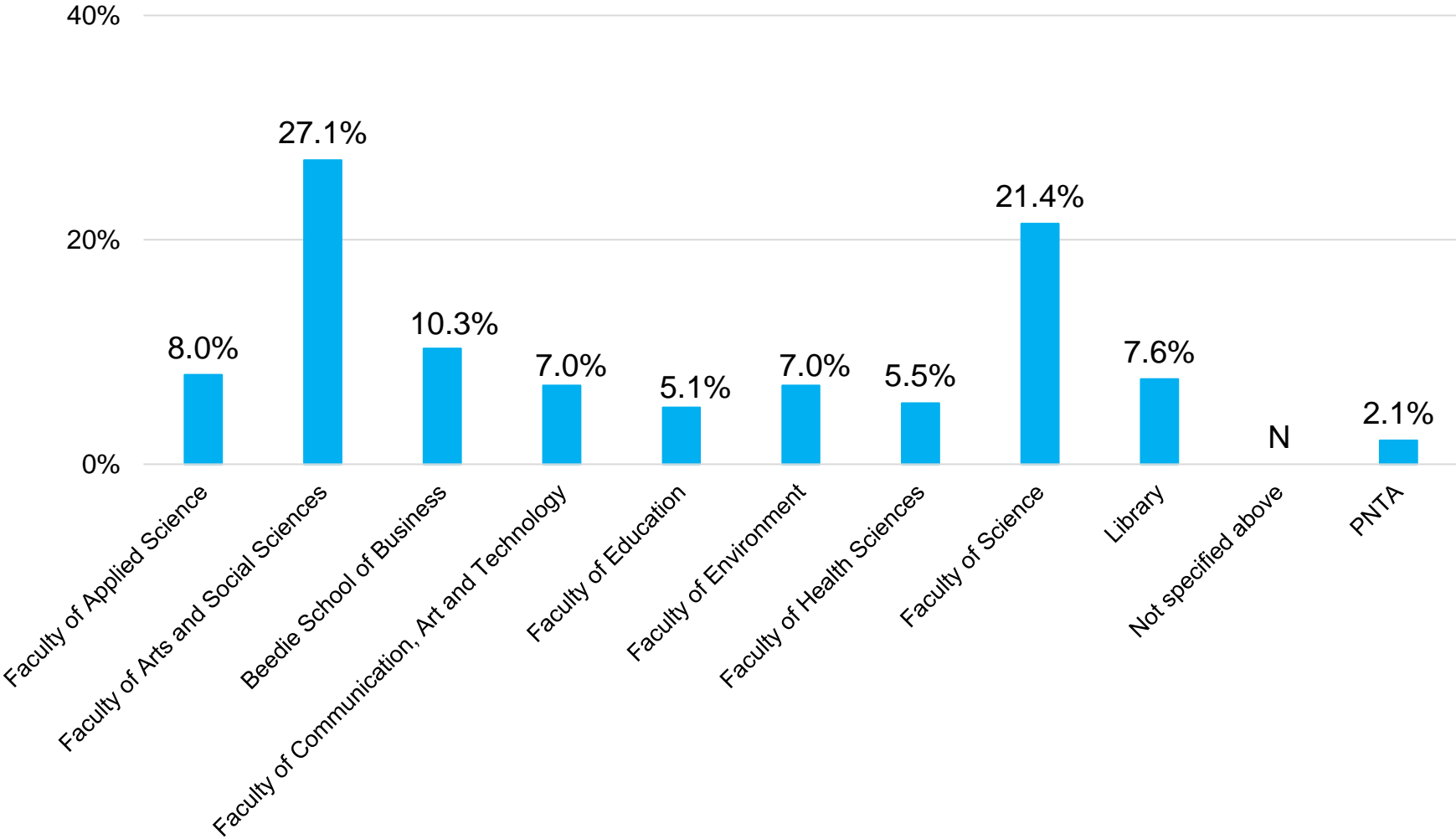
What is your Primary Role at SFU?



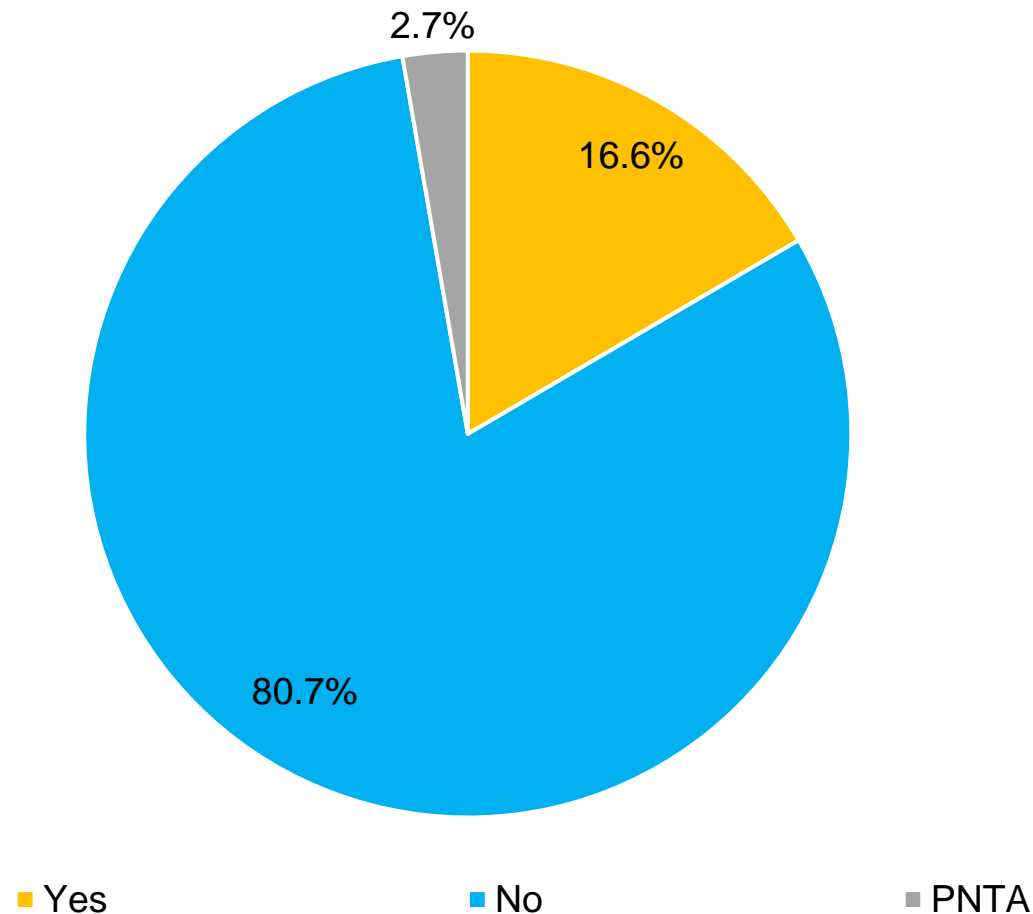
What is your current employment status?



