Employment Equity Plan Progress Report

Year 2 (2023-2024)

Table of Contents

Land Acknowledgement

Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada.

This version of the Land Acknowledgement was developed in collaboration with the Indigenous Advisory Council (IAC). This updated land acknowledgement better reflects the importance of Indigenous Peoples, their Treaty rights, and significant contributions to our university and our communities. We sought to better reflect the broader lands on which Dalhousie operates — expanding it to include the territories of the Wolastoqey and Peskotomuhkati Peoples — as well as work undertaken through the Understanding our Roots initiative.

DALHOUSIE
UNIVERSITY

—

AFRICAN NOVA SCOTIAN STRATEGY

We recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

A message from President Kim Brooks

Since 2010, I have had a front row seat to Dalhousie's approach to advancing employment equity. The transformative impact of the **Employment Equity Plan (2022-2026)** has been inspiring, as it represents a clear and actionable commitment to building an inclusive community that strives for all members to have equitable access to opportunities for growth, success, and belonging.

Our work under this Plan is closely aligned with Dalhousie's *Third Century Promise*, and specifically with the Inclusive Excellence Pillar. This alignment underscores our broader vision of fostering a culture of inclusion, where diversity is celebrated.

Among our achievements, we have made significant progress in addressing workforce gaps, particularly for Indigenous, African Nova Scotian, and other equity-deserving groups. Through culturally specific recruitment strategies, we have increased representation in key areas of the university. In addition, we have implemented comprehensive support systems designed to meet the unique needs of these groups, ensuring that they not only join the university community but are supported throughout their careers.

While Dalhousie's journey toward full inclusion is ongoing, the foundation we have built reinforces our commitment to equity, diversity, inclusion, and accessibility, with the ultimate aim of being a workplace where everyone is welcomed, valued, and empowered to contribute to our shared success.

Kim Brooks

Kim Brooks, President

A message from Grace Jefferies-Aldridge, Vice-President People and Culture

As a newcomer to Dal, it was clear, early on that the Employment Equity Plan has not only achieved tangible outcomes in terms of recruitment and retention, but it has also contributed to a broader cultural shift at the university. There is now a greater emphasis on inclusion, fairness, and respect across all levels of the institution, from an equitable lens. This work is critical as we strive to create a more positive, welcoming atmosphere for everyone.

The Year Two progress report shows that the success of the employment equity plan reflects the strong collaboration between university administration, faculty, and staff, as well as external community partners.

My role gives me unique exposure to this work, and I'm particularly encouraged by the ongoing dedication to reviewing the 7 priority areas, to build on what is working but to also have a keen eye on where adjustments can be made; the addition new actions in the recruitment and retention priority areas demonstrate this. While the Employment Equity Plan has been a resounding success so far, the university recognizes that there is always more work to be done. The ongoing commitment to evaluating and refining the plan shows a dedication to continuous improvement, ensuring that the university remains a leader in equity and inclusion in the years to come.

Grace Jefferies- Aldridge, Vice President, People and Culture

Introduction

The **Employment Equity Plan 2022-2026** was launched in October 2022 and we are now in Year Two of implementation and reporting. Through the collaborative work of Employment Equity Implementation Leads, senior leaders, Employment Equity Council members, equity, diversity, inclusion, and accessibility champions, equity-deserving employees, caucus members, and allies, we continue to see incredible progress against the goals this year. We are pleased to share that of the 68 actions identified, **32 are complete** and **32 are in progress**, while 4 have not yet been started.

The Plan was the result of comprehensive and far-reaching consultations undertaken as part of a university-wide Employment Systems Review (ESR). As we complete Year Two of the Plan we also begin planning for our next Employment Systems Review which will take place in 2025 and whose findings will help to structure the university's next Employment Equity Plan, to be released in 2026.

When we launched the Plan, we made a few commitments:

- that the actions listed within its pages would be undertaken, their progress tracked, and their success measured
- that tangible progress would be made to make this university a more equitable and inclusive environment for *everyone* to work and grow

As we look back at two years of collaborative work it is clear that tangible progress is made – yet we also recognize that there is much more to do and that this is work has no end in sight. In that spirit we invite you to review progress to date, learn more about a few key highlighted projects, and move forward with us as we continue to support Dalhousie to live its commitment to be a national leader in championing equity, diversity, inclusion, and accessibility.
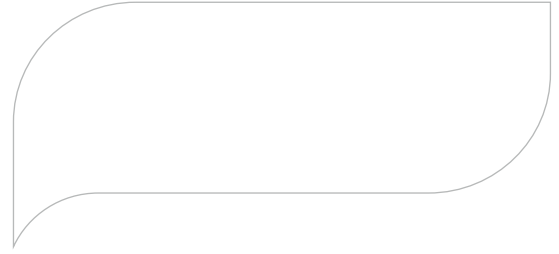
Attendees at the African Heritage Month launch 2024

Implementation Structure and Leadership

Each priority within the Plan has clearly mapped actions attached to it and each action is linked to timelines, and measures of success. To ensure the Plan's implementation across the institution each Faculty and administrative unit was asked to assign an Employment Equity Implementation Lead. The list of current Implementation Leads can be found in Appendix A.

The mandate of the Implementation Leads is to:

- identify the top priorities and actions within the Plan for their division and map out strategies (in collaboration with division leaders) to ensure their implementation;
- monitor the implementation of these priorities and actions and provide support, suggestions, and feedback related to implementation;
- serve as a liaison between People and Culture/ Employment Equity and their divisions in relation to employment equity; and
- write and submit quarterly reports on the implementation of the Plan within their divisions.

The Leads meet quarterly. Meetings are chaired by the Manager, Employment Equity and the time is spent on capacity-building and sharing best practices and successes. The Leads submit quarterly reports to the Manager outlining their progress. In year two, we received 31 progress reports from the Leads, outlining their progress implementing the Plan.

Throughout this report you will see testimonials from Implementation Leads working to champion and implement actions associated with the Employment Equity Plan within their Faculties or Units.

"The Employment Equity Plan has provided us with the structure to be able to identify areas of focus. This allows us to move the priorities forward in a meaningful direction with built-in support and accountability. In 2023-2024 Environmental Health and Safety (EH&S) focused on employment equity in laboratory environments on campus. Chemical Reproductive Hazards on the EH&S myDal site was published to raise awareness of the impact that some chemicals can have on the reproductive system. The focus on prevention demonstrates how people of all gender identities can implement safety controls to mitigate potential reproductive hazards. Updates to the Laboratory Design Standard have been made to improve accessibility. Where the proposed changes to the built environment standard by the province do not currently apply to research spaces, the goal is to ensure that these spaces are also accessible."

Katie Reid
Employment Equity Implementation Lead, Office of Environmental Health and Safety

Implementation Model

- Dal Community
- Employment Equity Office
  - Implementation Leads
    - Faculties and Units
  - University-wide projects and initiatives
- Employment Equity Council (Consultation & Approvals)
- Office of Equity & Inclusion (Institutional Partner)

Workforce Gap Analysis

Under the Federal Contractors Program (FCP), Dalhousie is required to undertake a workforce analysis that calculates gaps between the university's workforce and labour market availability across the four groups designated by the Federal Employment Equity Act (women, racialized persons, Indigenous peoples, and persons with disabilities). Dalhousie's employment equity work is undertaken in relation to five groups - the four groups designated by the Employment Equity Act and 2SLGBTQIA+ communities. As we undertake our employment equity work, we also disaggregate these groups further to focus specifically on persons of Black/African descent (especially African Nova Scotians) and on Mi'kmaq faculty and staff in keeping with commitments made at the institutional level and in recognition of our context, history, location, and surrounding community.

Dalhousie's next workforce analysis is currently underway and will be based on our 2023 workforce data. There are several goals related to reducing or closing the gaps identified in our workforce analysis below. However, the Plan was designed to go well beyond these goals and obligations in intention, scope, and impact and move our employment equity work beyond a focus numerical gaps and labour market comparisons to include programs and actions aimed to deliver reparatory justice and improve the experience, wellbeing, and success of employees from equity-deserving groups.

Update on Employment Equity Reporting Goals[1]

Goal 1:
Reduce the gap of persons with disabilities by 50% at all employee levels with a focus on senior leadership

- Achieved: The gap decreased by 72%. Currently no gap for senior leaders related to persons with disabilities.

Goal 2:
Reduce the gap of racialized professionals across the university by 50%

- Not yet achieved: The gap decreased from -27 in 2022 to -24 in 2023

Goal 3:
Reduce our overall workforce analysis gap by 80%

- Goal achieved for women – currently no institutional gap for women
- Goal achieved for racialized persons – currently no institutional gap for racialized persons
- Goal achieved for Indigenous persons – currently no institutional gap for Indigenous persons

1 For full details on changes in representation and gaps for equity-deserving groups between 2022 and 2023 see Appendix C.

Priority 1
Communication and Awareness

Enhance communication, education, and awareness related to the Employment Equity Policy and Plan, as well as other key employment equity related policies and processes, in alignment with Pillar 2: Inclusive Excellence.

Out of 8 actions, 7 are complete and 1 is in progress.

Actions	Progress
1. Promote the launch of the Employment Equity Plan across Dalhousie, as work being planned and implemented under Pillar 2 of Third Century Promise	Complete
2. Provide enhanced education related to the Employment Equity Policy and Plan to leaders, hiring managers, supervisors, administrators, and eople and Culture advisors	Complete
3. Develop and facilitate a learning module on the Employment Equity Policy and Plan and its application and make it available across Dalhousie	Complete
4. Develop and facilitate a learning module aimed at equity-deserving groups which provides an overview of rights and accountabilities related to the Employment Equity Policy and Plan	Complete
5. Improve communications with Dalhousie employees to clarify the Federal Contractors Program, Dalhousie's obligations in relation to the Program, and Dalhousie's priorities beyond the Program	Complete
6. Engage in a Dalhousie-wide campaign to encourage self-identification for equity-deserving groups with special attention to employees with disabilities - to reduce the stigma associated with self-identification. This work will be done in connection with the annual Dalhousie Census	Complete
7. Develop and deliver training sessions (including a video resource) around accessibility for Dalhousie employees (programming to include the Accommodation Policy, accessibility principles, and the role and services provided by the Accessibility, Accommodation and Wellness unit) with the goal to improve transparency and accessibility of processes and promote variety of mechanisms available for employees to reach out when experiencing accessibility barriers or to provide feedback	Complete
8. Ensure clarity, confidentiality, transparency, and accessibility of complaint processes related to acts of discrimination, harassment, and other complaints related to the Human Rights Act	In Progress

Highlights of Actions Implemented to Achieve this Priority

People and Culture

Employment Equity

- Since the launch of the Plan in 2022, provided 44 presentations across Dal, attended by 1,089 employees, exceeding the target of 1000 attendees.
- Developed and facilitated two distinct educational modules focused on the Plan, attended by over 240 employees.
- Participated in a presentation on the Plan at the "Lifting Nova Scotia" event that was attended by over 100 employees.
- Participated in the "Inclusive Leadership for Equity, Diversity, Inclusion, and Accessibility (EDIA)" a day-long symposium organized by the Office for Equity and Inclusion, attended by over 70 employees.

