

# Employment Equity Plan Progress Report

Year 3 (2024-2025)





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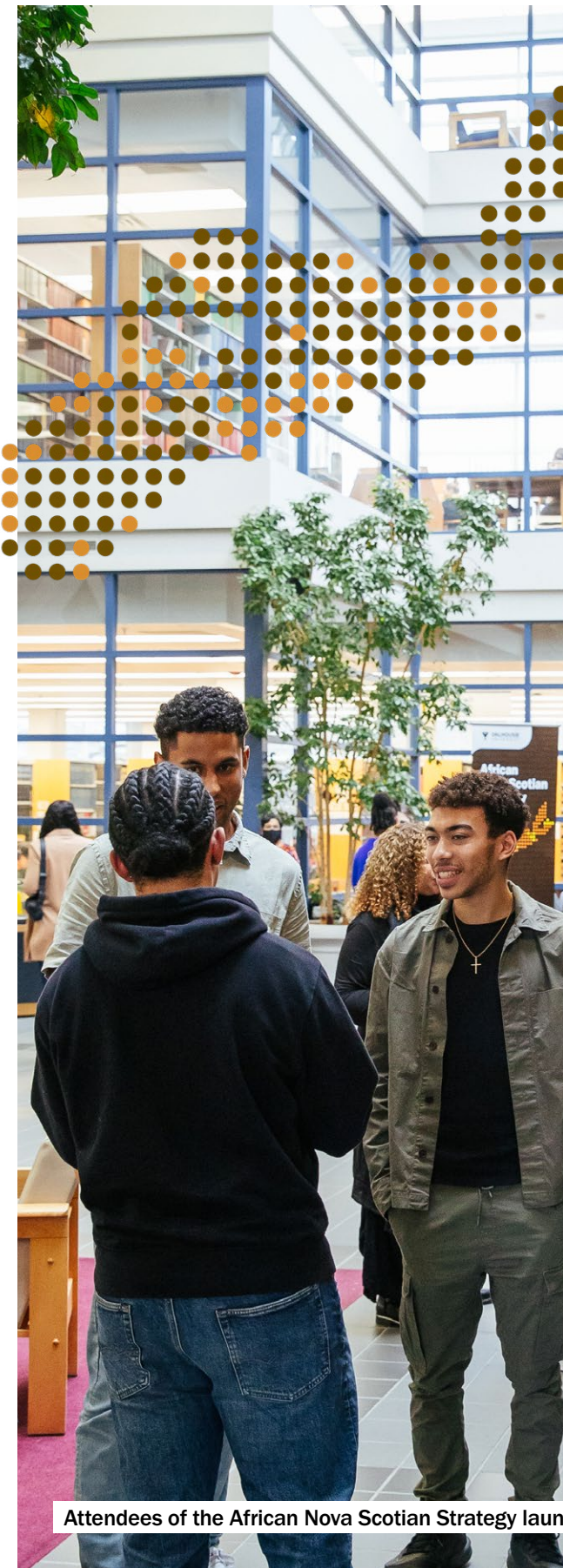


# Land Acknowledgement

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.



Dancer at the 15<sup>th</sup> Annual Dalhousie Mawio'mi



Attendees of the African Nova Scotian Strategy launch event

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.



**DALHOUSIE**  
UNIVERSITY

**AFRICAN NOVA SCOTIAN  
STRATEGY**





## A message from President Kim Brooks

Advancing employment equity at Dalhousie is not a one-time effort or a single plan. It is an ongoing commitment to building a university where people can belong, contribute, and thrive.

Now in the third year of our Employment Equity Plan (2022–2026), I am proud of the progress reflected in this report. Through the leadership of our Employment Equity Implementation Leads, the work of People and Culture, and the sustained engagement of equity-deserving employees, caucuses, allies, and senior leaders across the university, meaningful change continues to take shape. Of the 68 actions set out in the Plan, two-thirds are now complete and most of the remainder are actively underway.

This progress matters. It is visible in stronger communication and awareness, more equitable recruitment practices, culturally specific hiring approaches, and expanded learning and leadership development opportunities. It is a real pleasure, in particular, to see the leadership academies taking shape. Progress is also evident in the many faculty- and unit-level initiatives highlighted throughout this report. Those offer examples of people doing the hard, daily work of embedding equity, diversity, inclusion, and accessibility into how Dalhousie operates.

At the same time, this year's report is clear-eyed about the context in which this work is unfolding. Financial pressures and hiring constraints have slowed progress in some areas. These realities are conditions we must acknowledge as we continue to push forward thoughtfully and responsibly.

Employment equity work is rarely linear. Some actions require deeper collaboration, longer time horizons, and cultural change that takes care and time. The accountability reflected in this report enables us not only to track what has been completed, but also to remain honest about where gaps persist and where continuing effort and attention are needed.

I invite you to read this report closely. Use it to understand what has been achieved, where challenges remain, and how your own role as a leader, colleague, or community member can contribute to the work ahead. Equity is not the responsibility of a single office or individual; it is a shared obligation that shapes the kind of institution we are becoming.

As we move toward the final year of this Plan and begin examining our employment systems more broadly, we remain committed to learning, listening, and acting – and to being accountable to the promises we have made.

Kim Brooks  
President and Vice-Chancellor

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

Dalhousie's commitment to employment equity continues to matter deeply. It is fundamental to academic excellence, a critical element of our social responsibility and a key influence on our ability to serve an increasingly diverse world. Universities shape knowledge, opportunity and leadership; when equity gaps and challenges persist, so do barriers to talent, innovation and belonging. Employment equity is not a peripheral commitment but a core institutional responsibility—one that ensures our workforce reflects the communities we serve and that all employees have fair access to opportunities, support and advancement. In a changing social, economic and demographic landscape, committing to equity remains essential to building a resilient, inclusive and forward-looking institution.

The Employment Equity Plan 2022–2026, now in its final year, remains a critical foundation for advancing Dalhousie's commitments. Thanks to collaborative efforts led by dedicated implementation leads, we continue to see meaningful progress across the plan's priorities. The progress speaks for itself: of the 68 actions identified, 45 have been completed and 20 are in progress, with three not yet started. The commitments within Priority 1 (communication and awareness) have a 100 per cent completion rate. These results reflect sustained commitment across the institution and demonstrate that coordinated, shared accountability can lead to tangible change.

As we reflect on three years of shared efforts, it is clear that progress has been made—yet it is equally clear that this work is ongoing and will require long-term, sustained and dedicated commitment. This moment also calls for flexibility and a hopeful, future-focused outlook. The work demands a great



deal of its champions and allies, yet care, persistence and adaptability are evident throughout this progress report. Deeper collaboration remains top of mind to achieve sustained systemic change.

I encourage our Dalhousie community to review the progress report with pride and to reflect on our individual and collective opportunities to learn, foster personal growth and continue building shared accountability within employment equity work.

Grace Jefferies  
Vice President, People and Culture





Dalhousie Art Gallery curatorial mentee Fabyino Germain-Bajowa giving a talk at the launch of the African Nova Scotian Strategy launch event.

## Introduction

The Employment Equity Plan 2022-2026 was launched in October 2022 and we are now in Year 3 of implementation and progress reporting.

Due to the collaborative work of Employment Equity Implementation Leads, senior leaders, Employment Equity Council, equity, diversity, inclusion, and accessibility champions, equity-deserving employees, employee caucuses, and allies, we are pleased to share that of the 68 actions identified in the Plan, 45 are complete, 20 are in progress, and 3 have not been started.

As we look back at three years of collaborative work, it is clear that tangible progress has been made – yet we also recognize that there is much more to do and that this is work that has no end in sight. The third year of progress was more difficult than the initial years. Financial challenges have influenced hiring statistics and retention efforts, among other things and – at year three – we are diving into the actions that demand more collaborative, comprehensive, and long-term approaches—efforts that will continue throughout the lifespan of the Plan.