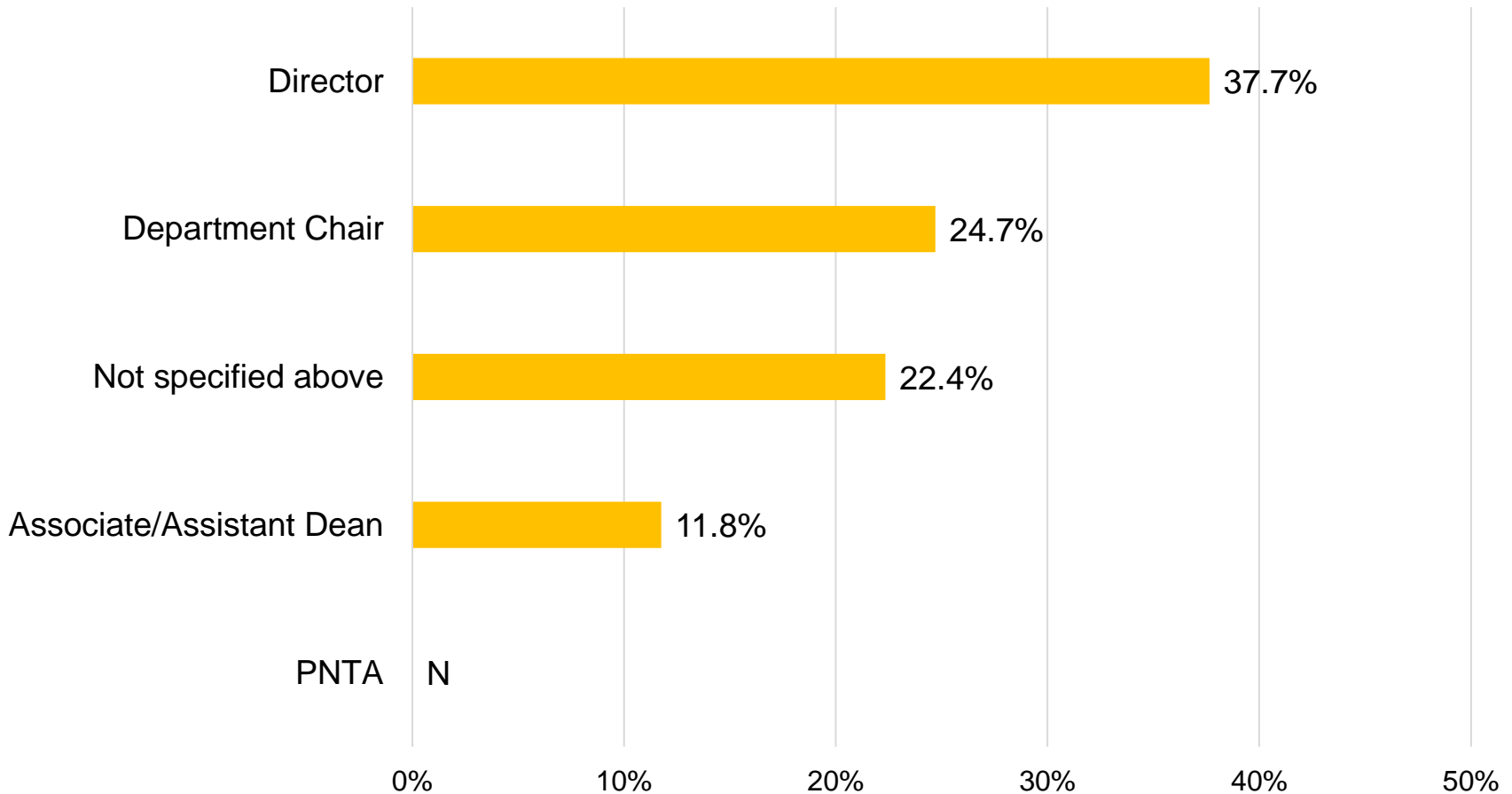
For those who identified as a Faculty Member: Where is your primary faculty appointment?



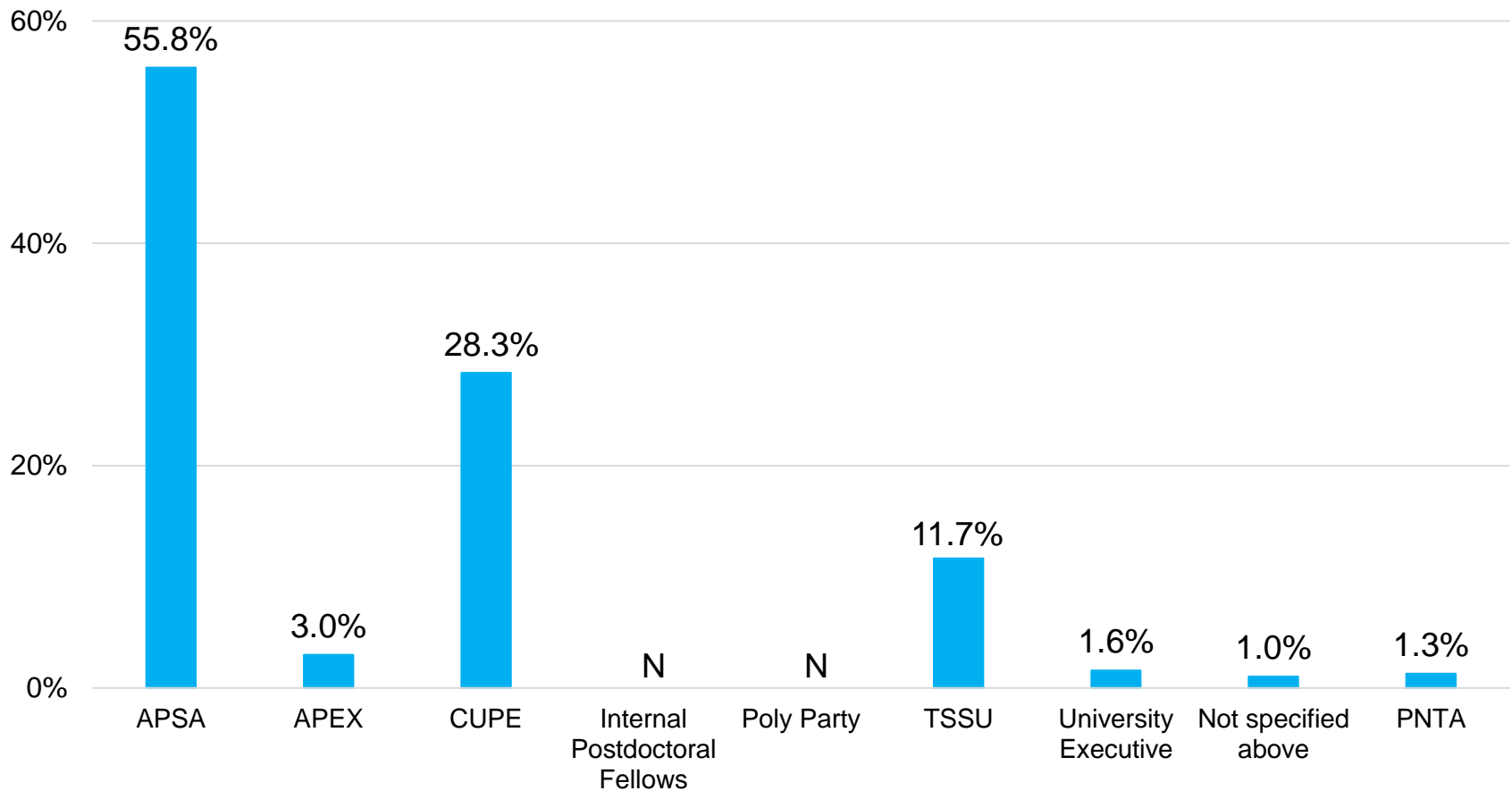
For those who identified as a Faculty Member: Do you currently hold an Administrative Position?



For those who hold an Administrative Position: Which best describes your role?