Accessibility, Accommodation and Wellness

- Gave five presentations on the Accommodation Policy and services provided by the Accessibility, Accommodation and Wellness (formerly Accessibility, Accommodation and Wellness) unit and presented monthly on the role of the team Accessibility, Accommodation and Wellness to new Dalhousie employees through onboarding orientations.
- Collaborated on process improvements including:
  - enhanced communication related to accessible and gender inclusive washrooms in collaboration with Facilities Management; and
  - the creation of shelter-in-place procedures in collaboration with Environmental Health and Safety.
- Continued to collaborate with Communities of Practice and national networks regarding:
  - equity, diversity, inclusion, and accessibility (EDIA) lessons learned;

Employment Equity Plan Education: Participants' Feedback

"I didn't realize just how big this project was until I attended this meeting."
—workshop participant

"I learned that Dal is doing better at EDIA than a lot of other organizations. Diversity is a fact, equity is a right, inclusion is a choice."
—workshop participant

"I am looking at EDIA through a different lens. Previously it was almost an obstacle in any hiring situation but now I can see how it can be helpful, and I feel I have better skills and knowledge to address it in HR situations."
—workshop participant

"A lot of information - feeling a bit humbled by how little I know about EDIA. This was a great group (safe place) to share comments and experiences - that is valuable to me."
—workshop participant

◦ Accessibility Plan implementation learnings; and

◦ the development of a framework for Disability and Employment for Accessibility initiatives in the workplace.

- Started the work of developing a "Guidelines for Accessible Events and Meetings" with an EDIA lens.
- Participated in a presentation about the Accommodation Policy and services of the unit at the "Lifting Nova Scotia" event.
- Provided Accessibility Tips during the National *Accessibility Week*.
- Arranged for 8 American Sign Language (ASL) interpretation sessions.
- Distributed resources encouraging plain language use to People and Culture senior leaders and their teams.
- Celebrated the Second Annual Dalhousie *Accessibility Week* with the aim to increase awareness of the experience of Persons with Disabilities during their employment at Dalhousie.

Office for Equity and Inclusion

- Engaged an external consultant to review HRES' Equity Policies (Harassment, Discrimination and Sexualized Violence) and assist in drafting a Racialized Violence Policy Statement.

Faculty of Health

- The Faculty hosted the employment equity manager to present the Employment Equity Progress Report Year 1 to staff and faculty
- The Faculty Equity and Inclusion Committee meets monthly. It includes representatives from eight Schools, one College and one Program, the Faculty of Medicine's Servicing and Engaging, members of the Dean's Leadership team and students.

Lifting Nova Scotia

Lifting Nova Scotia was a day of learning and connection. 600 employees participated in 36 different presentations and discussions in a variety of formats and topics to choose from. A few of those sessions explored equity and accessibility matters including:

- Dalhousie's EDIA Journey: Actions and Initiatives Supporting Indigenization and Decolonization
- Building Dalhousie's Inclusive Future: Faculty and Staff Perspectives
- Building Dalhousie's Inclusive Future: Student Perspectives
- Community-Engaged Learning: Exploring New Opportunities for Moving Students Learning into Community
- Accessibility and Accommodation at Dalhousie
- Personal Well-Being from the classroom to the community and beyond

- Associate Dean, Equity and Inclusion (ADEI) met regularly with Faculty of Health leadership, the Schools/College; and university-level groups and units to discuss ways to advance equity and inclusion work. The committee provides leadership to the Faculty to develop, implement, promote, and evaluate institutional policies and practices, in order to remedy inequities faced by students, faculty, and staff from historically underrepresented groups and other equity-deserving groups. The Committee is currently determining its' priorities for the current academic year and the implementation of the Employment Equity plan is being discussed.

- The Faculty of Health was well represented on panels and as audience participants during Lifting Nova Scotia; an event that provided an opportunity for the Dal community to share some of the innovative and creative work that is being done at the University.

Jen Davis, Manager Wellness and Accessibility, People and Culture, presenting at a panel discussion on accessibility and accommodation at the Lifting Nova Scotia event

Melisa Marsman, Assistant Professor of Law, Schulich School of Law, presenting at the Lifting Nova Scotia event during a research round table

- The Dean and Executive Director, Planning and Strategy were presenters at the "Inclusive Leadership for Equity, Diversity, Inclusion, and Accessibility" symposium, demonstrating the use of the **Achieveit** software tool used to implement and monitor the Faculty's strategic plan. Temporary access to the tool was provided to the Manager, Employment Equity. As a result of that collaboration People and Culture obtained 3 licenses and these are being used for the Employment Equity progress update that resulted in saving time on paperwork and making more time for working and connecting with Dal community.

Faculty of Arts and Social Sciences

- The Faculty attended information sessions on the Plan's first year **Progress Report** and appointed Dean Andrews as an Implementation Lead.
- Created an opportunity to bring together faculty and staff in a single meeting (1-2/ year) to focus on equity and inclusion matters, and brainstorm ideas to advance equity and inclusion.

Faculty of Engineering

- Continued to receive and share information related to equity, diversity, inclusion, and accessibility with the Leadership Faculty Council, and EDIA committee.

- Assistant Dean EDIA and Manager Employment Equity presented to Faculty Leadership on the **Employment Equity Progress Report Year 1**

- A spotlight was published on the Assistant Dean, EDIA in Engineering Magazine, 2024.

- A survey was conducted to improve communication and education regarding harassment and discrimination. Immediate measures taken to enhance participation rates including more specific and deliberate communication within the Faculty community. The Dean will take the lead in communicating these findings during the faculty leadership meeting, and each department will follow up at their respective levels.

Registrar's Office

- The Manager, Employment Equity conducted an information session promoting the Employment Equity Plan for Registrar's Office staff.

- Employment Equity Plan and Report are shared via Registrar's Office (RO) monthly newsletter on a quarterly basis, to ensure it is top of mind for all.

- Inclusion will be a key theme in P-RO-SPER A People-Focused Plan, an initiative that focuses on talent management and professional growth. This Plan is currently renewed and revised to further assist leaders, managers, and supervisors in supporting staff.

Office of Student Recruitment and Marketing

- Worked with Facilities Management to incorporate more diverse artwork into the campus landscape, such as the artworks installed on the exterior wall of the Killam Library created by Mi'kmaw artist Lorne Julien. These art pieces embody the Seven Sacred Teachings of the Mi'kmaq.

*"The Employment Equity plan has served multiple purposes in supporting our ongoing work by; focusing us on specific actions and outcomes, providing recognition to our employees, supporting those in equity groups and raising awareness of the critical contributions our equity colleagues make to our day-to-day operations. For this reporting period we focused on two priorities; **Communication and Awareness, Education and Capacity Building**. Communication and Awareness Priority is led by the Faculty's inaugural Associate Dean Equity and Inclusion Dr. Terrence O. Lewis."*

Suzie Officer and **Cathie Smith-Gillis**
Employment Equity Implementation Leads, Faculty of Health

- Developing an Equitable Decision-Making Tool for unit, which will support Dalhousie's strategic priorities by managing the Dalhousie brand and reputation. This tool is designed to apply an equity lens in planning, decision-making and implementation of policies, practices, and programs that apply to our work both individually and collectively.

Libraries

- The Dean of Libraries sent out a memo to all Libraries staff to raise awareness of Dalhousie's *Gender Affirmation Policy*.

- Updated the Novanet search bar on the Libraries website to bring it into compliance with website content accessibility guidelines (WCAG).

Faculty of Computer Science

- The Culture of Respect Committee created and shared a key resource and contact list with faculty, staff, and students to ensure clarity and understanding of key employment related policies and processes, including transparency around complaint processes.

Faculty of Medicine

- Employment equity presentations are a standard requirement for all senior leadership recruitment process including Associate/Assistant Dean and Head searches

- The **Faculty of Medicine's Strategic Plan 2023-2028** includes Equity, Diversity, Inclusion, and Accessibility as a cross-cutting theme across all streams, with one of the streams focused on Community Partnerships

"As the Associate Dean Equity and Inclusion, I have committed to developing a strong relational foundation with students, staff, and faculty across the Faculty of Health (FoH). I have been conducting initial conversations with FoH unit directors, student groups' leaders, and administrative staff. Additionally, I have been connecting with some key central university units which offer supports for the FoH academic community. The units have included the following: Dalhousie Black Faculty and Staff Caucus, Queer Faculty and Staff Caucus, and (dis)Ability Faculty and Staff Caucus, the Director of Indigenous Community Engagement, the Director of African Nova Scotian Community Engagement, Promoting Leadership in health for African Nova Scotians (PLANS), and the Office of Equity & Inclusion. From this relational foundation, we can co-construct a critical assessment of our strengths, areas for improvement, and clear measurable goals for 'embedding equity, diversity, inclusion, and accessibility in everything we do'."

Dr. Terrence O. Lewis
Associate Dean, Equity and Inclusion, Faculty of Health

Priority 2
Representation

Continue to reduce gaps between the university's workforce and labour market availability as it relates to equity-deserving groups.

Out of 19 actions, 9 are complete, 7 are in progress, and 3 are not started.

Actions	Progress
1. Collaborate with the Director of Indigenous Community Engagement and the Indigenous Advisory Council to build and implement an Indigenous hiring strategy, as recommended in the Indigenous Strategy	Not started
2. Collaborate with the Director of African Nova Scotian Community Engagement to build and implement an African Nova Scotian hiring strategy, as recommended by the African Nova Scotian Strategy	In Progress
3. Increase the representation of Indigenous/Mi'kmaq, and African Nova Scotians specifically in leadership and management positions using culturally specific proactive outreach strategies, designated hiring, and other avenues as identified in Indigenous and African Nova Scotian hiring strategies	In Progress
4. Reduce our overall workforce analysis gap by 80% with the exception of two areas: Reduce the gap of persons with disabilities by 50% at all employee levels with a focus on senior leadership. Reduce the gap of racialized professionals across the university by 50%	Complete/ Ongoing[2] See section on Workforce Gap Analysis
5. Ensure continued compliance with the 50-30 challenge for senior leadership (50% women and/or non-binary persons, 30% members of other equity-deserving groups)	Complete/ Ongoing
6. Create a diversity hiring program/ process similar to Dalhousie Diversity Faculty Awards (DDFA) for staff positions	Not started
7. Promote Dalhousie's efforts to become an equitable and inclusive employer by partnering with community groups and organizations serving equity-deserving groups, prioritizing those led by African Nova Scotian and Black communities and Mi'kmaq communities	Complete/ Ongoing
8. Develop and implement outreach plans for career fairs and other events to connect with diverse community groups internally and externally to promote employment opportunities for equity- deserving groups	Complete/ Ongoing

2   Complete/ Ongoing means the action has been achieved for this reporting period and will continue to be monitored for the lifespan of the Plan.