## 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. Employment Equity Implementation Leads are the active body ensuring the implementation. The list of current Implementation Leads can be found in Appendix A.

The mandate of the Implementation Leads is to:

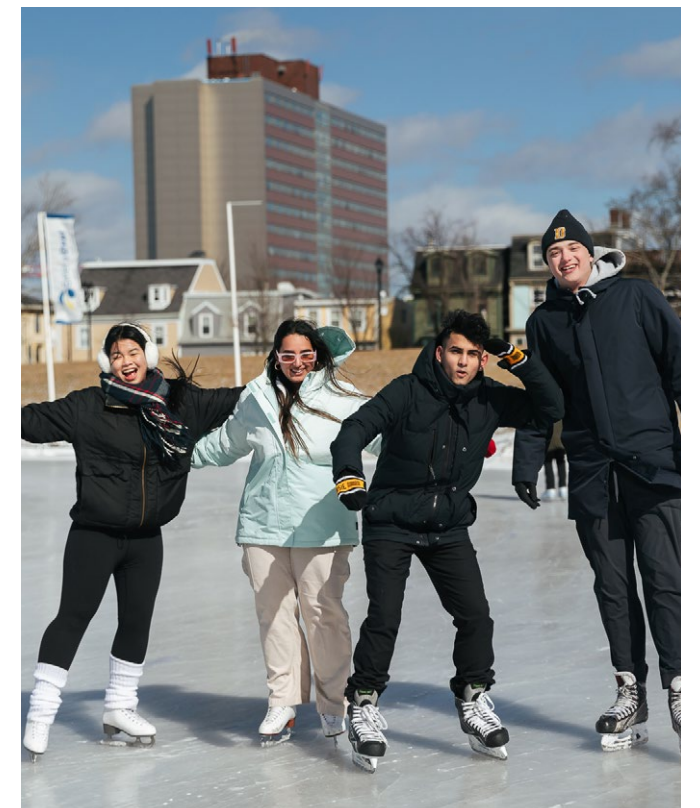
- identify the top priorities and actions within the Plan for their division and map out strategies (in collaboration with division leaders) to ensure their implementation
- monitor the implementation of these priorities and actions and provide support, suggestions, and feedback related to implementation
- 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. The meeting agendas focus on capacity-building and sharing best practices, successes, and challenges. The Leads submit quarterly reports to the Manager outlining their progress. In the third year of the Plan's implementation the Employment Equity Leads submitted more than thirty reports, signaling a sustained commitment and level of activity. This work could not be undertaken without their support.

We invite you to review progress to date and learn more about highlighted projects from across the university in the Leading by Example, Employment Equity Leads: Ongoing Commitment, and a Shared Vision for the Plan Implementation sections. These highlight the day-to-day efforts and results of the work done by the Employment Equity Leads at their faculty and unit levels and their ongoing journey to support the Employment Equity Plan and move further to championing equity, diversity, inclusion, and accessibility in general.



Decorating cookies at the 2025 holiday cookie decorating gathering



Students enjoying a skate at the Emera Oval



# 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.

All the 8 actions in the priority are complete!

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 People 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	Complete



### RECRUITMENT AND TALENT MANAGEMENT, PEOPLE AND CULTURE

## Enhancing EDIA Content for Search Committees Training

Prepared by Sheila MacLean, Director, Recruitment

Engaged and diverse search committees are a key component to equitable hiring at Dalhousie University. By bringing diverse perspectives to the table, these committees help make stronger hiring decisions and play an important role in ensuring candidates feel represented, respected and welcomed throughout the interview process. Inclusive committees encourage open dialogue, challenge assumptions, and help Dalhousie attract and retain top talent from equity-deserving groups.

To support this important work, Dalhousie’s Recruitment and Talent Management team created the EDIA Presentation for Search Committees training as a flexible, accessible training resource for all faculty and staff members involved in recruitment processes. The presentation helps to fill gaps in knowledge and promotes consistency across hiring panels for both staff and faculty roles. It’s available on People and Culture’s myDal site and designed to support both new and experienced committee members, regardless of their background in hiring

or EDIA principles. The training covers key topics like fair hiring practices, unconscious bias, conflict of interest, and the Principles of Fair Consideration outlined in Dalhousie’s Employment Equity Plan (2022–2026).

Recognizing that people learn in different ways, the training was intentionally designed to be efficient, self-paced, and easy to navigate. It takes on average less than 15 minutes to complete and includes audio narration and a full transcript in the notes section of each slide. Whether someone prefers visual, auditory, or textual learning, the format makes it easy to engage with the material in a way that works for them.

Though a recent initiative, the training has already received positive feedback from users across several faculties. We’re excited to see how this resource continues to support inclusive hiring and helps committee members feel confident and prepared to contribute meaningfully to Dalhousie’s equity goals.

Photo: Inclusive Pathways to Medical Professions team receives President’s Awards for the Advancement of Equity, Diversity, Inclusion and Accessibility (EDIA) from Dr. Barb Hamilton-Hinch, Assistant Vice Provost, Equity and Inclusion

# 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, 12 are complete, 5 are in progress, and 2 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	Complete/ Ongoing
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
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

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’kmaq candidates	Complete
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	Complete
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’kmaq, Wolastoqi, Peskotomuhkati Peoples (added in 2023)	In progress
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)	Complete/ Ongoing



# Hiring Statistics

## Within the Last Three Years

The tables below outline the hiring statistics for staff and faculty over this period. In the tables below you will notice the drop in hiring statistics in all categories which reflects the impact of the hiring freeze in 2024 and 2025. However, the percentage of hiring from equity-deserving groups maintained a similar trend as the previous years (2022-2023).

Staff Recruitment	2022-2023	2023-2024	2024-2025
Number of searches	488	364	225
Total hires	421	316	170
All equity-deserving	85%	87%	86%
Indigenous	3%	3%	1%
Mi'kmaq	2%	2%	1%
Black, including African Nova Scotians	7%	8%	8%
African Nova Scotians	3%	3%	4%
Racialized persons	25%	33%	33%
Persons with disabilities	11%	9%	11%
Women	72%	73%	71%
2SLGBTQIA+ persons	6%	15%	20%

Faculty Recruitment	2022-2023	2023-2024	2024-2025
Number of searches	130	132	63
Total hires	116	84	55
All equity-deserving	73%	75%	85%
Indigenous	1%	4%	4%
Mi'kmaq	0	1%	2%
Black, including African Nova Scotians	7%	8%	9%
African Nova Scotians	1%	0	0
Racialized persons	29%	31%	25%
Persons with disabilities	6%	6%	16%
Women	55%	56%	65%
2SLGBTQIA+ persons	3%	17%	8%

Senior Admin Recruitment	2022-2023	2023-2024	2024-2025
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%	*

\*Information is redacted due to small number (less than 5) in this category.

### 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
2025	8	*

\*Information is redacted due to small number (less than 5) in this category.

### Designated Hiring

	2022-2023	2023-2024	2024-2025
Staff	11	11	10
Faculty	4	12	10
Total	15	23	20



# Priority 3

## Recruitment

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

Out of 9 actions, 6 are complete and 3 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	Complete
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	Complete
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



### FACULTY OF OPEN LEARNING AND CAREER DEVELOPMENT

## Certificate in Inclusive Leadership

*Prepared by Erin Careless, Program Director, Open Learning and Career Development*

In 2023, I was approached by the Employment Equity Manager to partner on the development of a new certificate that would support the implementation of the Employment Equity Plan (2022-2026), particularly Priority 5: Development and Advancement and Priority 6: Education.

