DALHOUSIE UNIVERSITY

Dalhousie University
Employment Equity Plan Progress Report
Year 1 (2022-2023)

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Land Acknowledgement

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all treaty people. There are three key components to the statement. The first is particular acknowledgement that the land Dalhousie sits on is part of Mi'kma'ki, the territory of the L'nu'k[1]. The second is the acknowledgement of the territory as both ancestral and unceded — recognizing that the Peace and Friendship treaties signed between the British Crown and the Mi'kmaq (unlike many other historic treaties in Canada) did not involve surrender of land. Finally, "We are all Treaty people" reflects that the Peace and Friendship treaties apply to all parties involved, Indigenous and settler alike, and it means we all have a part to play in reconciliation and making a positive impact on the lives of the Indigenous peoples.

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. Having resided in the region for over 400 years, African Nova Scotian contributions to Nova Scotia and Canada began over 150 years before Canada became a country. African Nova Scotians came to the province through enslavement or through fleeing enslavement elsewhere, and continue to experience all manner of structural, systemic, and individual discrimination. Until 1961, more than half of all Black people in Canada were African Nova Scotians. The Province of Nova Scotia identifies African Nova Scotians as a founding culture.

[1] Thousands of years before the arrival of European settlers, the Mi'kmaq called themselves L'nu'k, which simply means 'the people,' 'human beings.' The present name, Mi'kmaq, derives from nikmaq, meaning 'my kin-friends, from **Nova Scotia Museum**.
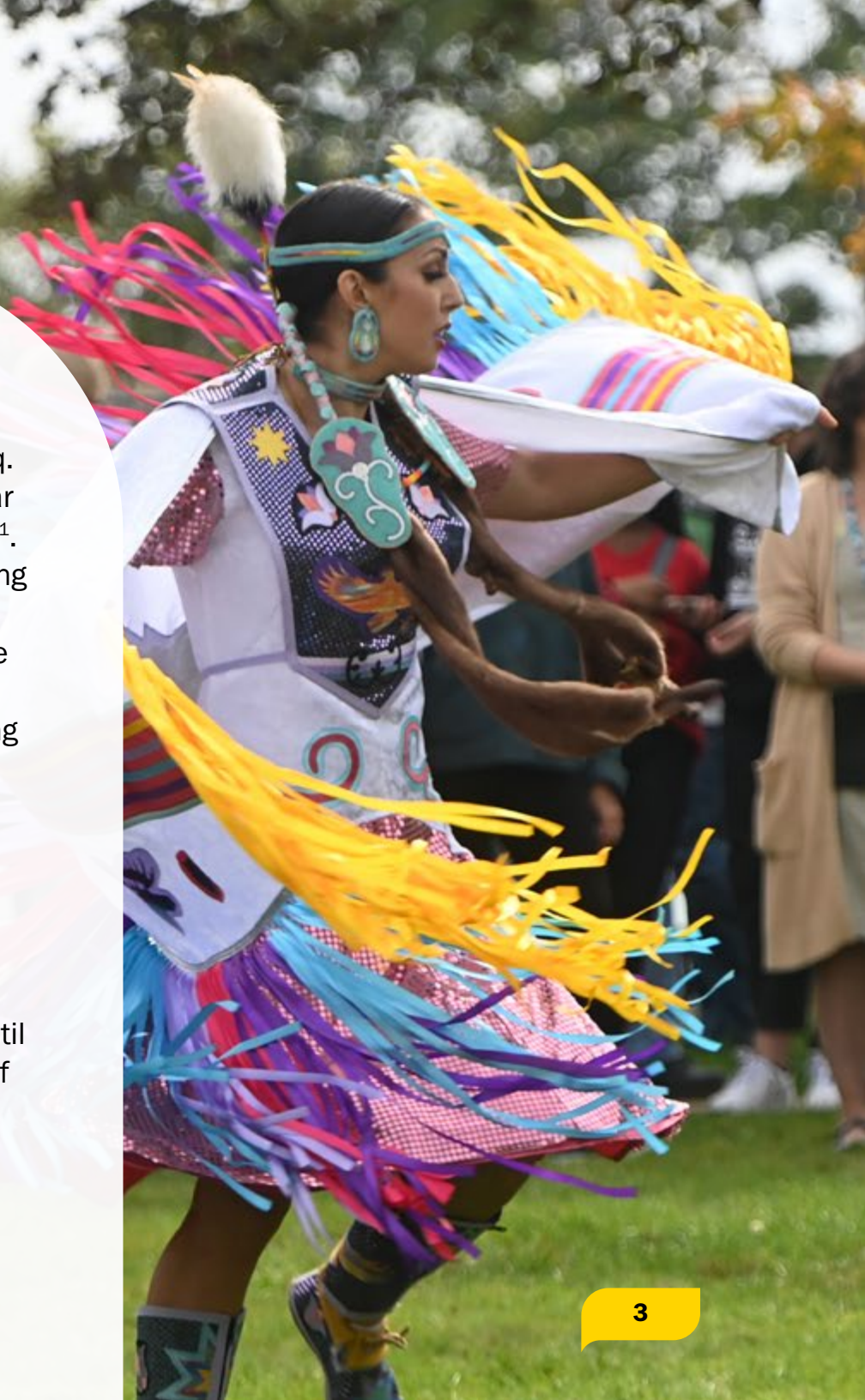
Introduction