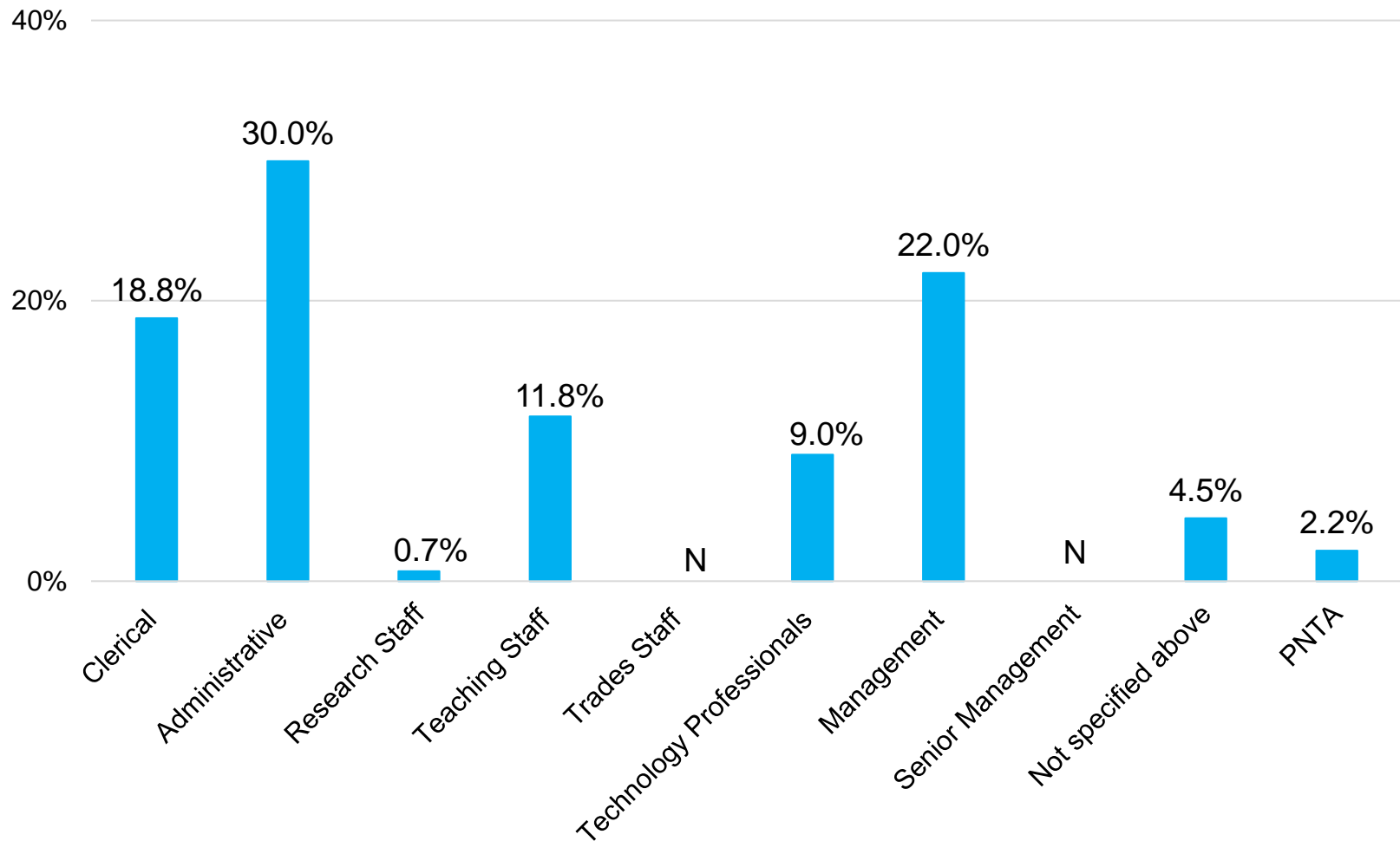


For those who identified as Staff/Senior Leadership: Which employee group do you belong to?

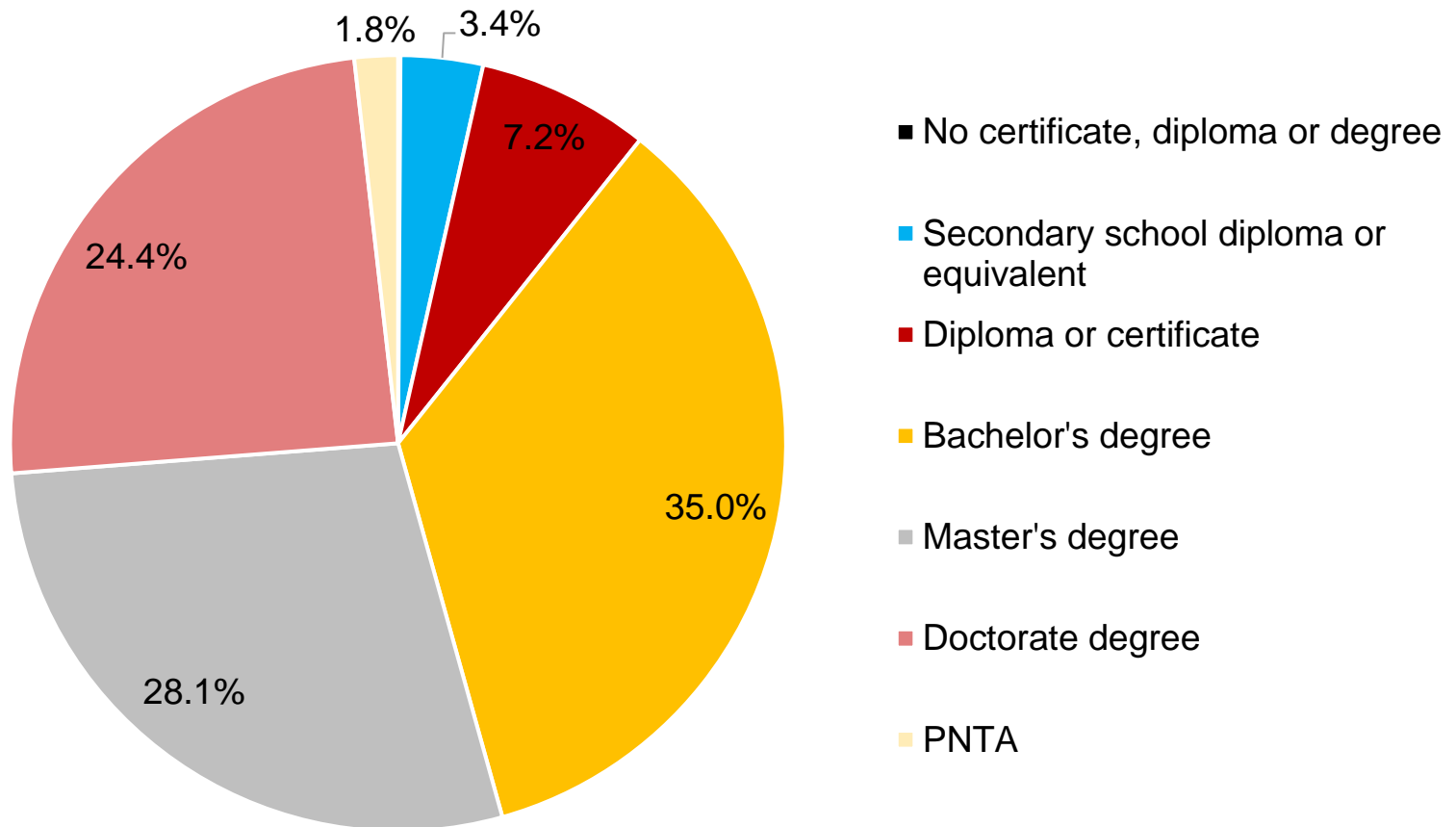


Note: groups with less than 10 respondents are reported as “N”