An advisory group including representatives from the African Nova Scotian Strategy, the Indigenous Advisory Council, the Queer Faculty and Staff Caucus, the dis/Ability Faculty and Staff Caucus, Academic and Administrative leaders, and the Career Development Consultant from People and Culture.

Working with an incredible subject matter expert – Celina Caesar-Chavannes (best-selling author, speaker, facilitator, and leadership coach), our team at the Faculty of Open Learning and Career Development (OLCD) developed the Certificate in Inclusive Leadership. This program launched in Spring 2025 and piloted to a group of 18 leaders from within Dalhousie University.

This program is designed to empower both current and aspiring leaders. It focuses on developing cognitive clarity and emotional intelligence within an inclusive framework. This unique program goes beyond traditional leadership approaches by addressing how cognitive mastery can illuminate biases and challenge inner critics. It also reveals the subtle yet profound impacts of power, privilege, and marginalization on decision-making and team dynamics.

Learners earn a microcredential after successfully completing each course, represented as a digital badge they can apply on LinkedIn or their resumes. After successful completion of all five courses, learners receive both a digital and printed Certificate from the Faculty.

*Photo: Attendees of the opening celebration for the Indigenous Engineering Centre*



## Courses

### 1 | Mind Matter: Being and Self-Awareness

This course is designed to explore the factors that influence the biases that impede our decisions that exist at the intersection of self-awareness and motivated cognition. It offers participants transformative insight toward greater personal and professional understanding in equity-centered, self-leadership. More specifically, it challenges learners to uncover how their own biases, privileges, and experiences of marginalization shape their roles within larger systems, both in education and beyond.

### 2 | Cognitive Mastery and Emotional Insight

In today's dynamic and interconnected workplace, emotional intelligence (EI) stands as a pivotal skill for transformative leadership. This course builds on foundational leadership principles by diving deep into the science and application of EI, equipping participants to lead with authenticity, adaptability, and impact. EI is not just about understanding emotions but also about leveraging them to build trust, resolve conflicts, and inspire others.

### 3 | Equity-Centered Leadership

In today's complex and interconnected world, fostering equity-centred leadership requires intentionality, reflection, and action. This course explores how leaders can integrate equity into their organizational practices and decision-making processes. Drawing from neuroscience, motivated cognition, and strategies for fostering inclusivity, participants will learn to lead with awareness, compassion, and a commitment to systemic equity.

### 4 | Decision-Making and Logic

Decision-making is both an art and a science, deeply influenced by cognitive patterns, emotional intelligence, and organizational culture. This course builds on the foundational principles of the previous courses, focusing on how leaders can make sound, logical decisions while navigating the challenges of biases, egos, and group dynamics. Learners will learn to integrate trust, critical thinking, and collaborative strategies into their decision-making processes to foster innovation, resilience, and equity.

### 5 | Action for Future Sustainability

As the culminating course in the series, Action for Future Sustainability equips leaders to thrive in volatile, uncertain, complex, and ambiguous (VUCA) environments while fostering equity, creativity, and collective well-being. This course challenges participants to think systematically, act boldly, and democratize justice within their organizations and communities. Drawing from previous courses, it emphasizes practical strategies for embedding sustainability into decision-making, collaboration, and leadership practices.

## From the Learners

*Great course. It is so helpful to understand how and why I react the way I do. As a result of these first two courses I am more intentional with my actions and reactions, and am more alert to how others act and react.*

I am really looking forward to the next course. I haven't experienced personal growth to this extent in years.

This course was such a valuable and applicable learning experience. One of the best educational experiences I've had.

**This course/certificate has changed my life for the better. Thank you!**

Celina is an amazing instructor. She is very informative, empathetic, and has relevant education and experience to teach these topics. I would happily take any course from her in the future and I'm very sad that our weekly classes have ended because engaging in these topics with her has been a wonderful experience.

*This was a transformative experience. Unlike most "PD" programs, this delved further into the neuroscience of bias and motivated cognition and how it can impact our leadership, our team members and the workplace environment. Learning about how others are physically and mentally impacted by bias was truly eye-opening and has provided me with new levels of insight into leadership approaches and an appreciation for how leadership styles inform team performance, morale and organizational reputation. This was not a one-size-fits-all course with static recommendations; we were given the opportunity to apply or learnings to specific situations and challenges we experienced and had access to the instructor's honest feedback and guidance which was incredibly valuable.*



# Priority 4

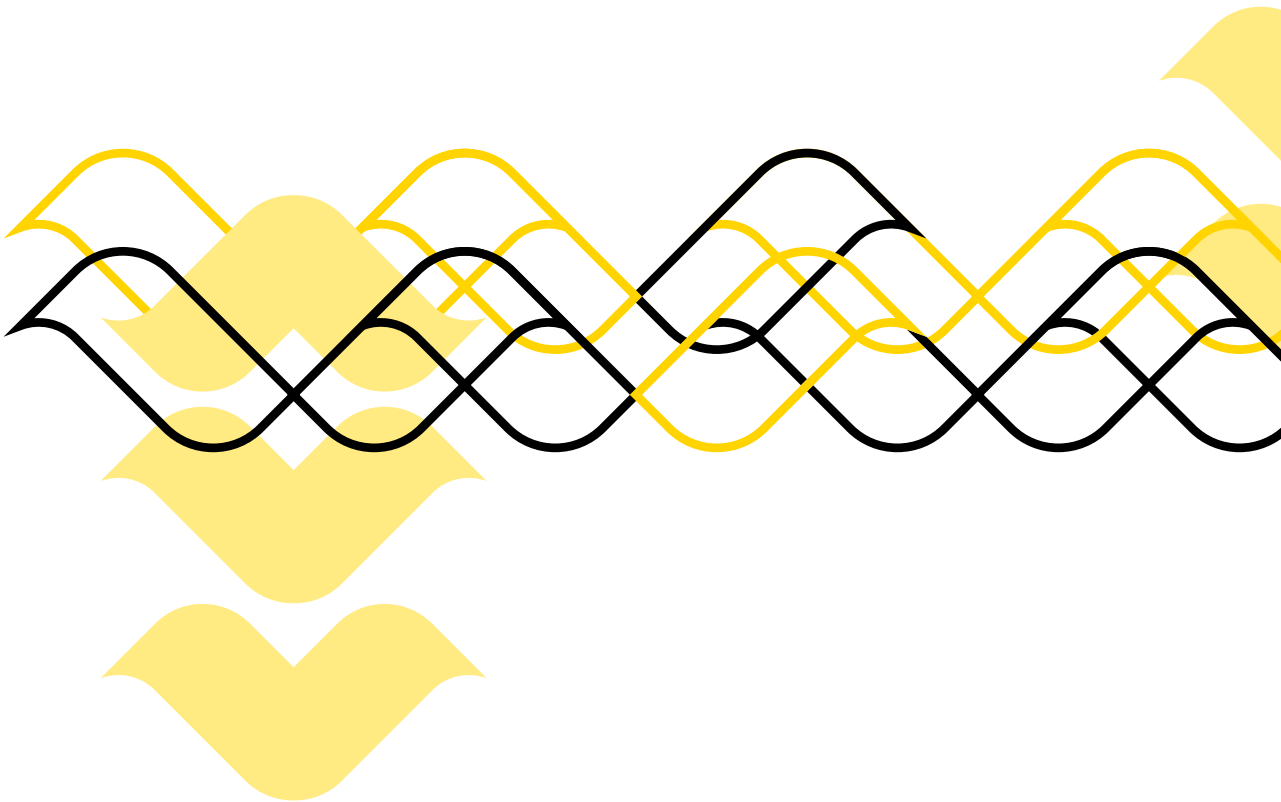
## Benefits and Supports

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

Out of 12 actions, 5 are complete and 7 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	Complete/ Ongoing
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

Actions	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
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)	Complete





# 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, 4 are complete, and 2 are in progress.

Actions		Progress
1.	Provide increased training to faculty and administration on the Boyer Model and its application	Complete/ Ongoing
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	Complete
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



Leading by Example

## Dalhousie Art Gallery: Making Waves within Dal and Beyond

Prepared by Pamela Edmonds, Director/Curator, Dalhousie Art Gallery

Over the past year, Dalhousie Art Gallery (DAG) has deepened its commitment to equity, anti-racism, and decolonial curatorial practice through exhibitions, mentorships, community partnerships, and cultural leadership. These initiatives have amplified underrepresented voices in the arts and strengthened pathways for emerging Black and Indigenous professionals across Atlantic Canada.