Actions	Progress
9. Work on rebranding, communication, outreach, and promotion of the Talent Pathways program, with specific attention to increasing the number of African Nova Scotian and Mi'kmaw candidates	Complete/ Ongoing
10. Institute a program to promote and support opportunities for apprenticeship and opportunities for women in skilled trades	In Progress
11. Work with the Provost's office to support interdisciplinary cluster hiring for equity-deserving faculty, with an initial focus on Black faculty in keeping with the principles and actions outlined in the Scarborough Charter	Complete/ Ongoing
12. Continue to target Canada Research Chair opportunities to members of equity-deserving groups and implement the actions outlined in the Institutional Equity, Diversity, Inclusion Action Plan: Canada Research Chairs (September 2019)	Complete/ Ongoing
13. Partner with Government Relations to advocate for 2SLGBTQIA+ inclusion in the FCP and within labour market information so that Dalhousie can more equitably measure employment equity gaps in relation to this group	Complete
14. Review and update exit interview process to ensure clarity and understanding related to reasons why equity-deserving employees leave the university	In Progress
15. Complete the Pride at Work Canada Inclusion Index to help further inform measurable goals related to inclusion and retention of 2SLGBTQIA+ employees	In Progress
16. Increase the number of designated hires across the university, including further cluster hires (added in 2023)	In Progress
17. Ensure designated postings are developed in keeping with best practices, through lived experience consultation with specific equity-deserving community groups (added in 2023)	Complete/ Ongoing
18. Develop a process for establishing representational goals indexed to local population (employment equity gap planning) in relation to Mi'kmaw, Wolastoqi, Peskotomuhkati Peoples (added in 2023)	Not started
19. Gather and analyze data related to departures of equity-deserving employees, including data related to frequency of departure during probationary period, with a focus on those hired through a designated process (added in 2023)	In Progress

Hiring Statistics
Nov 2023-Oct 2024

Staff Recruitment	2022-2023	2023-2024
Number of searches	488	364
Total hires	421	316
All equity-deserving	85%	87%
Indigenous	3%	3%
Mi'kmaq	2%	2%
Black, including African Nova Scotians	7%	8%
African Nova Scotians	3%	3%
Racialized persons	25%	33%
Persons with disabilities	11%	9%
Women	72%	73%
2SLGBTQIA+ persons	6%	15%

Faculty Recruitment	2022-2023	2023-2024
Number of searches	130	132
Total hires	116	84
All equity-deserving	73%	75%
Indigenous	1%	4%
Mi'kmaq	0	1%
Black, including African Nova Scotians	7%	8%
African Nova Scotians	1%	0
Racialized persons	29%	31%
Persons with disabilities	6%	6%
Women	55%	56%
2SLGBTQIA+ persons	3%	17%

Senior Admin Recruitment

Senior Admin Recruitment	2022-2023	2023-2024	
Number of searches	10		10
Total hires	10		9
All equity-deserving	80%		78%
Indigenous	0%		0%
Mi'kmaq	0%		0%
Black, including African Nova Scotians	*	Increased	+12%
African Nova Scotians	*	Increased	+1%
Racialized persons	*	Increased	+11%
Persons with disabilities	0%		0%
Women	80%		67%
2SLGBTQIA+ persons	*	Increased	+20%

*Numbers <5 therefore redacted for confidentiality

Talent Pathways Recruitment

Dalhousie's internal temporary staffing program

Number of equity-deserving candidates applied to the program

Year	With Women	Without Women
2022	258	167
2023	408	260
2024	591	417

Designated Searches

	2022-2023	2023-2024
Staff	11	11
Faculty	4	12
Total	15	23

Update on the 50/30 Challenge - 2023

The 50 – 30 Challenge asks that organizations aspire to two goals:

- Gender parity (50% women and/or non-binary people) on Canadian boards and/or in senior management; and
- Significant representation (30%) on Canadian boards and/or senior management of members of other equity-deserving groups.

	2022	2023
Senior Managers	Gender parity: **50%** Equity-Deserving: **28%**	Gender parity: **58%** Equity-Deserving: **33%**
Senate	Gender parity: **50%** Equity-Deserving: **41%**	Gender parity: **51%** Equity-Deserving: **38%**
Board	Not available	Not available

Highlights of Actions Implemented to Achieve this Priority

People and Culture

Employment Equity/Recruitment and Talent Management

- Established a working group to review the exit interview process and review data on termination as well as promotion. The project is underway to be completed by early 2025 and a program to improve retention of equity-deserving employees will be developed based on the findings.

- Updated the diversity statement affixed to all postings to state that preference *-in all postings-* will be given to qualified candidates who self-identify as members of one or more equity-deserving groups.

- Collaboration with the Director of African Nova Scotian Community Engagement is ongoing, focusing on the following goals:

  - encouraging members of African Nova Scotian communities, including Dal students, to seek employment within Dal;

  - engaging internally with African Nova Scotian employees to promote opportunities for advancement, career development, and leadership enhancement; and

  - explaining and promoting benefits of working at Dal, including educational opportunities for employees and families, and health.

Faculty of Health

- Hired two Student Advisors in the School of Nursing, one to support Indigenous students and the other to support African Nova Scotian students. Looking at modelling this support Faculty wide.

- Inaugural Associate Dean, Equity and Inclusion, began a five-year appointment in the Faculty of Health in June 2024.

  - Continued to use Talent Pathways as first resource to fill temporary staff positions. We have had several new temporary hires using Talent Pathways. Two permanent positions were filled with employees from Talent Pathways.

  - Supporting a scholar's application for CIHR Tier 1 Canada Research Chair in Anti-Racism in Health Professions Education and Practice.

Registrar's Office

- Employing strategies outlined in Indigenous and African Nova Scotian hiring strategies.
- Engaged the Talent Pathways program to fill temporary positions with equity-deserving candidates.
- Developed an undergraduate student recruitment role to support applicants from equity deserving groups and has successfully hired for the position.

Office of the Vice President Research & Innovation (OVPRI)

- As part of the Integrated Planning Framework process the VPRI units' 2022 census data was assessed for gaps in representation. Strategies Implemented to date:

  - Following HR guidance on representation and diversity when recruiting new staff
  - Launched targeted searches for staffing, most recently toward hiring Indigenous staff, specifying a preference for Mi'kmaq candidates.
  - Regular use of the Talent Pathways program, which is designed to reduce barriers to employment for job applicants who identify as members of equity-deserving groups.
  - Facilitating participation in the exit interview process to ensure understanding related to reasons why equity-deserving employees leave the university.

- The Dalhousie CRC Committee continues to designate new Canada Research Chairs opportunities specifically to members of equity deserving groups.
- Additional funding provided by the Canada Research Chairs program has been used to employ term EDIA Advisors to support the achievement of action items in the CRC Institutional Equity Diversity and Inclusion Action Plan, including analysis of recruitment and retention strategies for employees from equity deserving groups. Most recently, in fiscal year 2023-24 the funding was used to support an Indigenous Research Advisor position to look specifically at supports for Indigenous research at Dalhousie.

Faculty of Computer Science

- Completed a faculty search designated for candidates who identify as women, Indigenous persons of Turtle Island, and/or persons of Black/African descent. Hired four faculty members who are women.
- Continued to facilitate a Faculty level exit interview process to ensure clarity and understanding related to reasons why equity-deserving employees leave the Faculty.
- Continued to engage with the Talent Pathways program to fill temporary positions with candidates from equity-deserving groups.

Faculty of Arts and Social Sciences

- Appointed the first coordinator of the newly launched Black and African Diaspora Studies Program (BAFD).
- Appointed the Carnegie Centennial Chair in the History of Slavery in Canada jointly with the University of King's College.
- The Faculty has an established EDIA committee that includes students, faculty, and staff representation along with several committees within units in FASS including the Fountain School of Performing Arts.

Faculty of Engineering

- Hired a Program Coordinator for the Indigenous Pathways Program (IPP).
- Implemented designated hiring initiatives to diversify faculty composition, focusing on women, Indigenous peoples, and persons with disabilities.
- All three of our Canada Research Chair (CRC) positions are designated for racialized women.
- Continued building relationships with the African Nova Scotian community to develop the African Nova Scotia branch of the Inclusive Pathways Program.

Faculty of Graduate Studies

- Regularly used Talent Pathways to fill temporary roles and works to support the candidates to secure permanent roles at Dalhousie.

Faculty of Management

- Management was awarded an allocation for a Canada Research Chair in Indigenous Prosperity and Economic Reconciliation and has begun the search process for an emerging Indigenous researcher. This is in addition to another search that is currently in progress for a Canada Research Chair in Business at the Ocean-Climate Nexus which is open to women/other gender equity-deserving groups.

Office of Sustainability

- Connected with community organizations serving equity-deserving groups to help enrich our workforce.
- Provided funding for indigenous and Black African Nova Scotian candidates through Clean Foundation Leadership Program.

Faculty of Medicine

- Enhanced communication and Dean's Office support for the designated hiring process for faculty. Three departments have utilized this opportunity for faculty recruitment.

- Reviewed existing gaps in representation across several departments within the faculty in preparation for recruitments, focusing on equity-deserving groups.

- Appointed the first Academic Director, Black Health.

- First Medical School applications from Indigenous persons were received under the Indigenous Admissions Pathway, and 10 admissions offers were made.

- Black Learners Admission Pathway was also approved and accepted applications for the 2023-2024 application cycle.

- Revised Census Questionnaire was presented to clinical faculty to remove barriers to completion, resulting in increased participation with 487 responses received.

Students, faculty, and staff from the Black Learners Admission Pathway

Priority 3
Recruitment

Enhance EDIA-related aspects of recruitment, assessment, and selection.

Out of 9 actions, 4 are complete and 5 are in progress.