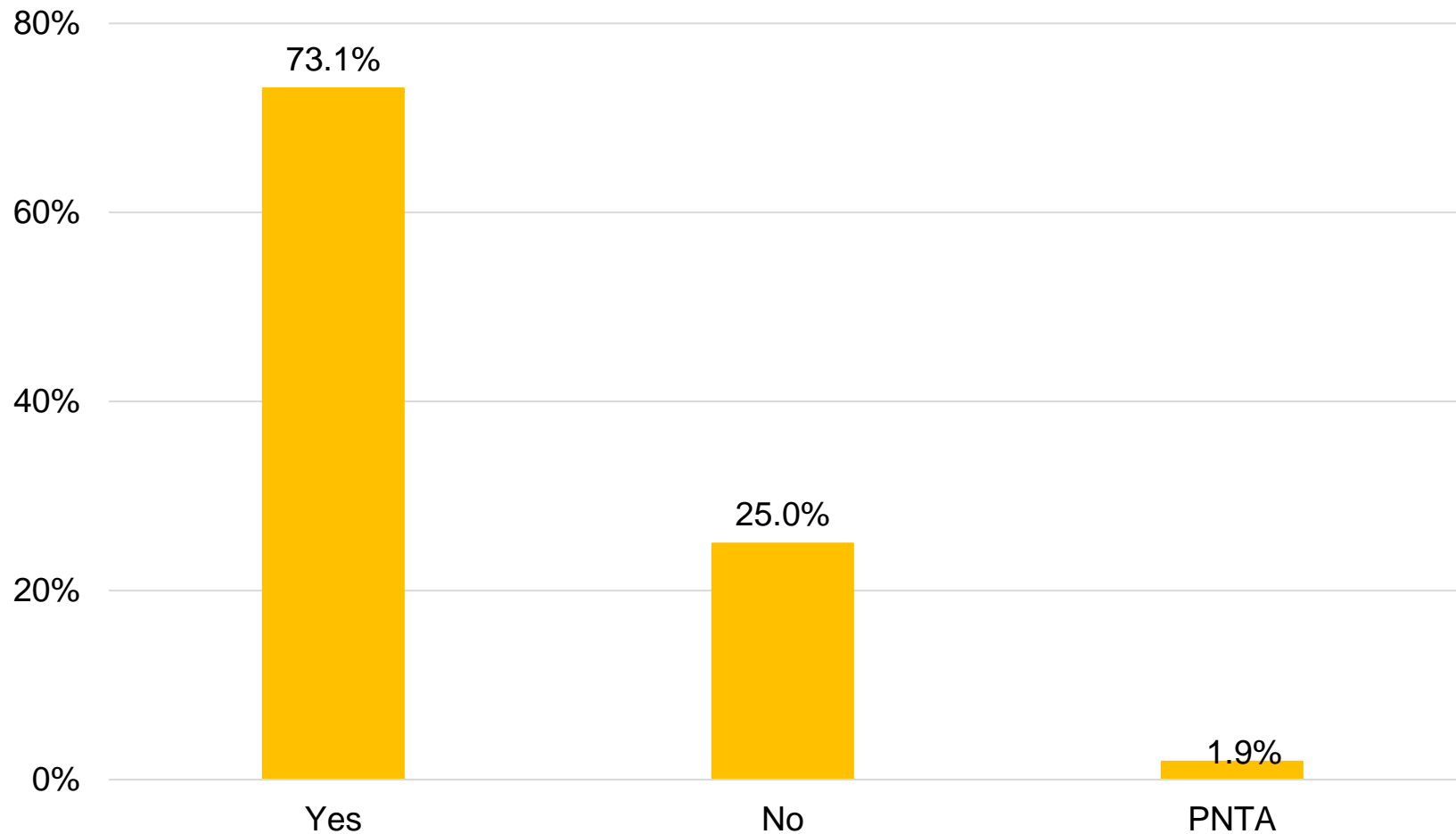
For those who identified as Staff/Senior Leadership: Which category best describes your role?



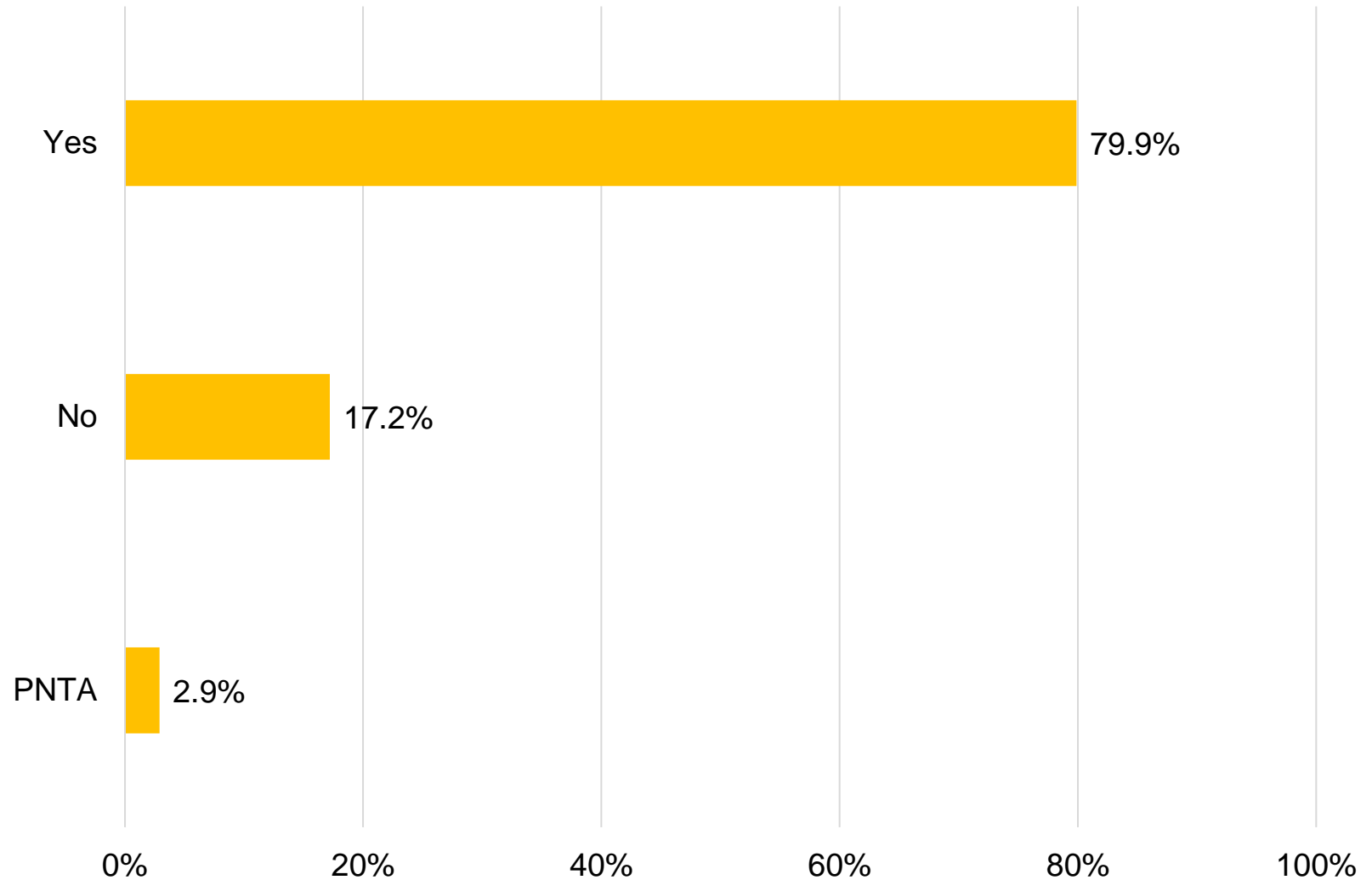
What is the highest level of education you have attained?