### 1. Curatorial Mentorships and Professional Pathways

With funding support from the Canada Council for the Arts, DAG established two paid Diverse Curatorial Mentorships, focused on Black Canadian emerging curators with a focus on programming that incorporated and highlighted African Nova Scotian artists. Each participant engaged in guided curatorial research, exhibition development, and community-based learning and each produced an exhibition project.

Program alumni have already achieved important milestones: This fall, Geoffrey Webster began graduate studies in Curatorial Practice at Queen’s University, while Fabiyino Germain-Bajowa accepted a position as Assistant Curator at the Art Gallery of Nova Scotia, a testament to the program’s impact on professional mobility and representation in the arts sector. Fabiyino’s exhibition is currently being featured in the Fall issue of Visual Arts News Magazine.





African Nova Scotian artist  
Anja Clyke with her artwork  
in the Schulich School of Law

The next cohort will launch in November 2025, funded by Canadian Heritage's Multiculturalism and Anti-Racism Program with two new paid positions (Black & Indigenous) incorporating expanded professional development opportunities, such as participation at the Indigenous Curatorial Collective (ICCA) Gathering in Saskatchewan and Regina.

## 2. Exhibitions and Community Engagement

DAG's 2025 programming reflected its ongoing commitment to equity and cross-cultural dialogue.

- **Regarding Land** (currently on view), curated by Amin Alsaden, features 14 Canadian and international artists from the regions of Southwest Asia and North Africa and its diasporas with video works addressing migration, belonging, and land. The Gallery collaborated with NSCAD University to hire Research Assistant Nour El Sabeh, an MFA student from Lebanon to assist educational programming. The opening reception was co-presented with the Prismatic Arts Festival.
- **Mapping Black Resilience** – a suite of three concurrent exhibitions, included a virtual tour with audio descriptions, hosted on the Gallery's website, increasing accessibility and national reach [my.matterport.com/show/?m=J9jQY6zy1yo](https://my.matterport.com/show/?m=J9jQY6zy1yo)
- The **Family Dinner** project, conceived as a social gathering and performance event, brought together Trinidadian chef and artist Roger Mooking and a dynamic group of Black artists, writers, and community leaders in Halifax. The evening featured spoken word by Andre Fenton, a reading by Sylvia Hamilton, and performances by Delvina Bernard and others, creating space for intergenerational reflection, cultural storytelling, and collective joy.
- DAG advanced planning for Oluseye's *Black Ark* public art installation at Africville Park in 2026 in partnership with the Art Gallery of Nova Scotia, strengthening ties between art, place, and African Nova Scotian and African diasporic history. Oluseye's installation, *Subject to The Tide*, based on narratives around Africville was also recently acquired by the National Gallery of Canada for their permanent collection.

## 3. Publications and Cultural Leadership

The Gallery is producing a 144-page monograph on senior artist Alan Syliboy, to be published by Nimbus and launched in spring 2026. Based on his 50-year retrospective, *The Journey so Far*, curated by Pamela Edmonds, the book includes texts by Michelle Syliboy, Aaron Prosper, and Diane Langevin situating Alan Syliboy's practice within Mi'kmaw art, language, and Indigenous resurgence. The publication marks a major contribution to Indigenous-led scholarship and cultural visibility in Atlantic Canada.

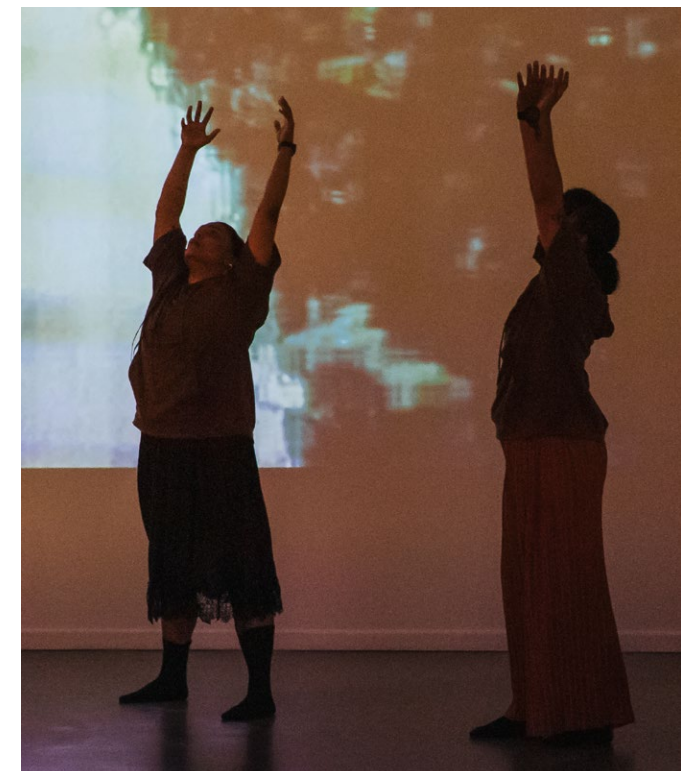
### Next Steps

Through mentorship, exhibitions, community collaboration, and publications, DAG continues to model inclusive curatorial leadership within Dalhousie University and the broader arts ecosystem. Plans for 2026 include:

- The winter presentation of performance scholar Seika Boye's curatorial project, *It's About Time: Dancing Black in Canada 1900 – 1970 and Now* in collaboration with the Fountain School of Performing Arts.
- The creation of a Diverse Curatorial Toolkit, a profession development manual focused on anti-racist and decolonial arts practices developed in consultation with cultural leader Allison Yearwood.



Alan Syliboy exhibit at the Dalhousie Art Gallery



Performance artists of Wavelengths: Colour | Code | Concept



# 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



### Leading by Example

#### TALENT MANAGEMENT, PEOPLE AND CULTURE

## Leadership for All – The Faculty and Staff Leadership Academy

Prepared by Kristin Hewlett, Manager, Learning and Career Development

People and Culture has recently launched the **Faculty and Staff Leadership Academy** with the goal of supporting growth and career development to all faculty and staff at Dalhousie. The Academy offers 3 programs tailored to different stages of leadership:

**Launch** – open to all faculty and staff. No application required and employees may join virtual sessions any time through the Employee Learning Calendar. One of our goals in designing Launch was to remove barriers to access to professional development and ensure that participants can choose to attend as they are available without committing to a formal, more time-consuming program. Launch is comprised of a series of 10 interactive workshops. Participants must attend 7 of 10 of the workshops to get a certificate of completion.

**Navigate** – designed for managers and supervisors. This is a cohort-based program requiring an application. Applicants will be asked to submit a self-identification form and will be asked to speak to lived experience and identities that influence their leadership approach. A review panel will be tasked with prioritizing diversity across many aspects (identity, employee groups,

discipline) to align with the diversity of the broader Dalhousie community. The programs will be explicitly promoted to equity deserving employees, with deliberate outreach to caucuses and other identity-based interest groups to encourage participation. Navigate includes a series of 10 interactive workshops and a leadership challenge project.