Actions	Progress
1. Develop video modules related to equitable hiring and application of the Principles of Fair Consideration for search committees to be used in both faculty and staff recruitment	In Progress
2. Continually revise written material used in hiring including recruitment guidelines, self-identification questionnaire, and job postings/ advertisements to ensure inclusivity and currency	Complete
3. Continuously review and update information included with letters of offer and onboarding materials to ensure inclusivity and currency related to services and supports for equity-deserving groups	Complete
4. Establish closer connections between People and Culture's Job Design unit and hiring managers to ensure inclusive job postings and job criteria	In Progress
5. Develop and facilitate a specialized candidate care program aimed at empowering and supporting equity-deserving job seekers navigating the employment process at Dalhousie, with particular attention to Mi'kmaw and African Nova Scotian job seekers, those with disabilities and those identifying as members of 2SLGBTQIA+ communities	Complete
6. Enhance EDIA content in Dalhousie's competencies and offer training on usage of competencies in hiring and assessment	In Progress
7. Integrate definition of African Nova Scotian from the African Nova Scotian Strategy into the self-identification questionnaire used in recruitment and into the census	Complete
8. Support the continued consultation and planning work related to self-identification and self-determination for Indigenous job applicants (action added in 2023)	In Progress
9. Ensure the recommendations of the job evaluation report are carried out using an EDIA-informed lens (action added in 2023)	In Progress

Highlights of Actions Implemented to Achieve this Priority

People and Culture

Employment Equity, Recruitment and Talent Management

- Equitable hiring and the application of the Principles of Fair Consideration are regularly taught and thoroughly discussed during supervisory development program workshops developed and facilitated by the Recruitment and Talent Management team, as well as in the educational sessions on Employment Equity.

- Developed and shared **Guidelines on Designated Hiring** for faculty and staff designed to provide clarity and consistency related to the process of designating positions.

- Supported the development of interim guidelines and policy to move away from a reliance on self-identification for positions designated specifically to Indigenous Peoples.

- Revision of written material used in hiring including recruitment guidelines, self-identification questionnaires, and job postings/ advertisements is complete. All documents are under continuous review utilizing an inclusivity lens.

Accessibility, Accommodation and Wellness

- Continued to enhance awareness among hiring committees concerning ways to reduce the stigma associated with self-identification for equity-deserving groups during their participation in recruitment activities.

- Continued to remove barriers experienced by equity-deserving groups during recruitment, assessment, and selection of candidates through accommodations suited to their specific needs.

The Importance of Language

Terminology and language in equity, diversity, and inclusion spaces are often contested and evolve over time. This past year we initiated several projects to address the evolving language related to equity. We outline several of these below.

> Updated definitions of equity-deserving groups

> Updated EDIA statement for all postings

> Updated self-identification questionnaire and census questions

> NEW self-identification questionnaires designed to meet differing needs for clinical faculty and CRC appointments

> Repository of approved statements for designated hiring

Libraries

- Required search committees to review all material related to recruitment, assessment, and selection resources on the HR website and in particular those related to the EDIA aspects of the recruitment process.

- Encouraged expression of interest for two internal supervisory positions and applied the fair hiring considerations to ensure the equity and fairness of the hiring process.

Environmental Health and Safety

- Began work to improve internal onboarding process in the EH&S Office.

- Re-developed a checklist that would incorporate the Employment Equity Plan and discussing the various priorities as they relate to the work of the unit.

Faculty of Arts and Social Sciences

- Continued to revise job postings for faculty and staff to encourage applications from equity-deserving groups.

- Ensured an inclusive and supportive interview process that recognizes the unique challenges faced by equity-deserving candidates.

- Provided candidate care during the hiring process to ensure they have positive experiences regardless of the outcomes.

Faculty of Health

- Continued to ensure all job postings and job descriptions are inclusive.

- Ensured our hiring committees were diverse and educated on the Employment Equity Policy and Plan at the commencement of each search.

- In collaboration with the Faculty Director of HR, Academic Staff Relations provides an annual orientation to all new Faculty of Health academic search committee members, Directors, and Administrative Managers on employment equity policies along with conflict of interest, etc.

- Gave presentations to all staff committees (from Director of HR and Manager of HR) on employment equity policies at the commencement of each search.

Leading by Example Talent Pathways Community Engagement

The Advisor, Temporary Recruitment conducted a number of community engagement activities that resulted in:

- 6 internal information sessions
- 8 external job fairs and engagement sessions
- 15 partnerships created/maintained/strengthened
- 40 placements made; 35 candidates placed
- 13 Talent Pathways employees moved to permanent roles (Roughly 1 in 3 candidates placed moving into term or on-going roles)

Faculty of Engineering

- Continued relationship-building with **Ulnooweg Education Centre** (UEC).
- Job screening, selection, and candidate assessments were done through an EDIA lens, enabling hiring of women/gender diverse employees into fields that were typically dominated by men.
- Faculty Administrator shared worksheets on biases, lived experiences, and EDIA considerations before confirming the shortlist for staff searches and faculty searches always commence with an overview of EDIA considerations.

Registrar's Office

- Continued to ensure all job postings and job descriptions were inclusive in terms of language usage.
- Consulted with Dal's Manager, Employment Equity during the recruitment process for designated roles to review the job posting and to assist with promoting the posting to community groups serving equity-deserving candidates.
- Ensured all hiring committees have diverse representation.
- Committed to including diverse candidates in all interview pools.

Faculty of Computer Science

- Ensured hiring committees for staff and faculty searches were aware of the employment equity policy and understood how to use this policy during the hiring process.
- Information on biases and EDIA considerations was shared before shortlisting candidates.
- Faculty searches always commence with an EDIA conversation, and discussion regarding the Employment Equity Policy.
- Continued to enhance awareness around self-identification and encourage hiring committees to explore ways to support equity-deserving groups during the hiring process and beyond.
- Encouraged requests for accommodations and offered accommodations as needed.

The Advisor engaged with the following community groups this past year:

- Canadian Museum of Immigration
- Iranian Cultural Society of Nova Scotia (ICSNS)
- Rehabilitation Services and Vocational Assistance Program (Canadian Veterans)
- Canadian Council of Rehabilitation and Work (CCRW)
- Successfully Transitioning Ready Individuals to Valued Employers (STRIVE)
- ACCES Employment (aids job seekers facing barriers)
- Aboriginal Peoples Training and Education Council (APTEC)
- Nova Scotia Department of Community Services
- Bissett Student Success Centre
- Easter Seals' New Leaf Program
- Immigrant Services Association Nova Scotia (ISANS)
- Mi'kmaw Native Friendship Centre
- Options
- Rainbow Registered
- TEAM Works
- YMCA
- YWCA

Faculty of Medicine

- Conducted several presentations at various search meetings regarding equitable hiring practices and mitigating bias.

- Engaged external job boards and advertising agencies to ensure wider reach to equity deserving communities.

- Committed to have at least two equity deserving members serving on senior leadership search committees.

Medical student Jordin Fletcher (right) works alongside Dr. Brent Young (centre) and recently graduated family medicine resident, Dr. Shanté Blackmore at the Wije'winen Health Centre

Priority 4
Benefits and Supports

Explore ways to ensure benefits, leaves, and employee supports offered at Dalhousie are inclusive.

Out of 12 actions, 3 are complete and 9 are in progress.

Actions	Progress
1. Conduct comprehensive pay equity analysis for faculty and staff focusing on Indigenous persons and Mi'kmaq persons, persons of Black/African descent, and African Nova Scotians, members of other racialized groups, persons with disabilities, women, and persons identifying as members of 2SLGBTQIA+ communities	In Progress
2. Continue conducting pay equity analysis for DFA faculty to determine whether the university is closing the gap between female and male salaries	In Progress
3. Review policies, definitions, and terms related to benefits to ensure inclusivity and breadth of coverage in relation to diversity of familial and dependent relationships and communicate any recommended changes	In Progress
4. Develop educational sessions on ways to support an inclusive approach to benefits to be delivered to People and Culture staff and to supervisors/managers/leaders	In Progress
5. Pursue changes to the Employee and Family Assistance Program (EFAP) to ensure the provision of counseling services that utilize anti-racist and culturally competent methods that can support equity-deserving employees	In Progress
6. Explore with DFA in collective bargaining the feasibility of providing course release or teaching assistants to employees returning from parental leave for the first year	In Progress
7. Explore expanding childcare on Dalhousie campuses	In Progress
8. Develop and facilitate a program on tax considerations for Indigenous employees (to be mandated for payroll personnel)	In Progress
9. Complete work on Dalhousie's Banner and other IT systems regarding correct names and pronouns of Dalhousie employees	Complete/ Ongoing
10. Conduct a targeted communication campaign for caucuses about the Healthy Workplace Wellness grant offered at the university	Complete/ Ongoing

Actions	Progress
11. Implement recommendations within Workplace Wellness Strategy as they relate to specific supports for employees belonging to equity-deserving groups and develop new customized initiatives and programs to enhance their well-being	Complete/ Ongoing
12. Create specific leave category and guidelines for Indigenous Cultural Practices (added 2024)	In Progress

Highlights of Actions Implemented to Achieve this Priority

People and Culture

- Began work to develop provisions for leave for Indigenous Cultural Practices.

Employment Equity, Health and Wellness

- Participated and promoted communication for caucuses about the Healthy Workplace Wellness grant, encouraged and reviewed applications.
- Continued supporting and promoting the employee engagement survey (Your Voice) across Dal with a focus on encouraging the participation of equity-deserving employees.
- Advocated and followed up to ensure snapshot results produced for the various employee caucuses. This was the first time to have snapshot results specifically for all equity-deserving groups (results will be shared with employee caucuses in early 2025).

Accessibility, Accommodation and Wellness

- Contributed to online enhancements that aim to improve health inequities including information related to:
  - worldwide resources during emergencies;
  - virtual care services for those with or without a family physician in Nova Scotia; and
  - mental health resources through "Wellness Together Canada."
- Provided comprehensive case management of sick leave and long-term disability (LTD) files to identify gaps in the public medical service (wait times) and provided private university-paid access such as psychiatry evaluations, Magnetic Resonance Imaging Diagnosis, Independent Medical Examinations, workplace referrals, Assistive Technology solutions, counselling services, and more.

- Promoted the use of the EFAP (Employee and Family Assistance Program) which resulted in an increase of the EFAP utilization rate in 2023 to 12.03% from the previous 5.14% utilization rate in 2022.
- Continued updating the list of employees seeking a family physician and prioritized the list based on extenuating circumstances. Made immediate referrals, as necessary.
- Continuously updated the People and Culture myDal site (Accessibility and Wellness tab) with comprehensive information to provide resources and support to equity-deserving groups.

Benefits and Talent Management

- Improved clarity and communication around DPMG Professional Development Fund.
- Implemented advanced reimbursement to remove financial barriers to professional development for DPMG Members. Approved applicants receiving advanced reimbursement after sending invoices and then proof of attendance/completion following the event, conference, or course.
- Begun using plain language in the benefits overviews training for employees.
- Delivered in person benefits session to Facilities Management teams.
- Participated in an Industry Benchmarking of benefits plan through Mercer's Plan Design Database which measures against Canadian Employers, Universities, colleges and other educational institutions and across section of 800+ employers and over 1,000 employee benefit programs.
- Conducting an EDIA Gap Analysis to diagnose Dalhousie's benefits programs with emphasis on central areas such as eligibility, scope of coverage, family planning and support, women's health, mental health, caregiving, social determinants of health, alternative therapies, and the 2SLGBTQIA+ health needs.