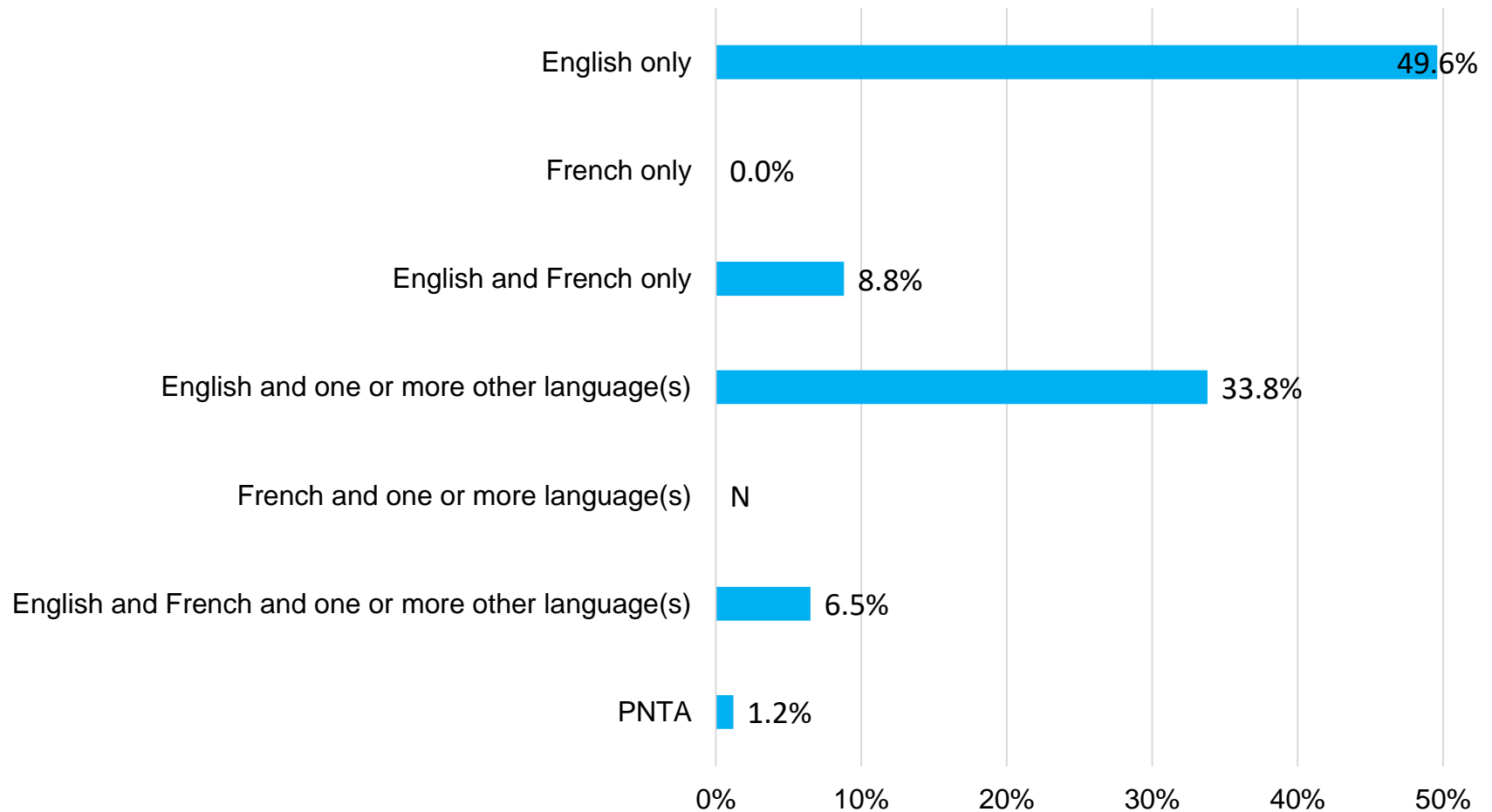
Was your highest level of education obtained in Canada?



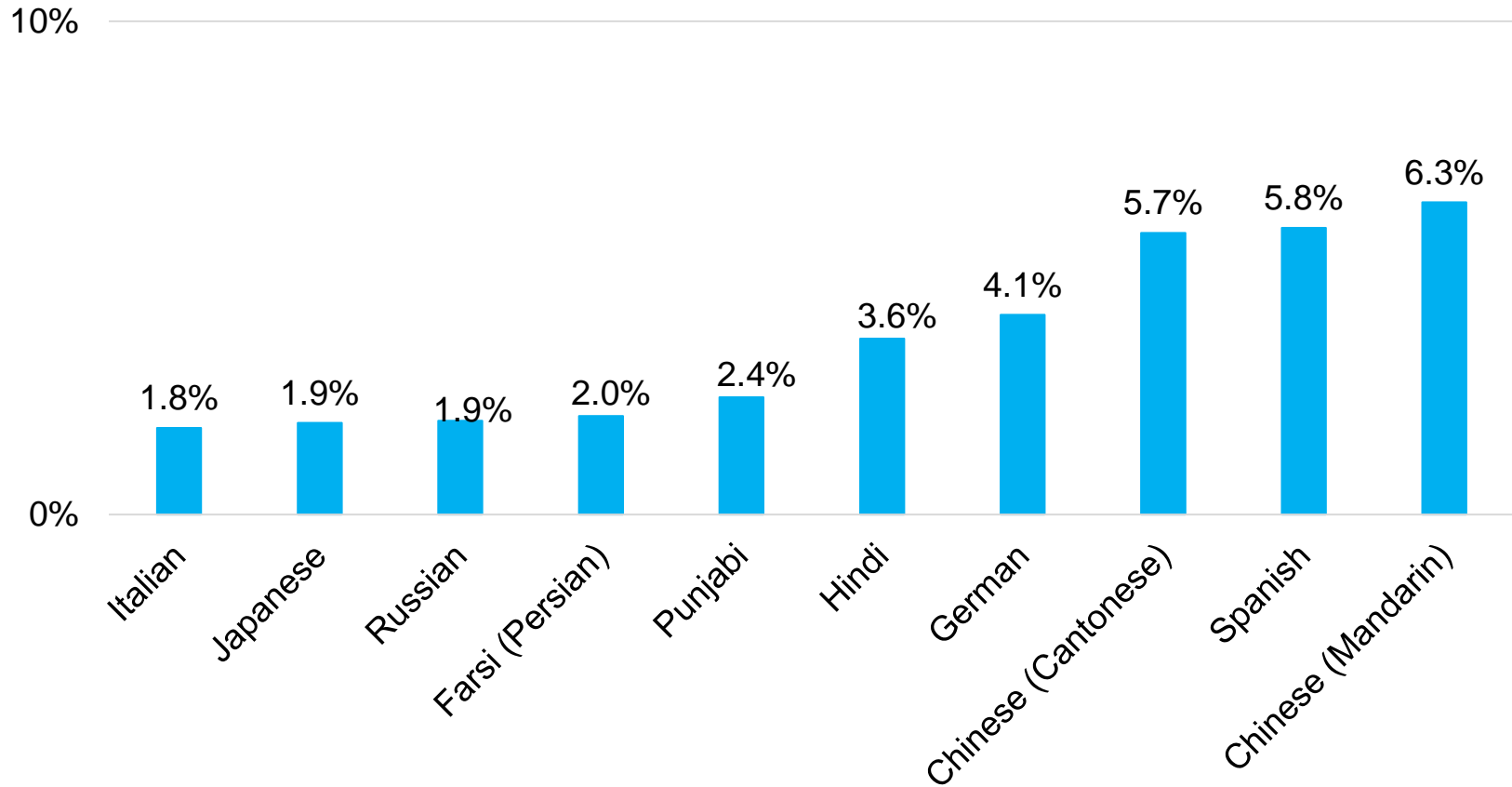
Are you using your highest level of education in your current work?