**Beacon** – brings together Dalhousie's senior administrative leadership to reflect, collaborate, and strengthen their leadership impact. The program focuses on leading with vision and inclusivity. Beacon is comprised of a Leadership Practices Inventory (360-degree assessment) and a series of 10 interactive workshops. Facilitators for all of the Leadership Academy the sessions will represent the diversity of the Dalhousie community and will be asked to develop their content with an explicit EDIA lens.

Photo: Faculty, staff, and students walking in the 2025 Halifax Pride parade





## Leading by Example

### FINANCIAL SERVICES

## A Multi-Model Learning Journey: Highlighting the Work of the EDIA Committee in Financial Services

Prepared by Cindy Bray-Willett, Executive Assistant & Operations Manager, Financial Services

Financial Services has created a multi-module learning journey that offers a meaningful opportunity to deepen our understanding of histories and experiences that have shaped our communities and institutions.

While participation is not mandatory, these modules provide a valuable chance for personal and professional growth, reflection, and expansion of perspective. This is more than just education — it's an invitation to do something different, to listen more deeply, and to contribute to a more inclusive and equitable future.

The learning journey is designed to be engaging, flexible, and inclusive — offering a variety of formats to support different ways of learning and reflecting. It includes self-directed modules paired with monthly open conversations, allowing space for both individual exploration and group

dialogue. Short educational videos will be shared at the start of large meetings. Staff will also have access to the Financial Services EDIA library, featuring curated books and resources, as well as artwork by diverse artists displayed in our spaces to spark reflection and connection. In addition, cultural learning opportunities will help deepen our understanding through immersive and experiential engagement. Together, these elements create a rich and meaningful learning experience that supports ongoing growth and awareness.

Over the next year, three self-directed learning modules will guide us through a journey that begins

with foundational knowledge and builds toward a deeper understanding of how history has shaped the systems and structures we live within today.

**Module 1** focuses on Indigenous history in Canada, helping us understand how the past informs the present and how we can contribute to a more inclusive future. **Module 2** explores African Nova Scotian history and its deep roots in the province, while also examining how systemic and structural racism have evolved and continue to impact equity-deserving communities. Module 3 turns our attention to privilege, bias, and stereotypes — where they come from, why they're harmful, and how we can actively challenge and dismantle them. These modules are designed to help us learn the full, shared story of our past — not just a one-sided version. To support this learning, Financial Services has dedicated one hour per month for staff to engage with the self-directed materials, and another hour for small group sessions. These group discussions offer a space to reflect, ask questions, and connect more deeply with the content — helping us move from individual learning to collective understanding and action.

All large meetings will begin with a short educational video. These videos will provide deeper insights into the histories, experiences, and contributions of Mi'kmaw and African Nova Scotian communities, helping us to foster greater understanding and reflection among staff. This has been done in other areas of the university.<sup>1</sup>

To support ongoing learning and reflection, we will be purchasing a collection of books on topics related to equity, reconciliation, anti-racism, cultural awareness and accessibility. Staff in Financial Services will be able to sign out these books to explore at their own pace. These resources are intended to deepen understanding and spark meaningful conversations across our team.

Throughout the year, staff will have the chance to take part in a variety of cultural learning experiences — such as attending the annual Mawio'mi, participating in beading workshops, or visiting Africville. These opportunities are designed to deepen our understanding and strengthen our connection to Mi'kmaw and African Nova Scotian

cultures and histories in meaningful, hands-on ways. The EDIA committee will continue to explore and share additional cultural learning activities to support staff engagement and help foster a more inclusive and informed workplace.

This learning journey is just one step in our ongoing commitment to equity, diversity, inclusion, and accessibility. It's an opportunity to listen, learn, and grow — both individually and as a team. By engaging with these materials, conversations, and experiences, we're not only expanding our understanding but also helping to build a more respectful, inclusive, and informed workplace. We encourage everyone to take part in whatever way feels meaningful, knowing that each step forward contributes to lasting change.

This work is supported by the leadership of Financial Services. Here is a direct quote from Cheryl Earle, Assistant Vice President, Finance:

*"I'm incredibly proud of the work our Financial Services team put into this EDIA learning journey. It's more than training—it's an invitation for all our employees to expand how we think, listen more deeply, and see our work through fuller histories and perspectives. The program has been designed to help us learn together and positively influence the choices we make every day. By making time for this, we will strengthen our culture and ensure we are all a more respectful and inclusive workplace."*

Photo: Facilities Management –Stores Transformation Team receives Stoker Award for Appreciation from Cathie O'Toole, Vice President Finance and Administration

<sup>1</sup> This was inspired by Heidi Weigand, Faculty of Management. We adopted it when Heidi showed how impactful it was.





EMPLOYEE HEALTH, ACCOMMODATIONS AND BENEFITS, PEOPLE AND CULTURE

Accent Bias and Language Barriers: Building Inclusive Communication

Prepared by Ivonne Páez, Wellness and Accessibility Advisor

Effective communication is essential, but in diverse environments, accent bias and language barriers can unintentionally hinder inclusion.

To address this, Dalhousie offered the seminar “Accent Bias and Navigating Language Barriers,” supported by the Employee Health, Accommodation and Benefits (E-HAB) and Recruitment and Talent Management teams within People and Culture. Developed and delivered by Catherine Sweet, an adjunct faculty member and speech-language pathologist, the seminar explores unconscious biases—such as favouring certain accents—and provides practical strategies for clearer, kinder, and more respectful communication. Sweet emphasizes that everyone has an accent and understanding this helps foster better interactions.

Since 2024, four sessions have attracted over 200 faculty and staff participants, earning highly positive

feedback for boosting confidence in cross-accent conversations. Strategies shared were seen by some participants as useful beyond the workplace, including interactions with individuals with hearing loss and international students, mentioned Ivonne Paez, Wellness and Accessibility Advisor from People and Culture. Kristin Hewlett, Manager, Learning and Career Development, highlights “how crucial it is to recognize and reduce accent bias in a community as diverse as ours at Dalhousie. By fostering understanding, we create a more inclusive environment for everyone to thrive. We are grateful to Catherine Sweet for sharing her expertise and offering these informative sessions.”

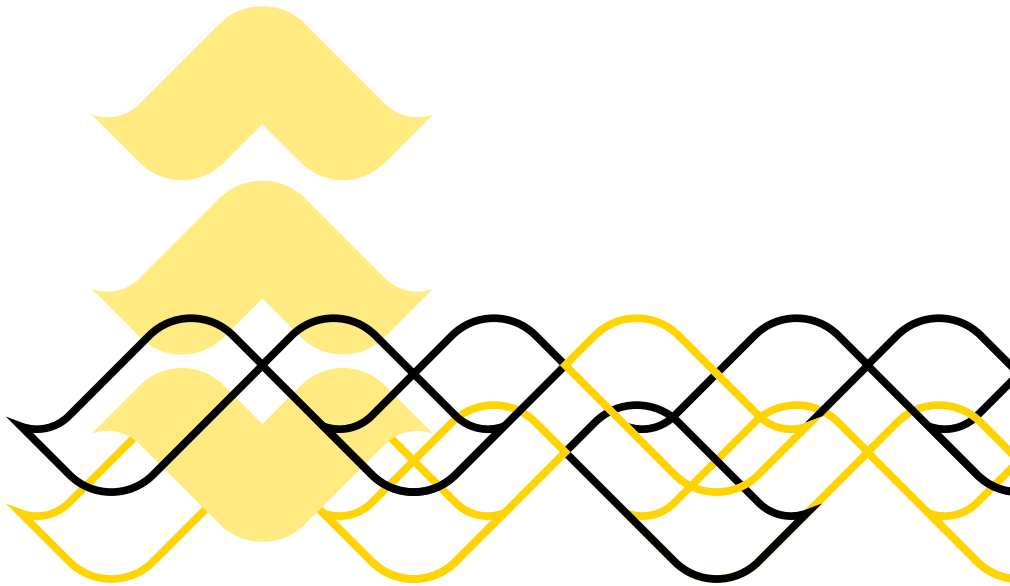
The seminar’s impact has extended across campus, with units like IT Help Desk and Libraries inviting Sweet for similar sessions. Initiatives like this strengthen our commitment to an inclusive environment where every voice is valued.