Faculty of Health

- The Champion Health Equity area identified a barometer that set a target of raising $3.2M in philanthropic funding annually to be predominantly used to support initiatives across the Faculty that focus on issues of health equity. Targeted funding is available to support student, staff, and faculty from equity-deserving groups. Since the inception of this barometer, we can report that we raised:

  ◦ $4.10 million in 2022-2023
  ◦ $3.10 million in 2023-2024

- Provide overloads for those equity deserving faculty who have a heavy administrative load due to committee work associated with EI initiatives. This may be financial compensation or adjustment of workload allocations to support the administrative demands.

- Support students, staff and faculty who are impacted by the escalating crisis in the world through formal or informal accommodations and/or EFAP supports. This support has been provided in other situations such as local fires and floods in NS, and more broadly world-wide related to other emergencies, disasters, and wars.

Faculty of Arts and Social Sciences

- Addressed concerns expressed by faculty members regarding equity in relation to parental leave through clear communication from leadership related to supports for family and care giving responsibilities.

- Dean's Office supported clear communication related to benefits—including flex work for staff—and a commitment to health and family and established a flex work committee that includes faculty, staff, and students.

- Applied for and was awarded a Workplace Wellness Grant, requested by employees, to run monthly yoga and lunch sessions over the course of an academic year; open only to faculty and staff who are racialized.

- Created a community of support for new faculty and staff from equity-deserving groups to ensure the required supports within FASS in and outside respective units. That helped provide a network beyond traditional mentor-and mentee- relationship within units.

Environmental Health and Safety

- Offered a variety of supports to ensure that all staff, faculty, and students were able to access and understand the necessary training. Some initiatives include:

  ○ small in-person group Workplace Hazardous Material Information System (WHMIS) training sessions with one-on-one support to reduce barriers such as language and/or computer literacy and ensure that all individuals required to complete the training were able to do so; and

  ○ made all EH&S Safety Snippet videos available to the Dal community with captions. A goal for our team in 2024 is to include transcripts instead of reliance on the autogenerated captions.

- Promoted and facilitated ergonomics assessments by request for Dal employees, these one-on-one sessions adjust their home or work area(s) to promote ergonomics best practices. In 2024, 36 ergonomic assessments were completed, and over 210 employees were provided with guidance.

- Received the 2024 *Citation Award* from the Canadian Association of Occupational Therapists (CAOT) for the @WORK project in collaboration with the School of Occupational Therapy, and Accessibility, Accommodation and Wellness.

- Published the **Chemical Reproductive Hazards** on the EH&S myDal site to raise awareness of the impact that some chemicals can have on the reproductive system. The focus on prevention demonstrated how people of all gender identities can implement safety controls to mitigate potential reproductive hazards.

- Updated the Lab Design Standard to ensure that these spaces are also accessible.

Faculty of Graduate Studies

- Facilitated the update of pronouns and names in the Graduate Student Information System, as opposed to legal names, to align with Dal Online approach.

- Reviewed *Your Voice* Survey responses from fall 2023, specifically noting that there was a small percentage of responses that reported that they have experienced or witnessed discrimination or racism at work. To start addressing this, we organized a session on "Navigating Microaggressions and Racism," in June 2024. We will continue exploring other ways to provide safer spaces for everyone, and encouraged feedback to help create that space.

Office of Sustainability

- Integrated accessible transportation principles and inclusive landscape guidelines in a project co-led with Facilities Management to ensure that campus transportation routes and surrounding spaces are easy to use and navigate for everyone. This aligns with Dalhousie's commitment to accessibility in transportation and the design of natural and built environments, as described in its **accessibility plan for transportation** and **built environment**.

- Participated in the "**Pollinator Program**" and collaborated with Indigenous student artist

- Led E-Waste Diversion: Rehoming items still appropriate for reuse (i.e. monitors, mouses, keyboards), making them available to the Dal community for free, rather than being processed as e-waste recycling.

- Led Employee Bus Pass program (XPass) providing equitable discounts for Dal staff and faculty, like students' UPass, a continuing program with HFX Transit.

- Led Bring Your Own Mug (BYOM) where discounts are offered year-round at food retail providers on and off campus, helps alleviate some pressures from rising costs of products.

- Led Free Store, ensuring access to goods at no cost. Pilot pop-up ran in Sept 2024, service over 700 visitors in 2 days, redistributing $10,000 in used merchandise weighing over 4 tons.

Faculty of Computer Science

- Continued conducting pay equity analyses for the Dalhousie Faculty Association (DFA) to determine whether the university closed the pay gap between men, women, and gender-diverse individuals.

- Utilized the pay equity processes identified in the DFA collective agreement where possible to provide increases to salaries where appropriate.

Priority 5
Development and Advancement

Improve opportunities for career development and advancement for equity deserving faculty and staff contributing to greater retention.

Out of 6 actions, 2 are complete, and 4 are in progress.

Actions	Progress
1. Provide increased training to faculty and administration on the Boyer Model and its application	In Progress
2. Review and revamp the ACHIEVE Program and introduce the new Performance and Professional Development Plan Tool to assist supervisors with annual performance reviews (follow up and support to ensure equitable and fair reviews) and address any pay gaps	In Progress
3. Explore expanded opportunities for equity-deserving employees to access programming in the Faculty of Open Learning and Career Development	Complete/ Ongoing
4. Continue with the establishment of university-wide mentorship programs for faculty and staff with priority given to members of equity-deserving groups	In Progress
5. Establish an Aspiring Leaders Pool to identify, support, and enable access to acting appointments and secondments in leadership positions that prioritize equity-deserving groups	In Progress
6. Track acting/interim positions at the senior administrative level, including self-identification information	Complete/ Ongoing

Highlights of Actions Implemented to Achieve this Priority

People & Culture

Recruitment and Talent Management

- Continued to utilize the "Acting Appointments Process" to enhance transparency and equity related to acting senior administrative appointments.

- Developed and communicated enhanced "Internal Postings and Promotion Guidelines" to lend further transparency and equity related to the internal posting process and promotion of current employees. Guidelines explicitly provide for consideration of representational gaps and incumbent self-identification.

- Piloting a new Performance and Professional Development Tool that will replace ACHIEVE. The new tool was developed by Dal's Communications and Creative Services. This tool has an explicit EDIA component which asks every employee using the Tool to reflect on their contributions to EDIA in their roles and workplaces. The Tool will be published in accessible formats.

- Ensured all job-related courses offered by Open Learning and Career Development are covered by the Tuition Waiver. The Tuition Waiver is an employee benefit and administered by the Benefits Office.

Facilities Management-NSGEU Local 99/Multi-Unit

- Organized computer program training for Facilities Management employees.[3]

Spotlight: Lunch and Learn for Talent Pathways Employees

People and Culture held a Career Development lunch and learn for Talent Pathways employees in-person, February 2024. Topics of discussion included resume writing, cover letters, career development opportunities available to temporary employees, and advice on how to have a conversation with managers about career development. Four of the eight participants have since moved into long-term positions within Dal. This session will be held annually or quarterly moving forward, based on demand. Recruitment and Employment Equity are collaborating with the Director of African Nova Scotian Community Engagement to design a similar session for African Nova Scotian employees interested in advancing their careers at Dal.

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3   To read the full story on this, please refer to the "Leading by Example" section on page 53

Faculty of Graduate Studies

- Sponsored the "BIPOC Mentoring Academy", which is a pioneer mentorship program for BIPOC Graduate Student at Dalhousie University. The program is a collaborative initiative supported by 12 Dal Faculties, Research and Innovation, and the Libraries. The Academy provides mentorship opportunities for Black, Indigenous, and People of Colour (BIPOC) graduate students, connecting them with mentors who share their racial, ethnic, or academic background. Over the past two years, the BIPOC Mentoring Academy has significantly empowered and supported the recruitment, retention, and engagement of BIPOC graduate students. The number of mentees grew from 21 to 41, a 50% increase supported by 26 dedicated mentors across various university disciplines have provided academic guidance, career development, and advice on personal and professional growth to the mentees. The Academy's third cohort that started in 2024, saw a further increase in the number of mentees (70) and both internal and external mentors (48). The BIPOC Mentoring Academy has become a sought-after role model for upcoming mentorship programs within and beyond Dalhousie.

Registrar's Office

- Continued to champion the use of the ACHIEVE Program as performance management tool.

- Shared professional development opportunities in Open Learning and Career Development (OLCD) via monthly newsletter.

- Continued to increase participation in mentorship programs available for faculty and staff with priority given to members of equity-deserving groups.

Faculty of Health

- The Faculty hired an Associate Dean, Equity and Inclusion, to support the advancement of EDIA in all aspects and build EDIA capacities and resources to mobilize inclusive excellence.

- The Faculty has a Professional Development fund for staff in the DPMG and NSGEU employment groups. Employees from equity groups frequently request this funding to support learning and development. Funding is not restricted to a person's current scope of responsibility. The Faculty supports career growth even when it may not be the immediate benefactors.

Faculty of Arts and Social Sciences

- Encouraged employees to benefit from opportunities to take courses and encouraged supervisors and managers to support their teams on their educational journey.

- Developed a mentorship program for new faculty from equity-deserving groups and working to launch a similar mentorship program for staff.

- Shared information regularly about opportunities for faculty to fund research in a variety of forms (for instance the Belong fellowships for equity deserving groups).
- Focused on building up research supports and start-up funds for faculty from equity-deserving groups beyond what was traditionally offered in order to recruit and retain diverse talent.
- Hired an equity and inclusion research facilitator to help faculty to apply for grants.

Faculty of Engineering

- Initiated a voluntary mentorship program in the fall of 2023 that is open to all staff.
- Plan underway to establish a formal mentorship system at the faculty level that incorporates an EDIA lens to ensure that mentorship practices align with equity, diversity, inclusion, and accessibility principles. The Faculty EDIA committee and the Assistant Dean, EDIA play key roles in ensuring that the EDIA perspectives are integrated into the mentorship program. The system will comprise a dedicated SharePoint website for information and communication related to the well-being of faculty and staff, along with the creation of a Faculty mentorship committee responsible for developing the mentorship structure.

Faculty of Computer Science

- Applied the "Acting Appointments Process" for senior administrative appointments a few times with the aim of enhancing transparency and equity related to leadership positions.
- Promoted the "Academic Leadership Program" offered by the Faculty of Open Learning and Career Development and encouraged and supported faculty members from equity-deserving groups to take this program.
- Continued supporting staff through the Faculty's professional development fund to encourage learning and development.
- The Wellness Committee regularly shares professional development opportunities in their monthly newsletter to all faculty and staff.