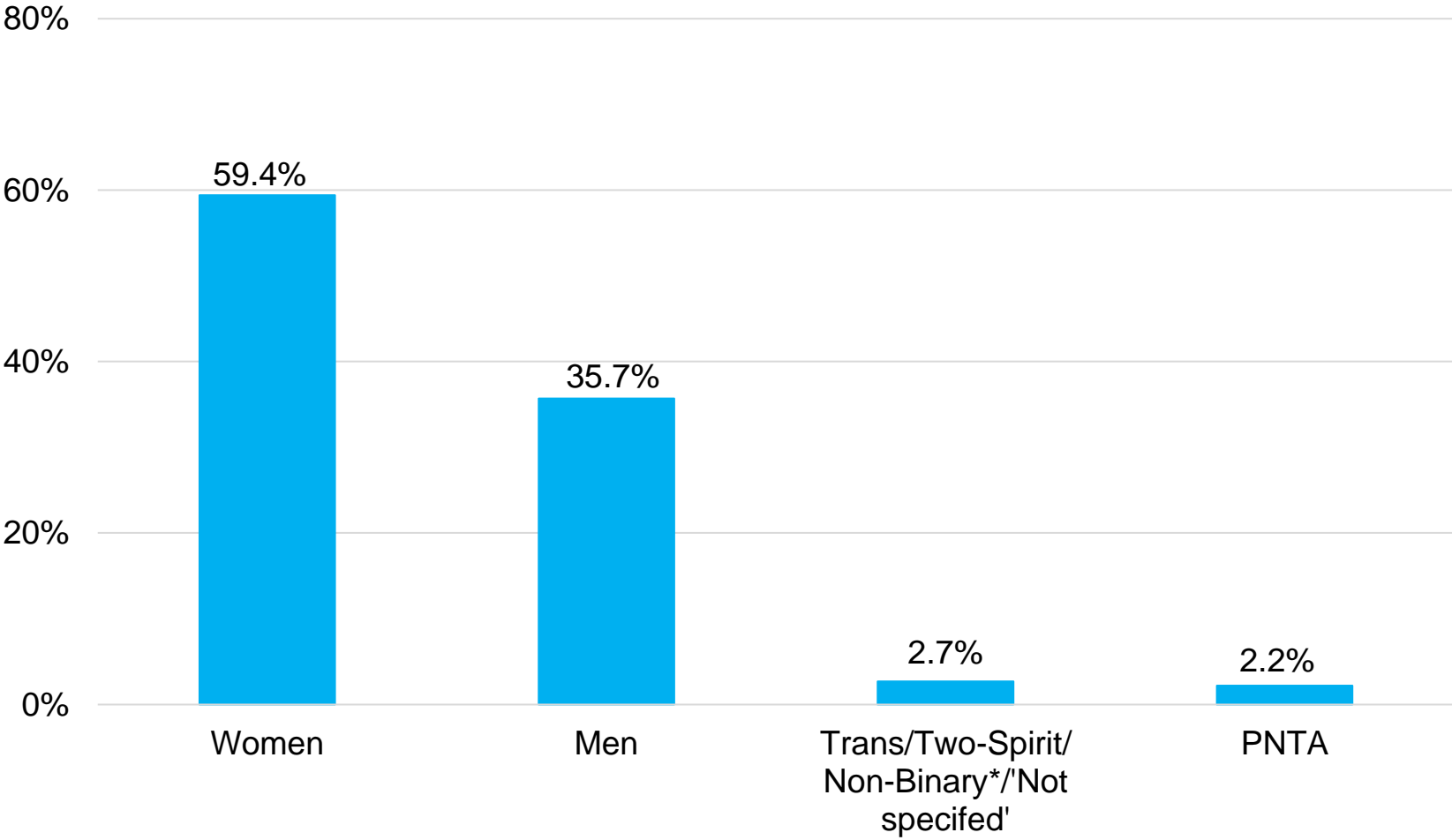
What language(s) do you speak proficiently?



Most commonly spoken other languages

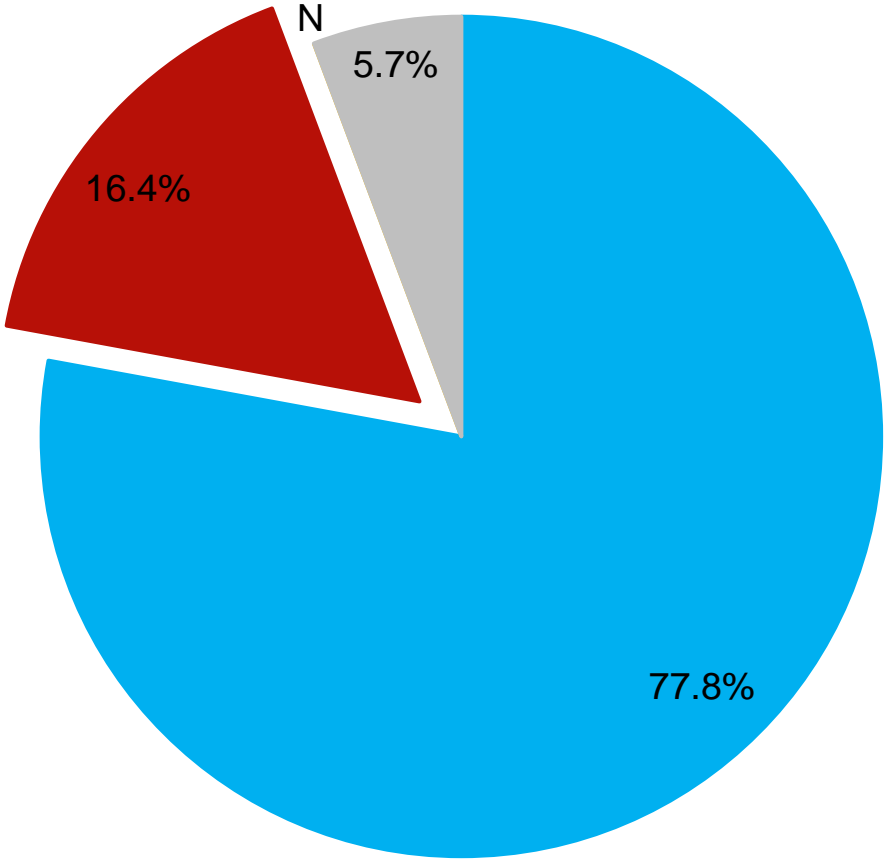


What is your gender/gender identity?



* Also includes Gender-fluid, Gender Non-Conforming, or Genderqueer.

What is your sexual orientation?