Priority 7  
Recognition

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

Out of 6 actions, 3 are complete, 2 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	Complete
3. Create a guideline template for faculty and staff to ease the process of creating diverse caucuses	Complete
4. Encourage the formation of other employee caucuses as required	Complete
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







## Leading by Example

### Establishing the Racialized Faculty and Staff Caucus: A Pathway to Equity and Inclusion

*Prepared by Shirin Shaikh, Program Coordinator, BIPOC Graduate Students Mentoring Academy  
and Member of the Racialized Faculty and Staff Caucus*

The Racialized Faculty and Staff Caucus (RFSC) foster a supportive and empowering community for faculty and staff who identify as racialized—non-Indigenous, non-Black, and non-white.

Aligned with Dalhousie's EDIA priorities, the caucus provides a platform for members to share experiences, build community, and advocate for equitable representation and systemic change.

#### Committee

The RFSC Steering Committee offers strategic direction and oversight to sustain the caucus's mission. Comprising diverse members from across faculties and staff levels, the committee collaborates with People & Culture, the Employment Equity Council, and the Office of Equity, Inclusion, other community caucuses and the racialized staff & faculty to align its work with institutional goals.

#### Engagement

In October 2025, the RFSC launched its "Seeding Relationships – One Conversation at a Time" workshop series, facilitated by the Nova Scotia Human Rights Commission. The session focused on identity, belonging, and community building through open dialogue, reflection, and shared learning. Future sessions will explore topics such as healing, inclusive language, and cultural humility.

#### Vision and Impact

The RFSC envisions a campus where racialized employees feel seen, valued, and included. Through collaboration, education, and advocacy, the caucus strengthens Dalhousie's commitment to equity and fosters a culture of belonging across the university.

## Employment Equity Leads: An Ongoing Commitment and a Shared Vision for the Plan's Implementation

This section acknowledges the Leads' efforts and commitment to implementing Dalhousie's Employment Equity Plan. These efforts go beyond implementing the actions of the Plan to championing equity, diversity, inclusion, and accessibility across Dal. The following summary sheds light on some of the work the employment equity leads have done in 2024-2025.



# Faculty of Medicine

## A Wholistic Approach to Hiring and Retaining Diverse Talent

The Faculty of Medicine’s progress on EDIA priorities, including mentorship frameworks, designated hiring, inclusive recruitment practices, and the integration of anti-oppression training.

### Mentorship and Support Frameworks

The Faculty developed a mentorship framework to support faculty and staff with a focus on employees from equity-deserving groups and in alignment with their career development goals.

### Designated Hiring and Representation

The Faculty created more designated positions to support Black and Indigenous learners. The Faculty continued collaboration with Dal Analytics to monitor equity data.

### Inclusive Recruitment Practices

Recruitment processes now include updated employment equity presentations, inclusive language in advertisements, targeted external advertising to underrepresented groups, and mandatory equity-deserving group representation on search committees.

### Promotion Criteria and Professional Development

Promotion and tenure criteria are being revised to recognize community engagement and non-traditional scholarly activities, particularly for distributed sites supporting underrepresented populations.

### Anti-Oppression Training and Onboarding

Anti-oppression and EDIA training is now part of faculty onboarding and is mandated for clinical departments, with ongoing employment equity presentations for all leadership searches.

# Faculty of Management

## A Focus on Community Engagement

The Faculty of Management’s initiatives, including hiring Pathways Navigators for Black, African Nova Scotian, Indigenous, and Mi’kmaq students, organizing cultural visits, and launching an art initiative reflecting Mi’mau heritage.

### Pathways Navigators Hiring

Pathways Navigators were hired to support Black/ African Nova Scotian and Indigenous/Mi’kmaq students, focusing on recruitment, advising, and developing work-integrated learning opportunities.

### Faculty Recruitment and Research Chair

The faculty is actively recruiting for a Tier 2 Canada Research Chair in Indigenous Prosperity and Economic Reconciliation.

### Cultural Learning Initiatives

Over 20 staff and faculty participated in a visit to Africville, providing feedback on a new audio tour and deepening understanding of the African Nova Scotian history.

### Art and Heritage Recognition

A committee was formed to commission artwork for the Rowe Building lobby, with a call for submissions emphasizing recognition of Mi’mau land and the faculty’s ethos.

# Office of Student Recruitment and Marketing

## Integrating Equity in Students’ Recruitment

The Office of Student Recruitment integrated equity in all its processes including the creation of a designated recruitment role, and the development of tools for equitable decision-making, with plans for senior leadership review.

### Equitable Decision-Making Tool

A tool is being introduced to guide equitable decision-making by prompting consideration of decision-makers, impacted groups, and in alignment with institutional equity goals.

### Designated Recruitment Role

A designated role was created and filled to address systemic barriers and improve representation in recruitment and admissions, with outreach to equity-diverse groups and a focus on African Nova Scotian community engagement.

# Faculty of Graduate Studies

## Prioritizing EDIA and Wellness Initiatives

The work of the Faculty of Graduate Studies in employment equity is summarized in inclusive hiring, wellness, BIPOC mentoring, anti-oppression education, and upcoming workshops, with support from coordinator of the BIPOC Mentoring Academy and collaboration with People and Culture.

### Employment Equity and Inclusive Hiring

The faculty uses inclusive language in hiring, follows People and Culture’s advice, and utilizes Talent Pathways for temporary roles, with regular employment equity presentations to staff.

### Wellness and Work-Life Balance

Wellness initiatives include reminders about thoughtful leave use, a voluntary workplace wellness challenge, and regular sharing of professional development opportunities.

### BIPOC Mentoring Academy

The BIPOC Mentoring Academy, now in its fourth year, is supported by FGS after external funding ended, with Shirin Shaikh facilitating strong mentor-mentee matches for graduate students.

### Anti-Oppression and Book Club Initiatives

The faculty encourages participation in anti-oppression and decolonization book clubs, including a 10-11 week series on ‘This Place: 150 Years Retold,’ and hosts professional development days on topics like sexualized violence and resiliency.

### Planned Training and Recognition

A workshop on bias and constructive feedback is planned with Employment Equity unit, and staff recognition includes participation in the BIPOC staff caucus and Legacy awards.





# Environmental Health and Safety Data-Driven Training Initiatives

Environmental Health and Safety described their team’s reflective process, survey-driven goal setting, and upcoming bystander intervention and safety training, with a focus on inclusivity for international students.

## Survey and Team Reflection

The team conducted a survey to identify EDIA priorities, followed by meetings to review results and gather ideas for implementing actions across communication, awareness, benefits, supports, development, and education.

## Bystander Intervention Training

A Waves of Change bystander intervention training session with the Office of Human Rights and Equity Services (HRES) is scheduled for December, directly addressing a top priority identified in the survey.

## Safety Month and Inclusive Training

November is Safety Month, with presentations on winter preparedness tailored for international students and others who are unfamiliar with local conditions, and naloxone training sessions.

## Team Engagement in Goal Setting

The team is finalizing goals for the coming year, ensuring alignment with survey feedback and involving staff and leadership in implementation.