Office of Student Recruitment and Marketing

- Developed a Performance and Professional Development tool that allowed team members to identify ways to support EDIA from a personal and professional perspective, which can be tied to individual learning or unit initiatives. This reflects our attempts and commitment to bring EDIA to everyday work culture.

Faculty of Medicine

- Established the Faculty mentorship framework (to be adapted for other employee groups in Medicine), which includes support for members from equity-deserving groups and options to select a mentorship relationship from the same equity deserving group or otherwise.

Priority 6
Education

Increase equity, diversity, inclusion, and accessibility (EDIA) education, including awareness about the experiences of equity deserving groups, to empower faculty and staff to address EDIA matters.

Out of 8 actions, 7 are complete, and 1 is in progress.

Actions		Progress
1.	Build centre of excellence in EDIA education at Dalhousie	Complete/ Ongoing
2.	Promote and support aspects of EDIA education for supervisors and managers	Complete/ Ongoing
3.	Encourage opportunities in units (during work hours) for EDIA-related educational sessions and discussion	Complete/ Ongoing
4.	Promote existing educational programs on Indigenous/Mi'kmaw history and experiences as well as African Nova Scotian history and experience	Complete/ Ongoing
5.	Develop and facilitate other educational resources and programs related to Indigenous/ Mi'kmaw history and the current experiences of community members as well as African Nova Scotian history and current experiences of community members	In Progress
6.	Promote existing programs on the inclusion of employees and applicants with disabilities and create other educational resources as needed	Complete/ Ongoing
7.	Work with the Office of the VPRI to ensure professional development related to anti-racism, anti- colonialism and non-Western approaches to research and partnership development	Complete/ Ongoing
8.	Promote existing programs on the inclusion of 2SLGBTQIA+ employees and applicants and create other educational resources as needed	Complete/ Ongoing

Highlights of Actions Implemented to Achieve this Priority

People and Culture

- The People and Culture EDIA Committee organized information and educational sessions on EDIA topics including the following events and initiatives:

  - the Seven Sacred Teaching and the Nguzo Saba (the 7 Africentric Principles) workshops that took place in July 2024. Both sessions were well attended by People and Culture Staff;

  - field trip to Black Cultural Centre during African Heritage month, in February 2024;

  - the second annual multi-cultural day potluck on Canadian Multiculturalism Day, in June 2024;

  - communicated about Halifax Pride events and Dal's float in the parade to encourage People and Culture staff to attend; and

  - bulk ordered orange shirts from the bookstore who sourced a local artist and shirt vendor, September 2024.

- People and Culture Communications built an EDIA calendar on our myDal site where short write ups about cultural observances were shared. The topics were reviewed monthly and highlighted in the newsletter (ongoing bi-monthly)

Accessibility, Accommodation and Wellness

- Purchased 500 subscriptions for online course *ReThinking Gender - Trans Inclusive Spaces and Practices*. In 2023: 84 completed the course and 62 learners completed the course since the renewal of the annual subscription in August 2024. We promoted the course to faculties and units through email communication and at meetings. We will focus on more promotion for the course in 2025.

Employment Equity/Recruitment and Talent Management

- In collaboration with other units, hosted Dr. Candace Brunette-Debassige, author of *Tricky Grounds: Indigenous Women's Experiences in Canadian University Administration* to deliver an educational session to senior leaders on preparing the university to support the appointment of new Vice Provost Indigenous Relations. Members of the IAC, other Indigenous internal and external community members were in attendance.

Elder Ann LaBillois, left and Director of Indigenous Engagement, Catherine Martin, right, welcoming scholar Dr. Candace Brunette-Debassige to Dalhousie at an education session for senior leaders
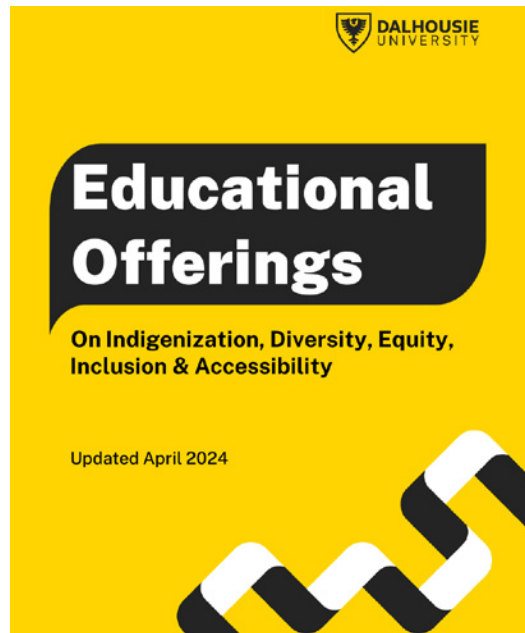

Dr. Candace Brunette-Desbassige discussing her book Tricky Grounds: Indigenous Women's Experiences in Canadian University Administration at Dalhousie University

- Organized two education sessions: the KAIROS Blanket Exercise that took place at the **Mi'kmaw Native Friendship Centre**, and Indigenous Cultural Training provided by **Indigenous Treaty Partners**. Both sessions were well attended by staff from People and Culture.

- Work continues with Faculty of Open Learning, and Career Development on the development of an "Inclusive Leadership Program." OLCD is currently developing a course based on identified competencies, and consultations they conducted with an advisory panel representing Black, African Nova Scotian, and Indigenous experts.

Office for Equity and Inclusion

- Established and led the Indigenization, Diversity, Equity, Inclusion, and Accessibility Collective (IDEIA Collective) which compiled the **Education Offering Listing** of IDEIA-related education and professional development opportunities available across Dal. More related **educational resources** are available on our OEI website.. The work of the IDEIA Education Collective has been featured in several events held in 2024, including the DPMG Conference (hosted by the Dalhousie Professional & Managerial Group), Inclusive Leadership Symposium (hosted by the Office for Equity & Inclusion) and the U15 Associate Vice-President Academic Conference (hosted by Dalhousie's Vice-President Academic).

- Hosted a day-long "Inclusive Leadership Symposium." The day was attended by over 70 employees representing academic and administrative EDIA committees who participated in conversations on a number of EDIA topics.

Educational Offerings

On Indigenization, Diversity, Equity, Inclusion & Accessibility

Updated April 2024

DALHOUSIE UNIVERSITY

Organizers and participants at the "Inclusive Leadership Symposium," June 2024

Dr. Barbara Hamilton-Hinch, Assistant Vice-Provost Equity and Inclusion, presenting at "Inclusive Leadership Symposium," in June 2024

## Faculty of Arts and Social Studies

- Continued to educate faculty and staff on how to create a positive and supportive environment for employees from equity-deserving groups, through workshops, informal discussions, and modelling through the Dean's Office EDIA Mentoring program.

- Provided education to faculty and staff to demonstrate the benefits of inclusivity and discuss how to provide opportunities to ensure the success of employees from equity-deserving groups (an example is a workshop delivered to Council of Chairs in fall of 2023 on how to assess applications for promotion and tenure using an EDIA lens).

Office of the Vice President Research & Innovation (OVPRI)

- Research Ethics Board members, Associate Deans Research and staff in the VPRI units obtained access to OCAP™ training (First Nations principles of Ownership, Control, Access, and Possession of data) via the Fundamentals of OCAP™ online course.

- The EDIA committee provided lunch and learn sessions on EDIA topics and promoted existing EDIA education and training resources via a bimonthly newsletter. The Events subcommittee organized speakers and facilitators to lead educational sessions for the VPRI units. The Resources and Training subcommittee selected and promoted existing resources and programs to the VPRI units.

- The Equity, Diversity, Inclusion and Accessibility in Research web page provided resources and guidance for researchers. The link was circulated weekly in the Office of Research Services newsletter.

- The Indigenous Research Resources Information Hub web page provided guidance for Indigenous community engagement, Indigenous research ethics, Indigenous research methods and data management, governance and sovereignty. The link was circulated weekly in the Research Services newsletter.

- The Indigenous research facilitator position within Research Services was filled.

- An Indigenous community research partnership seed fund: Mawkwil~mn~j - Let's Look for it Together was created.

- The Office of the VP Research & Innovation and the Office of the Provost & VP Academic continued to offer the Belong Research Fellowship (established in 2018) to provide pre-tenure faculty members from equity-deserving groups with support to further their research.

- The Associate Vice-President Research engaged in the ongoing work to develop an African Nova Scotian Research Ethics Framework, led by researchers and professors from the African Nova Scotian community as part of the African Nova Scotian Strategy.

Libraries

- Celebrated **Apuknajit** with a Mid-Winter Feast on February 1ˢᵗ, via simultaneous events in Truro and Halifax, in collaboration with the Mi'kmawey Debert Project.

- Hosted a successful in-person reading of **The Boat People** with Sharon Bala in February, 2024 for Dal Reads. The event drew an engaged crowd.

- Partnered with the Office for Equity and Inclusion, the US Consul General, Tribe Network, and African Nova Scotian Justice Institute to screen "**John Lewis: Good Trouble**" in February 2024. The screening was followed by a Q&A with the film's director, Dawn Porter, who was thoughtful and generous with her time – answering many questions from an engaged audience.

- Partnered with Student Affairs, Equity and Inclusion, and Human Rights and Equity Services to arrange a session for Dalhousie senior leaders led by Dr. Mira Sucharov, and Dr. Omar M. Dajani titled "Our Common Ground: How We Talk about Israel/Palestine." Mira and Omar have led several successful sessions for universities in Canada and the United States modelling how organizations can facilitate discussion about challenging topics, particularly Israel and Palestine. The goal of the session was to help leaders navigate and facilitate conversations that are happening on campus.

- Set up the "Protests and Pedagogy: Archival Afterlives and the Sir George Williams University Affair" exhibit in the Tupper Link. The exhibit was brought to Dal by the James R. Johnston Chair in Black Canadian Studies, with support from Dal Libraries and the Dalhousie Art Gallery.

- Education Advisor in the Office for Equity & Inclusion attended all staff meeting and provided a workshop on Navigating Culture with Care. This workshop offered learners a space to have constructive dialogues around engaging with cultural differences in a post-secondary context. Staff explored the social construction of culture and cultural difference, and also unpacked concepts such as cultural inclusivity, awareness, sensitivity, humility, and safety. Through facilitated discussion, the workshop explored individual and collective strategies to expand our cultural skills in the creation of communities of care.

- Organized and hosted a blanket exercise in the **Ko'jua Okuom** of the Killam Library for library employees.