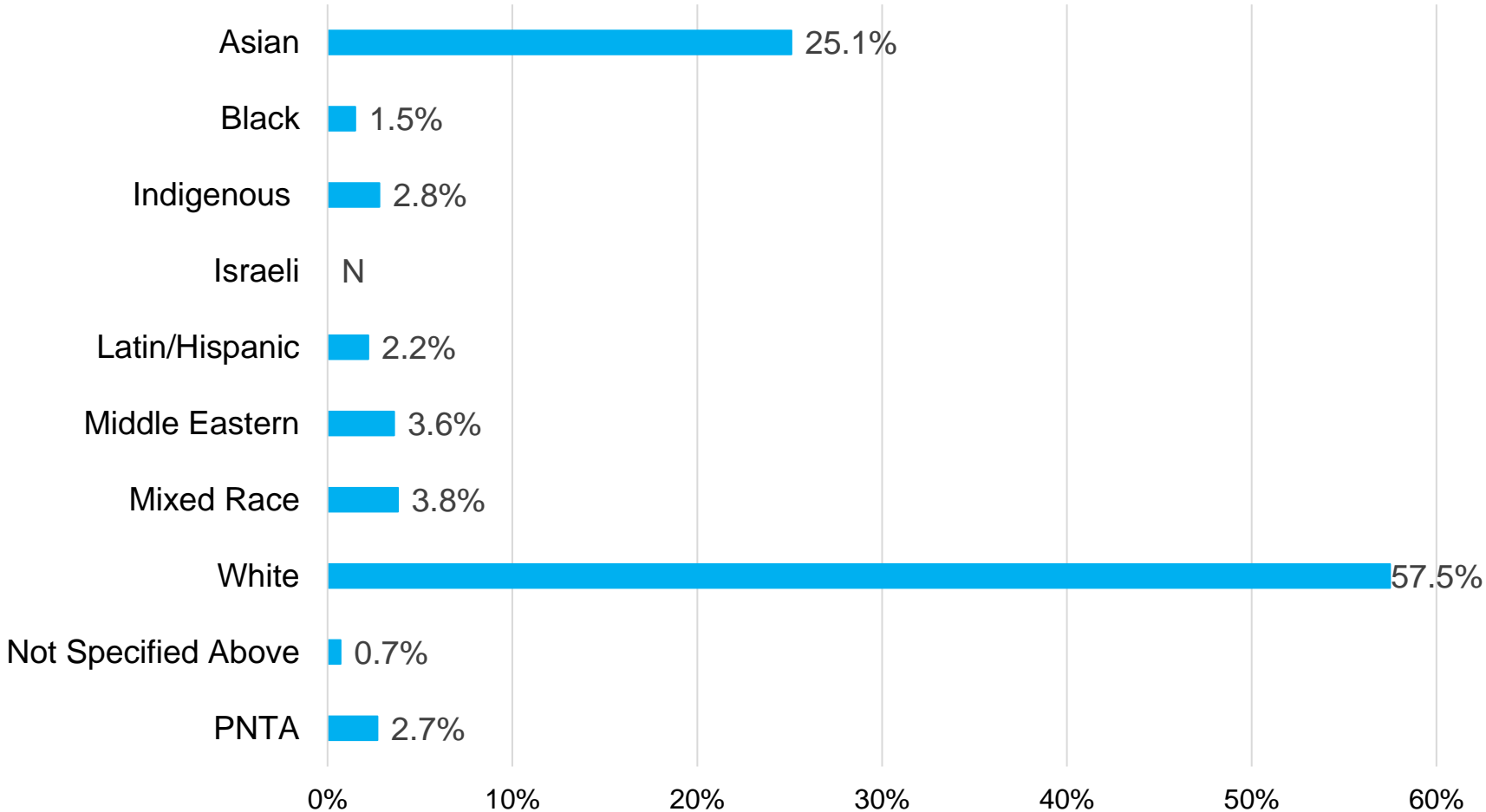
■ Heterosexual

■ LGB2sQ+

■ Not Specified Above

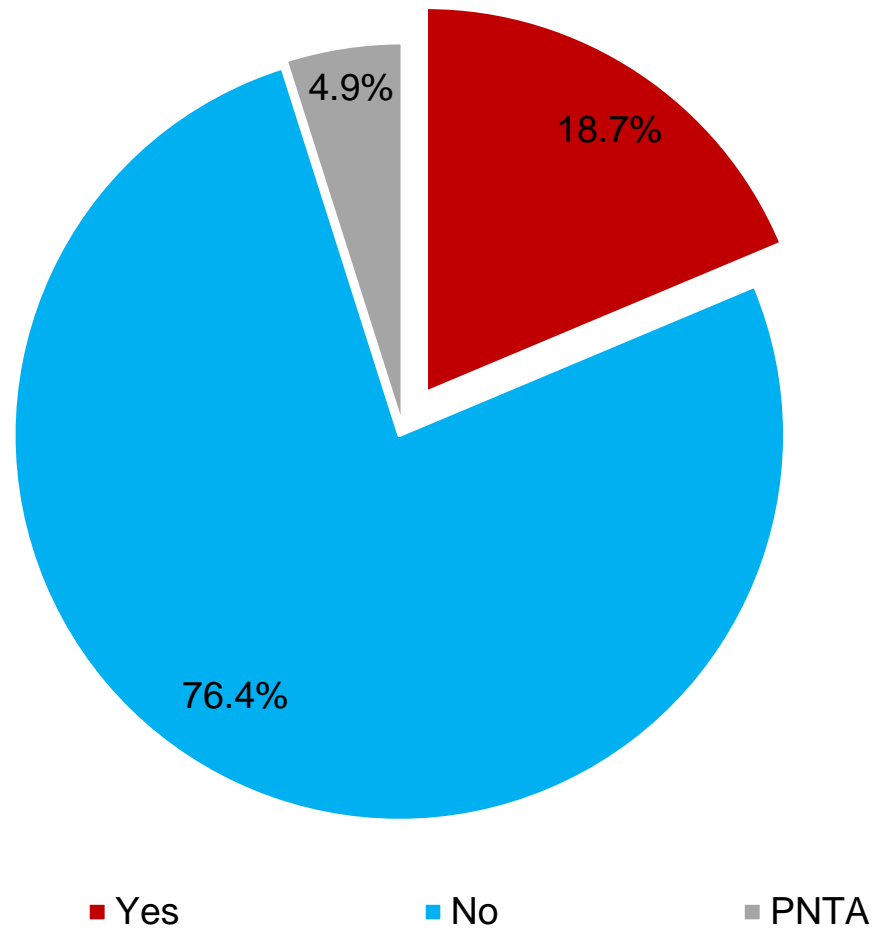
■ PNTA

What is your racial/ethnic identity?

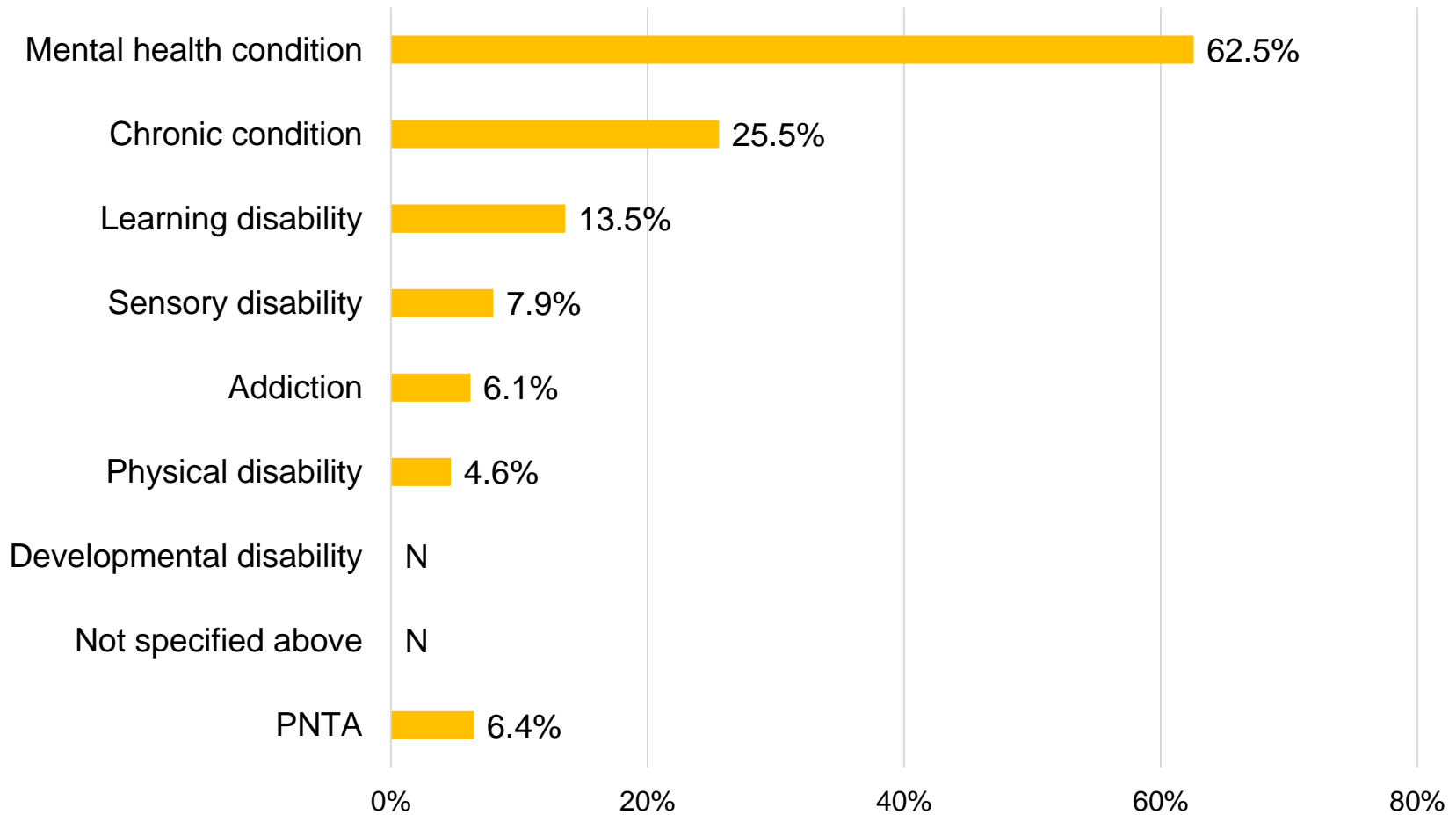


In this report, respondents who identified within the categories of Asian, Black, Israeli, Latin / Hispanic, Middle Eastern, or Mixed Race are grouped under the term “Racialized Persons”.