# Recruitment and Talent Management A Focus of Professional Development

Recruitment and Talent Management reported on the expansion of the DPMG fund, leadership academies with an equity focus, unconscious bias training, and outreach to the Black Student Support Network, and in collaboration with a few departments and units.

## DPMG Fund Expansion

Use of the DPMG fund doubled over the past year due to barrier removal and expanded eligibility, including advanced reimbursements, making professional development more accessible.

## Leadership Academies and Equity

New faculty and staff leadership academies are being launched, with targeted outreach to equity-deserving groups, self-ID requirements for applicants, and a diverse review panel to ensure representation.

## Unconscious Bias and Performance Management

Training sessions on workplace communication and conflict, as well as performance management, now include explicit discussions of unconscious bias, cultural competency, and the use of the implicit bias test.

## Outreach to Black Student Support Network

Colleagues from People and Culture delivered an information session to the Black Student Support Network, providing details on career development supports available to employees.

# Faculty of Computer Science EDIA Planning and Community Building

The Faculty of Computer Science’s five-year EDIA plan, focusing on advocacy, education, and community, including the creation of a charter of shared values and efforts to establish an EDIA leadership role.

## Five-Year EDIA Plan

The faculty developed a five-year plan after extensive consultation, focusing on advocacy (including a proposed EDIA leadership role), education (regular training sessions), and community (EDIA champions and shared values).

## Bystander Training in Orientation

Bystander intervention training, in collaboration with Human Rights and Equity Services, is incorporated into student orientation, with a pilot planned for the winter term.

## Charter of Shared Values

A charter of shared values—respect, trust, curiosity, and community—was developed through facilitated sessions with faculty and staff, with plans to involve students in finalizing the commitments and accountability measures.

# Employee Health, Accommodation, and Benefits Employee Support Initiatives

Employee Health Accommodation and Benefits (E-HAB) described initiatives addressing accent bias, caregiving support, new employee orientation, and support for equity-serving groups.

## Accent Bias Training

Multiple well-attended sessions on accent bias and navigating language barriers were organized, targeting equity-deserving groups and supported by team members including Jen Davis and Kristin Hewlett.

## Caregiving Employee Resource Group

The Caregiving Employee Resource Group was revitalized to provide support, reduce stigma, and encourage open dialogue about work-life balance, particularly for equity-serving groups.

## Community Engagement and Onboarding

Participation in regional communities of practice and enhancement of new employee orientation to include wellness, accommodations, and accessibility topics were highlighted.

## Support for Transformative Initiatives

The team supports initiatives such as the transformative climate action project in oceanography and the tuition waiver program for former youth in care, aiming to remove systemic barriers in employment and education.

## Legislative Updates and Team Structure

The team attends webinars on legislative changes affecting psychological safety and the duty to cooperate, and Ivonne provided an overview of the EHAB team’s structure and contacts.





# Dalhousie Libraries

## Commitment on Equity and Inclusion Initiatives

The Dean of Libraries discussed the impact of hiring constraints on equity-focused roles, internal development opportunities, professional development sessions on accent bias, and facility upgrades to support Indigenous practices.

### Hiring Constraints and Internal Opportunities

Due to resource limitations, planned EDIA-focused librarian roles could not be filled; instead, the libraries are focusing on internal secondments and development opportunities for equity-seeking groups.

### Professional Development and Cultural Recognition

Recent professional development included sessions with Human Rights and Equity Services and the Multi Faith Centre on fostering a welcoming environment and shifting recognition from European holidays to diverse cultural events.

### Accent Bias Training Expansion

An accent bias session is scheduled for the upcoming all-staff meeting, inspired by positive feedback from DPMG members who previously attended similar training.

### Facility Upgrades for Indigenous Practices

Ventilation upgrades were completed in the Ko’jua Okuom Indigenous program planning space, enabling smudging on demand, a project in development since 2022.

### Book Club Kits and Community Engagement

The library launched book club kits for the Dal Reads selected the memoir; Son of Elsewhere: A Memoir in Piece, by Elamin Abdelmahmoud in collaboration with Student Affairs to make them available to residence readers and staff.

# Office of Vice President

## Research and Innovation

## Equity Achievements

The achievements of the office included meeting Canada Research Chair equity targets, the success of the Mawkwil~mn~j Seed Fund for Indigenous community research partnerships, and collaborations supporting women and Black scientists.

### Canada Research Chair Equity Targets

Dalhousie met its 2025 interim equity targets for both Tier 1 and Tier 2 Canada Research Chairs across all four designated groups, with the next target set for 2029.

### Mawkwil~mn~j Fund Impact

The Mawkwil~mn~j Fund, an Indigenous community research seed fund, has supported 19 projects in its first year and a half.

### Collaborations and National Engagement

Dell Innovates formalized collaborations with the Diversity Institute at TMU. Dal Innovates staff were appointed to the board of the Women’s Entrepreneurship Knowledge Hub, and to chair the ACOA Advancing Women Funders Founders Roundtable.

### Support for Black Scientists

Lab2Market partnered with the Canadian Black Scientist Network to co-lead a national Discover cohort in February 2026, expanding entrepreneurship training for Black scientists.

# Schulich School of Law

## Collaborative Work to Tackle Racism

Guided by four faculty committees (the Truth and Reconciliation Committee, the Equity, Diversity and Inclusion Committee, the African Nova Scotian/Black Lives Matter Committee, and the Indigenous Blacks and Mi’kmaq Initiative Standing Committee), and in collaboration with our student groups and societies and the broader faculty and staff community, the Schulich School of Law is actively building a community free of anti-Black racism, anti-Indigenous racism, or racism of any kind.

### Some actions to highlight include:

- Establishing an Anti-Racism Working Group of students, faculty, and staff to develop strategies and share progress through “Doing the Work: Anti-Racism Newsletter” updates to the wider law school community.
- Engaging Dr. Rachel Zellars, a local anti-racism expert, to support community development and future planning.
- Hosting the inaugural lecture in the Anti-Discrimination Series, featuring Robert S. Wright on “The Canadian Anti-Racism Imperative.”
- Incorporating anti-racism and gender/consent education into 1L orientation and launching the “We Love Feedback” initiative in our Associate Dean Academic’s Office focused on Anti-Racism, Equity, Diversity, and Inclusion.
- Creating an Anti-Oppression Lending Library for students, faculty, and staff.
- Hiring a new Law Librarian whose work includes ensuring that Indigenous law has a meaningful and visible presence in the law library which includes everything from contributing to scholarship in Indigenous law to building collections and relationships.

- Enhancing inclusive spaces in the Weldon Building through art installations by Mi’kmaq and African Nova Scotian artists, including works by Mark Sark (mixed material), Tayla Paul (untitled painting), Anja Clyke (quilt installation), and Alan Syliboy (collection of 8 works), as well as portraits of Judge Corrine Sparks, Rocky Jones, and Donald Marshall Jr.
- Displaying our gifted eagle feather in its hand-made case (donated by alumnus Jamie Vacon), frequently used by Elders in smudging ceremonies in common areas and classrooms of the Weldon Building.



Halifax Pride 2025



# Registrar’s Office

## Centring Inclusion and belonging

**Registrar’s Office Strategic Plan**  
*Inspiring Confidence: RO Strategic Plan 2023-26* identifies inclusion and belonging as a major priority for our team. The aim is to mobilize and sustain meaningful efforts to address issues of equity, diversity, inclusion, and accessibility.

We pledge to create a culture of belonging, dialogue, respect, and trust both within the office and across the University. This means carrying out our work in intentional consultation and collaboration with equity-deserving partners and making impactful change informed by these conversations.

We are committed to action and will thoughtfully consider equity, diversity, inclusion, and accessibility as we improve systems, policies, and practices in the name of inclusive excellence.