- Purchased prints from local artist Jo Napier's Great Women Portrait Project, to celebrate women in STEM fields. Purchased prints of:

  ◦ **May Best Sexton**
  ◦ **Esther Marjorie Hill**
  ◦ **Harriet Brooks**
  ◦ **Gladys West**
  ◦ **Elsie MacGill**
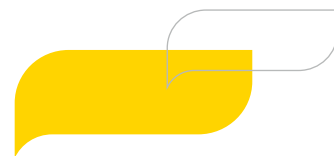
- EDIA Committee is currently reviewing the list of all **EDIA educational programs** offered within Dalhousie. Members of this committee will identify programs that all Libraries staff would benefit from participating in and then organizing ways to facilitate that participation.

- Mounted Lorne Julien's Seven Sacred Teachings on the front of the Killam Library in April 2024. Read this **Dal News story**

- New display in the Ko'jua Okuom, highlighting the **Peaked Caps Project** from the Women of First Light. The images were created to honour Missing and Murdered Indigenous Women and Girls.

- Supported several staff in attending the "ARL IDEAL 2024: Inclusion, Diversity, Equity, and Accessibility in Libraries & Archives Conference" in Toronto.

Faculty of Graduate Studies

- Staff promoted and attended the following educational sessions:

  - 4 Seasons of Reconciliation
  - Rethinking Gender: Trans Inclusive Spaces and Practices
  - Microaggressions and Racism in the Workplace

Lorne Julien's Seven Sacred Teachings on the front of the Killam Library

- Continued working to encourage an office culture of sharing so that when learning opportunities come up, staff feel comfortable to share details with each other. Employees were encouraged to share knowledge gained from those shared opportunities. Employees would know well in advance that they were required to share, so they could be prepared and mindful of that as they moved through the sessions.

Faculty of Health

- Conducted a baseline survey of all faculty and staff on EDIA PD participation since Sept 2021 to present[4].

- Worked on a report format for each of Schools/College Directors to report their units EDIA activities on an annual basis. (This was a past practice that stopped during the pandemic).

- The School/College Directors provided their units Annual Reports to the Dean and each report had a section to highlight EDIA initiatives, activities that occurred over the past year. We are currently reviewing the information and will compile a Faculty level 'report' to share with internal and external partners at the University.

- Developing a self-guide for staff and faculty to help them select appropriate, authentic, and robust EDIA PD opportunities.

- Circulated the OEI document "**Educational Offerings**: On Indigenization, Diversity, Equity, Inclusion and Accessibility" from the IDEIA collective.

- Added a new barometer to our Optimize Learner Experience namely, "FoH provides 4 learning events focused on anti-racist, Truth Reconciliation Calls to Action, and trauma informed environments across faculty, staff, and preceptors." Two sessions were delivered in June 2024: Online discussion focused on Anti-racism 101 course (put on by Human Rights and Equity Services) and Education on Black Health: From Silence into Language; a learning event with Dr. OmiSoore Dryden.

- All Deans Office staff have been offered the opportunity to participate in the Foundations of Diversity, Equity and Inclusion in the Workplace. Tuition waivers have been given. To date the majority of staff and faculty in the Dean's Office are either completing or have completed this micro credential.

- Faculty and staff have been encouraged to participate in the foundations of DEI in the Workplace through the Faculty of Open Learning and Career Development.

- EDIA professional development progress is reflected in the annual reports and in the annual performance management support tools for staff. Specific sections of the reporting forms have been identified and included in the reporting forms to ensure collection of EDIA PD data annually.

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4   To read more about this, please refer to the "Leading by Example" section on page 52

Faculty of Computer Science

- The Culture of Respect in Computer Science Committee hosted a workshop on Microaggressions in the Workplace in partnership with the Office of Equity & Inclusion.

- The Culture of Respect in Computer Science Committee and Wellness Committee regularly shared educational resources, learning opportunities and workshops on EDIA-related topics offered on campus to the Faculty's community and encouraged participation.

Faculty of Engineering

- Identified EDIA training programs, including but not limited to professional development, leadership development, cultural sensitivity, and implicit bias.

- Collaborated with the Office for Equity and Inclusion in organizing a day long symposium on Equity and Inclusion.

- Continued to provide monthly EDIA updates to the Faculty Leadership Team.

- Continuous professional development – conferences, staff professional upgrading. Faculty and staff recently represented at **CCWESTT**, and **30x30 conferences**.

- Assistant Dean (EDIA) presented at "Lifting Nova Scotia" event, and at the "Inclusive Leadership for Equity, Diversity, Inclusion, and Accessibility (EDIA)" symposium.

Registrar's Office

- Organized educational sessions for staff with a specific focus on EDIA. In 2023, staff attended a session on Supporting Neurodivergent Students.

- Prioritized equity, diversity, inclusion, and accessibility related professional development opportunities for staff.

- Promoted training programs on 2SLGBTQIA+ to staff in RO monthly newsletter.

Faculty of Management

- Offered faculty and staff two Indigenous Cultural Training Sessions in 2024:

  - **Two-Eyed Seeing** and (W)holistic Thinking to help understand how Indigenous & non-Indigenous knowledge can be used to create better understanding and positive change at both individual and collective levels. Participants left with a better understanding of the balance of their spiritual, environmental, physical, and mental well-being.

  - Community Engagement, a session designed for organizations who want to establish a partnership with the Urban Indigenous Community. It was a chance to discuss maintaining our relationship with the Mi'kmaw Native Friendship Centre and recommitting to the **reconcili-ACTION** using the teachings offered.

Office of Sustainability

- Offered the Sustainable Events Certification Program which ensures consideration of EDIA within event planning, covering topics like reconciliation, gender-inclusive bathrooms, accommodations, and supporting local social enterprise whenever possible.

- Staff participated in a field trip to Africville to learn about local historical inequities.

Priority 7
Recognition

Recognize and reward EDIA related unpaid work and better support Dalhousie's caucuses for equity-deserving groups.

Out of 6 actions, 5 are in progress and 1 has not started.

Actions	Progress
1. Explore and implement ways to recognize accessibility-focused work and contributions made by (dis)Abilities champions	In Progress
2. Establish a funding model for caucuses to support events and explore avenues of funding for caucus-led projects, and explore honorarium for caucus chairs	In Progress
3. Create a guideline template for faculty and staff to ease the process of creating diverse caucuses	In Progress
4. Encourage the formation of other employee caucuses as required	In Progress
5. Create an institutional statement acknowledging work done to advance diverse communities as part of faculty- and unit-level workload	Not started
6. Consider models for providing compensation to equity-deserving employees engaged in EDIA related committee or project work outside of regular job duties	In Progress

Highlights of Actions Implemented to Achieve this Priority

People & Culture

Employment Equity

- Drafted guidelines for providing honorariums to community members engaged in service and committee work.

- Initiated a draft guideline template to assist with the creation of new caucuses (currently under review with other units).

Accessibility, Accommodation and Wellness

- Established a working group to explore and implement ways to recognize accessibility and EDIA-focused work and contributions of accessibility and EDIA champions.

Faculty of Health

- The Faculty provides overloads for those equity deserving faculty who have a heavy administrative load due to committee work associated with EI initiatives. The overloads may be financial compensation and/or workload adjustments to enable more time for committee work versus research/teaching.

Faculty of Engineering

- Actively considering incentivizing time and money for EDIA work – on-going discussion about possibilities.

- Provided honoraria for Indigenous members of committees as a way of recognizing and appreciating work done by Indigenous partners.

- Started planning to establish a caucus for racialized employees at Dal.

Registrar's Office

- Supported, recognized, and promoted the accessibility focused work and work done to advance equity-deserving groups and diverse communities. We engage with Facilities Management professionals to ensure that our space are accessible.

- Referred equity-deserving employees to the respective employee caucuses and supported their participation.

- Supported employees' participation in establishing a caucus for racialized faculty and staff.

Leading by Example

Faculty of Health: Capacity Building on Equity and Inclusion

In 2023-2024 the Faculty conducted a baseline survey for all faculty and staff to gauge their participation on equity, diversity, inclusion, and accessibility professional development from September 2021 to present. The survey explores topics on EDIA that were of interest to faculty and staff. The majority of units have reported their findings, with a response rate of 50%. The results revealed that 75% of participants reported completing at least one EDIA professional development session. Faculty expressed challenges with finding the time to attend sessions especially when they were busy with teaching. Staff indicated that they would participate more frequently if sessions were approved by their supervisors and the costs to attend were covered. This data will be used to determine future faculty wide offerings and adjust approach to professional development.

The Faculty also developed an inventory of equity, diversity, inclusion, and accessibility learning opportunities. That inventory will soon be linked to the Educational Offerings developed by the IDEIA Collective, Office for Equity and Inclusion. The inventory will be available on the Faculty's website in 2025. Using the results from the survey the Faculty will target opportunities in areas identified by faculty and staff to be of interest. The Faculty will post these opportunities on the Faculty's website and promote sessions through their social media channels such as Facebook and others. As well, upcoming EDIA PD opportunities open to staff and faculty are shared on the FH bi-weekly "Dal Health Spotlight."

Leading by Example

Facilities Management
Computer Literacy Project

Omer Suleman is a member of the Employment Equity Council representing Nova Scotia Government Employees Union (NSGEU, Local 99). Omer has been working for Facilities Management at Dalhousie for 28 years. Through his work and his leadership within the union, Omer noticed a big gap in computer literacy within his department, but he also noticed a desire from his colleague to learn and develop in that area. Omer presented his idea at the Employment Equity Council and to Facilities Management administration. As a result of Omer's leadership and advocacy, the Computer Literacy Program for Facilities Management was developed.

Colleagues from different departments came together to support this initiative including Facilities Management, Faculty of Computer Science, Financial Services, and People and Culture. Colleagues in Facilities Management did their best to organize seamless scheduling to ensure the availability of staff interested in the program.

Dr. Christian Blouin, the Acting Dean of Computer Science, Laura Nelson, Benefits Coordinator, Kristin Hewlett, Career Development Consultant from People and Culture, and Silvia Behrens-Kelleher- HR Manager and Marcia Munroe- HR Lead, from Facilities Management came together to make this program happen.

Kristin Hewlett mentioned: "The success of this program shows that we need to do it again. It gave Facilities Management staff the autonomy and independence from relying on their supervisors to help them access and process sensitive matters such as benefits. That helps them get comfortable using computers in general." Kristin added: "The success proves that people will come and join if you give them the chance."

Omer, who was the creative force behind this initiative mentioned: "Some of us at Facilities Management may not have a strong voice sometimes. Having someone like Christian and other colleagues helped amplify our voice to make it happen. We used to rely on supervisors who may be too busy to help at times. Now we can do things by ourselves."

Blouin shared his experience collaborating to deliver this program: "Being able to collaborate with Facilities Management was a great experience. There is a stigma in saying you have no computer literacy. Computer knowledge is an invisible barrier, people assume that everyone knows it."