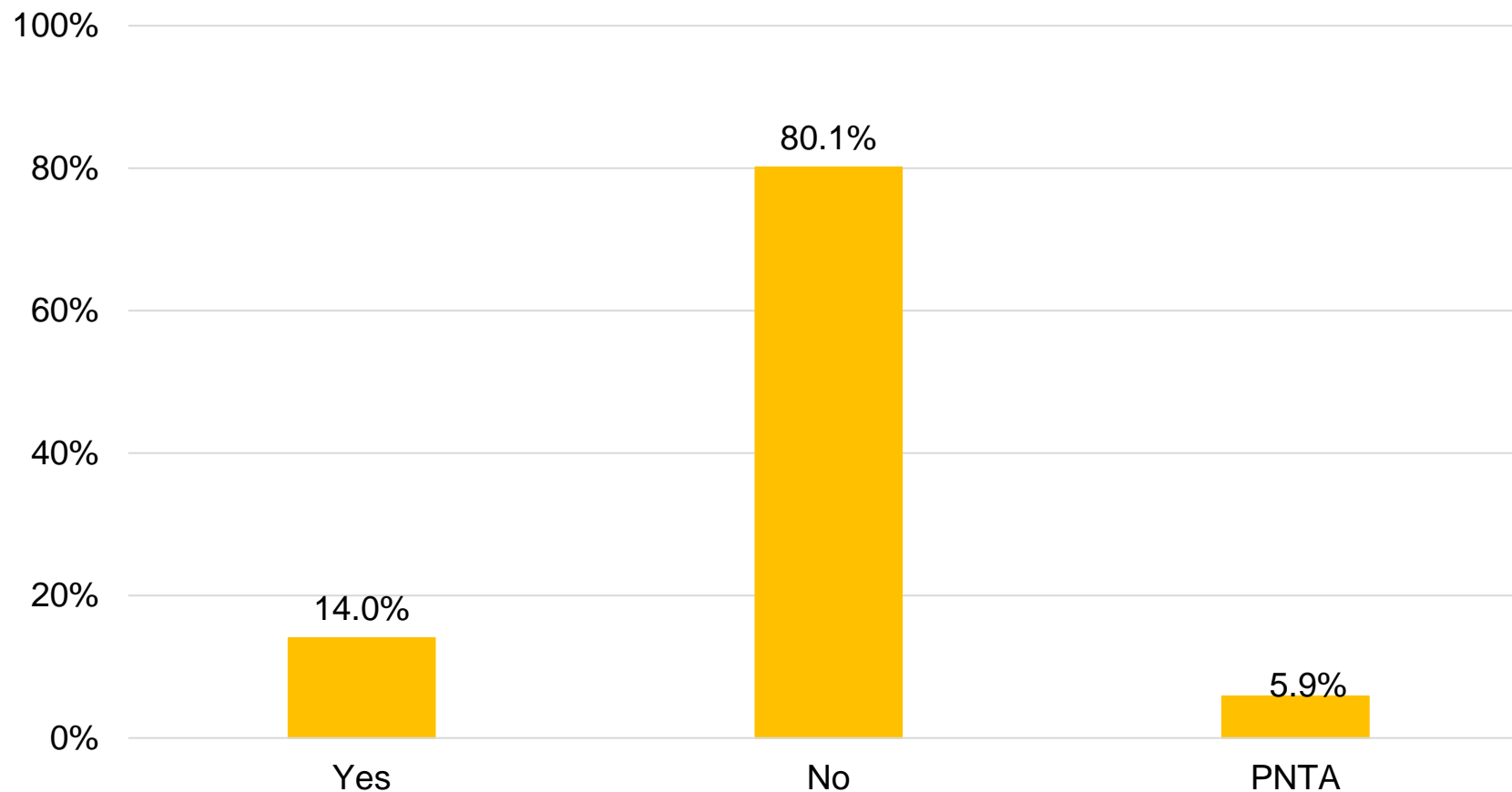
Do you identify as living with a disability?



What type of disability do you have?



Do you receive an accommodation for your disability?



Appendix C:

Inclusion survey questions

Inclusion Survey Questions

1. SFU is committed to and supportive of diversity.
2. At SFU, I am treated fairly and with respect.
3. At SFU, my unique value is known and appreciated.
4. At SFU, I feel included.
5. I feel that my organization supports me in maintaining my overall physical and mental well-being.
6. Senior Leaders at SFU lead by example to promote a respectful and inclusive workplace.
7. I trust that, if I raise an issue related to diversity or inclusion, my Department Chair, Director, Manager, or Supervisor will take action.
8. At SFU, all employees have equal opportunity to advance regardless of factors such as age, family status, gender/gender identity, race/ethnicity, sexual orientation, religion, etc.
9. If I feel that I am the target of harassment, I know how to seek assistance at SFU.
10. Racist, sexist and other inappropriate comments are not tolerated at SFU.
11. To be successful, I do not need to make adjustments to fit in within SFU's culture.
12. At work, my opinion counts.

Appendix D:

End notes

End notes

1. This comes from the 2017 Canadian Survey on Disability (CSD).
2. CROP & Foundation Jasmin Roy. (2017). *The values, needs and realities of LGBT people in Canada in 2017*, Retrieved from https://issuu.com/philippeperreault9/docs/8927_rapport-sondage-lgbt-en/8. The statistic reported is an estimation of the incidence of LGBT people who are 18+ years old in Canada. While it is not specific to the labour force, and it also includes people who identify as Transgender, it is the best available comparator. CCDI uses this benchmarking statistic because Statistics Canada currently only captures data for individuals who identify as being in same-sex relationships and identify as gay, lesbian or bisexual.

Canadian Centre for Diversity and Inclusion (CCDI)

The Canadian Centre for Diversity and Inclusion (CCDI) is a made-in-Canada solution designed to help employers, diversity and inclusion/human rights/equity, and human resources practitioners effectively address the full picture of diversity, equity and inclusion within the workplace. Founded and run by experienced Diversity and Inclusion practitioners, CCDI's focus is on practical sustainable solutions that help employers move toward true inclusion. Effectively managing Diversity and Inclusion, and human rights and equity is a strategic imperative for all Canadian organizations that wish to remain relevant and competitive.

We focus on the topics of inclusion that are relevant in Canada and the regional differences that shape diversity by addressing the issues that move employers from compliance to engagement. Our research, reports and events have become valuable cornerstones for people developing and implementing diversity plans.

CCDI is grateful for the support of our over 250 Employer Partners across Canada.

Contact us

Have questions about the benefits of becoming a CCDI Employer Partner, or any of our services?

Please contact:

Nyla Camille Guerrera
Senior Director, Partner
Relations

1-416-968-6520 x 112

nyla.camille@ccdi.ca

CCDI is grateful for the ongoing support of our Founding Partners.



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Canadian Centre for Diversity and Inclusion
Centre canadien pour la diversité et l'inclusion