**New Dawn Staff of Place and Belonging**  
We are collaborating with Facilities Management to create a display case for the New Dawn Staff of Place and Belonging, a ceremonial object introduced in 2019, used to open and close each Convocation ceremony.

Dalhousie is one of the first universities in North America to replace its traditional mace with a new ceremonial object. Through its mix of symbols, materials and textures, the New Dawn Staff reflects the rich diversity of individuals who make up the Dalhousie community today and their collective history in this place that we share together. Once complete, the New Dawn Staff will be displayed in the Hicks Administration Building.

# Faculty of Health

## A Focus on Accessibility

The Faculty of Health was actively engaged with Accessibility Week. For example, accessibility champion Dr. Judy MacDonald, Director and Professor at the School of Social Work, was a key speaker at the Launch event for Accessibility week recounting the history and current state of accessibility at Dalhousie. Another initiative was led by the School of Social Work and engaged a panel of speakers (including Dr. Judy MacDonald and moderated by a PhD in Health student Sarah Norris) to discuss Accessibility and Universal Design: Intention, Inclusion and Impact.

In addition to the formal activities of Accessibility week the Faculty of Health has several key faculty and staff contributors to equity, diversity, and inclusion initiatives and committees at the School/ College, Faculty, and University levels. For example, Dr. Judy MacDonald serves on a number of Dalhousie committees all aiming to improve accessibility across the in Course Design Policy; Student Accommodations, Policy Review, and working groups for 1) built environment, 2) education, teaching and research, 3) employment; Accessibility Week Project Team; and, another committee with the Provost office and Research Services. Similarly, Dr. Marion Brown, Associate Dean Academics is a cross-campus champion for Teaching and Learning focusing on equity in the classroom and supports for faculty and students. The Faculty has and is pleased to invest significant time and energy going into improving accessibility at the Faculty and University level. Other key initiatives include:

**Equity and Inclusion Committee: Action Working Group 2025-2026**  
Based on reflective discussions about the unique stressors of this academic year, the Committee voted to focus primarily on two of the four action priorities that we initially identified during the Winter 2025 term for the 2025-2026 academic year. Based on the voting poll results, the majority of the committee will focus on the following action work groups:

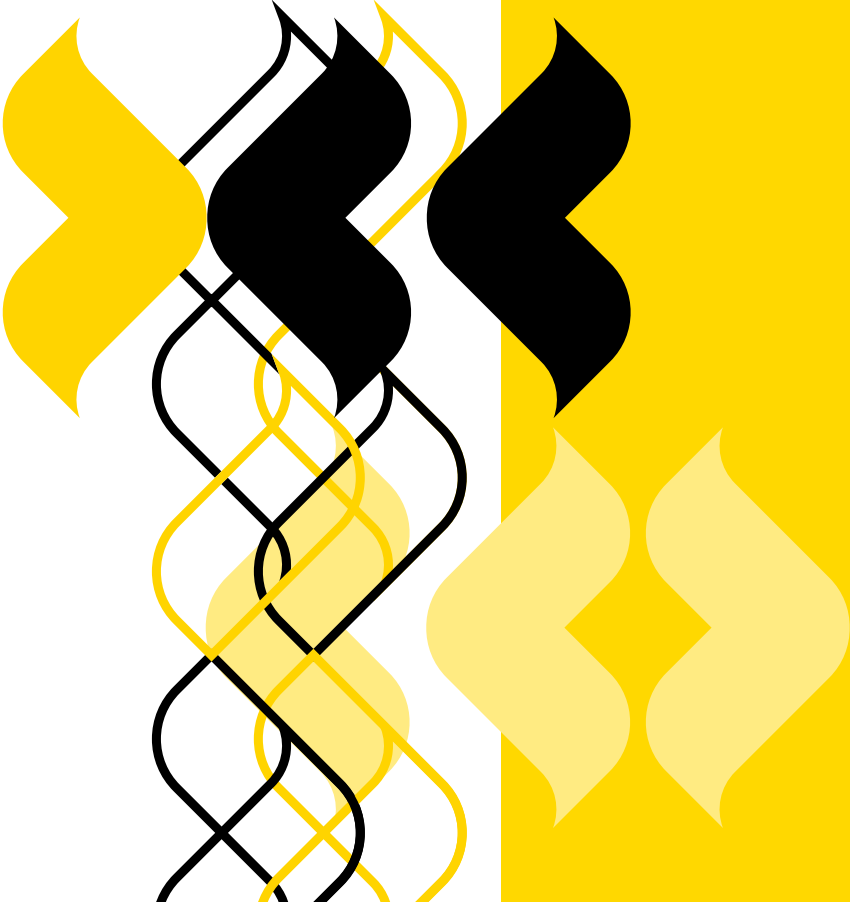
**Organizational Culture Change Workgroup**  
Develop EDIA-related guidelines for improving the work environment for faculty, staff, and students.

**Faculty and Staff – EDIA Training, Evaluation, and Accountability Workgroup**  
Develop guidelines, policies, and accountability measures for staff and faculty.

Each group will establish their own tasks, timelines, and meeting schedules. Terrence Lewis, Associate Dean, Equity and Inclusion will provide guidance and support for each workgroup, as well as Emilee Fackelmann, Committee Co-chair and PhD Health Student and Suzie Officer, Executive Director, Planning and Strategy.

# Conclusion

The Dalhousie community continued commitment to achieving all the goals of the Employment Equity Plan this past year, despite the challenges facing employees and leaders at all levels. As the Plan approaches its final year 66% of the actions are complete, 30% are in progress, and only 4% have not been started. In the Plan’s final year, we will strive to complete the actions that are in progress and tackle the few that haven’t been started. The work will then continue after this Plan is complete. A comprehensive employment systems review is nearly complete – this review will help to identify policies and/ or practices as well as persistent or new barriers that affect the hiring and retention of equity-deserving groups. Once complete the review will help frame the basis for our next Employment Equity Plan, launching in 2027.





# Current Employment Equity Implementation Leads

**People and Culture**

- Orla McDevitt, Marcie Nixon, Jen Davis, and Ivonne Paez – Employee Health, Accommodation, and Benefits (E-HAB)
- Kristin Hewlett – Career Development
- Sheila MacLean – Recruitment

**Research and Innovation**

Martha Smith Brilliant

**Office of Advancement**

Kathryn McIlrath

**Financial Services**

Cindy Bray-Willett

**Environmental Health and Safety**

Katie Reid and Rachel Thompson

**Art Gallery**

Pamela Edmond

**Facilities Management**

Silvia Behrens-Kelleher and Marcia Munroe

**Planning and Institutional Effectiveness**

Tom Connell

**Student Affairs**

Amir Habashi

**Athletics and Recreation**

Amir Habashi

**Office of Strategic Engagement**

Olivia Wang and Lorraine Wilson-Terrelonge

**Office of Sustainability**

Alexa Goodman

**Registrar’s Office**

Christina Coakley

**Faculty of Computer Science**

Emily Wishart

**Faculty of Medicine**

Courtney Dillman and Alyssa Colborne

**Faculty of Engineering**

Sara Lavender

**Faculty of Open Learning and Career Development**

Prashant Mehta

**Faculty of Graduate Studies**

Kala Clarke and Patricia Figueredo Porras

**Faculty of Management**

Anna Cranston and Nicole Maunsell

**Faculty of Health**

Terrence Lewis and Suzie Officer

**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

# 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. Racialized employee representative (1)

- vii. 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 Assistant 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, Recruitment and Talent Management (or designate)
- G. Assistant Vice President, Labour and Employee Relations (or designate)
- H. Director, Advanced Analytics, Planning and Institutional Effectiveness
- 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.





**DALHOUSIE**  
UNIVERSITY

Employment Equity  
People and Culture

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