Behrens-Kelleher mentioned that most of the staff at Facilities Management feel unequal due to the academic hierarchy we have at Dal: "I think this literacy program is only the beginning of a needed change to break that hierarchy. It is a first step for Facilities Management staff to receive acknowledgment and receive what they are entitled to. I hope someday there will be more cooperation between these two worlds: academic and Facilities Management. I feel that a lot of what we do on equity, diversity, and inclusion is checking boxes, but we need more than that to make real change for our community."

As a positive result of this program, Laura Nelson mentioned that: "It was helpful to meet folks in person: "After that program, people from Facilities Management recognize me, say hi, and ask questions related to benefits."

This initiative is a great example of advocacy and collaboration. The program created helps with developing much needed skills for individuals to belong and thrive in the workplace. This kind of collaboration may help illuminate the blind spots people with privilege have. These blind spots usually stop or stall real change. Therefore, creating a safer space for staff from equity-deserving groups is essential, so they feel comfortable communicating what they need to be more successful. Attendance exceeded expectations with 32 employees from Facilities Management attending each session (the full capacity of the computer lab!). Due to the uptake, plans are in motion to offer future computer training sessions on a regular basis. Organizers of the program wanted to thank everyone who collaborated to make this program a success including Amy Pulsifer-Finance services, Stephen Ellis- Environmental Health and Safety, Ken MacDermid, Marcie Nixon, and Mike Hendsbee- People and Culture.

Conclusion

As was the case last year, the implementation of any newly identified actions will take place simultaneously with the other actions identified to date. Our focus for the upcoming year will be on undertaking a comprehensive 2025 Employment Systems Review to identify further barriers to employment equity across the institution. Over the course of the year, we will also tackle actions not started and support and sustain ongoing and long-term projects. Collaboration with the Employment Equity Implementation Leads will continue, and we will continue to work to secure Implementation Leads in any remaining Faculties and Units.

All of the progress this past year was made possible due to the combined efforts and commitment of many internal and external partners including senior leaders, the Employment Equity Council, Employment Equity Implementation Leads, faculty and staff caucuses, and employee groups. We thank them all and we send special thanks to community partners who welcomed us into their spaces, invited us to attend their functions, and participate in their events. This work will only continue to progress with your support and dedication. If your Faculty/Unit is not listed in Appendix A, please reach out to the Huwaida Medani, Manager, Employment Equity to identify an Employment Equity Plan Implementation Leads.
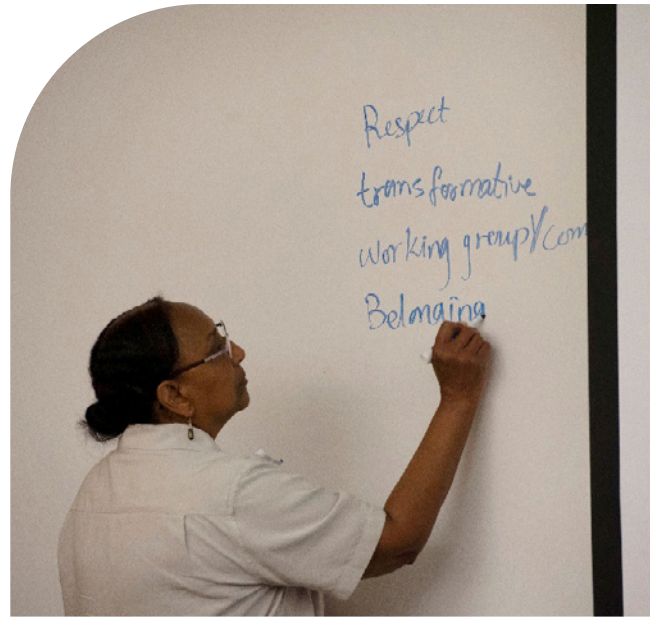
Huwaida Medani, presenting on the Employment Equity Plan

"This work cannot be done in isolation; collaboration across the university is required. The Employment Equity Leads is the space reflecting this kind of collaboration. The Leads are dedicated to learning and teaching how equity work is done. I appreciate the unwavering support the Leads provide, and I invite faculties and units who do not have representatives to partake. You are welcome to join now! I am here to to support and bring you up to speed in your effort to improve the recruitment, retention, and advancement of equity-deserving groups."

Huwaida Medani,
Manager, Employment Equity
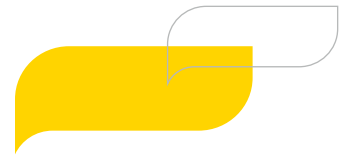
Faculty of Agriculture, Community Day 2024

Appendix A: Current Employment Equity Implementation Leads

- People and Culture:

  - Marcie Nixon, Benefits
  - Orla McDevitt & Ivonne Paez, Accessibility, Accommodation and Wellness
  - Kristin Hewlett, Career Development
  - Sheila MacLean, Recruitment

- Research and Innovation - Martha Smith Brillant
- Office of Advancement - Kathryn McIlrath
- Financial Services - Cindy Bray-Willett
- Environmental Health & Safety - Katie Reid & Rachel Thompson
- Art Gallery - Pamela Edmond
- Facilities Management - Silvia Behrens-Kelleher and Marcia Munroe
- Planning & Analytics - Meghan Wagstaff
- Student Affairs - Amir Habashi
- Student Recruitment & Marketing Team - Olivia Wang
- Office of Sustainability - Alexa Goodman
- Registrar's Office - Christina Coakley
- Faculty of Computer Science - Emily Wishart
- Faculty of Medicine - Courtney Dillman
- Faculty of Engineering - Sherida Hassanali
- Faculty of Open Learning and Career Development - Prashant Mehta
- Faculty of Graduate Studies - Trisha Estabrooks and Tasha-Lynn Baxter
- Faculty of Management - Anna Cranston and Nicole Maunsell
- Faculty of Health - Suzie Officer and Cathie Smith-Gillis
- Faculty of Science - Kevin Hewitt
- Libraries - Michael Vandenburg and Sandra Dwyer

  - Faculty of Arts and Social Sciences - Jennifer Andrews
  - Schulich School of Law - Joanne Tortola
  - College of Sustainability - Malak Roueissati

Appendix B: Employment Equity Council

The Employment Equity Council works with People and Culture and in collaboration with the Office for Equity and Inclusion to effectively implement, monitor, and evaluate Dalhousie's Employment Equity Policy and Plan through the use of measurable indicators of success.

The Council includes the following voting members:

A. Employee group representatives (6), nominated through relevant employee group/union:

   i.   Dalhousie Faculty Association (DFA) (3-year term)
   ii.   Dalhousie Professional Management Group (DPMG) (2-year term)
   iii. Canadian Union of Public Employees (CUPE), Local 3912 (Term TBC)
   iv.   Nova Scotia Government Employees Union (NSGEU), Local 77 (3-year term
   v.   Nova Scotia Government Employees Union (NSGEU), Local 99 (3-year term)
   vi.   Public Service Alliance of Canada (PSAC), Local 86001 (Term TBC)

B. Equity-Deserving Group representatives (5), nominated through relevant caucus/council:

   i.   Indigenous Mi'kmaq employee representative (1)
   ii.   Black employee representative (1)
   iii. African Nova Scotian employee representative (1)
   iv.   2SLGBTQIA+ employee representative (1)
   v.   Dis/Abilities employee representative (1)
   vi.   Employee representative from any other Equity-Deserving Group and/or Caucus approved by the Employment Equity Council

The Council includes the following non-voting members:

A. The Vice-President People & Culture (or designate) and Vice-Provost Equity & Inclusion (or designate) shall serve as Co-Chairs of the Council

B. Ex-officio representatives (3):

   i.   Provost & Vice-President Academic (or designate)
   ii.   Vice-Provost, Student Affairs (or designate)
   iii. President of the Dalhousie Student Union (or designate)

C. Council Secretary

D. Assistant Vice President, Recruitment and Talent Management

E. Manager, Employment Equity

F. Director, Staff Recruitment and Talent Management (or designate)

G. Assistant Vice President, Employee Relations (or designate)

H. Senior Advisor and Manager, Equity and Inclusion Data

I. Other relevant campus advisors, scholars and/or experts as determined by the Council

The Council represents the Dalhousie community and strives to ensure its membership includes representation from each of the Equity-Deserving Groups, as defined in the Employment Equity Policy.

The Council shall ensure its membership includes representation from the Agricultural Campus.

The Vice-President People and Culture (or designate) and Vice-Provost Equity and Inclusion (or designate) shall serve as Co-Chairs of the Council.

Appendix C: FCP Employment Equity Gap Updates 2022 to 2023

Persons with Disabilities

Overall **gap closed** with a shift from -25 to +19
(meaning **representation increased by 176%**)

Gaps closed in clerical personnel, skilled crafts, semi-professionals and administrative personnel and representation now exceeds labour market availability

Representation of non-academic professionals has grown from +27 to +41
(meaning **representation increased by 52%**)

Gap has decreased in the professoriate from -15 to -6
(meaning **representation increased by 60%**)

Gap has increased in intermediate sales and service personnel by 2

Gap has increased in other sales and service personnel by 1

Women

Overall **representation has decreased by 30%** from +98 to +67

Gap decreased in semi-professional women from -26 to -23

Gap decreased in the professoriate from -7 to -1

Representation has increased from +2 to +4

Representation has decreased in middle and other managers, professionals, supervisors, clerical personnel, other sales and service personnel, manual workers and non-academic professionals

Indigenous Persons

Overall **representation has decreased** with gaps shifting from +4 to +3

Representation remained the same in the professoriate

Gaps closed in middle and other managers and in administrative personnel, with representation exceeding labour market for administrative personnel

Representation decreased in non-academic professionals shifting from +4 to +1

Gap increased in semi-professionals by 1

Racialized Persons

Overall **representation has increased by 22%** from +97 to +118

Gap decreased in non-academic professionals from -27 to -24

Gap decreased in middle and other managers from -13 to -9

Gap decreased in professionals from -15 to -6

Representation increased in administrative personnel from +39 to +52

Representation increased in the professoriate from +12 to +18

Overall representation of **2SLGBTQIA+ employees saw an increase from 13% to 14%**. This surpasses the 4% reported by StatsCan, which covers the total population aged 15 years and older. However, it's important to acknowledge that the Dal employee census data covers a narrower scope than StatsCan.

Overall representation of **Black employees has seen a slight increase**, remaining at 6% increasing with a shift from 158 to 168 individuals.

Overall representation of **African Nova Scotian employees has seen a slight increase**, remaining at 2%, with a shift from 58 to 62 individuals.

Overall representation of **Mi'kmaw employees has seen a slight increase**, remaining at 2% with a shift from 40 to 43 individuals.

DALHOUSIE UNIVERSITY

Employment Equity
People and Culture