One year into the Plan we have seen amazing progress, the work of dedicated and committed individuals across the university. We are pleased to share that of the 60 actions initially identified, 22 are complete and 32 are in progress, while 6 have not yet been started. We are well on track and our initial measures of success for completed actions are extremely promising.

This Employment Equity Plan is critical to the realization of the goals and intention set forth in **Dalhousie University's Strategic Plan 2021-2026**, Third Century Promise: Si'st Kasqimtlnaqnipunqekl Teli L'wi'tmasimk. More specifically, actioning the concrete recommendations in this Plan will directly translate into the success of **Pillar 2: Inclusive Excellence**.

When we launched the Plan in 2022, we committed that it would come to life through implementation. In that spirit we invite you to review progress to date, get to know some of the Leads involved in the implementation of the Plan, and move forward with us as we modify and add to the list of actions required to allow Dalhousie to live its commitment to be a national leader in championing equity, diversity, inclusion, and accessibility.

Background

This **Employment Equity Plan 2022-2026 [PDF]** was launched in October 2022 and was the result of comprehensive and far-reaching consultations which began in 2021 with a university-wide Employment Systems Review (ESR). That review comprised more than 22 open consultation forums; a confidential comment form for online submissions; many personal meetings and communications; discussions with employee groups and bargaining unit representatives; and a review of internal and external literature. The findings of the ESR framed the backbone of the first draft of this Plan. After the Plan was initially drafted, it was brought forward for further consultations and review with leaders, staff, and faculty across the university.

The **Employment Equity Plan 2022-2026 [PDF]** distinguishes seven equally important and interconnected priority areas that cover the life cycle of employment here at Dalhousie and proposes 60 coordinated actions. Priorities 2 and 3 cover actions Dalhousie needs to implement to improve the recruitment of equity-deserving groups while priorities 4, 5, 6, and 7 cover actions required to improve the retention of equity-deserving groups.

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

- ensure the Dalhousie community fully understands the shared responsibility inherent in the Employment Equity Policy and Employment Equity Plan and share ideas outlining how everyone can help ensure the success of this Plan;

- ensure leads and co-leads identified in the Plan recognize their responsibilities and are held accountable and responsible to facilitate the implementation of the Plan; and

- empower members of equity-deserving groups to understand their rights and responsibilities within the Plan.

PRIORITY 2: REPRESENTATION: increase the number of equity-deserving individuals within Dalhousie's workforce, with specific attention to Mi'kmaq and African Nova Scotians.

PRIORITY 3: RECRUITMENT: enhance EDIA[1]-related aspects of recruitment, assessment, and selection. This priority is closely related to representation and aims to improve hiring processes and related materials to ensure inclusivity, the consistent application of the Principles of Fair Consideration[2], and enhance care through the process for equity-deserving job candidates.

PRIORITY 4: BENEFITS AND SUPPORTS: explore ways to ensure benefits, leaves, and employee supports offered at Dalhousie are inclusive.

PRIORITY 5: DEVELOPMENT AND ADVANCEMENT: improve opportunities for career development and advancement for equity-deserving faculty and staff.

PRIORITY 6: EDUCATION: increase EDIA education, including awareness about the experiences of equity-deserving groups, to empower staff and faculty to address EDIA matters.

PRIORITY 7: RECOGNITION: recognize and reward the unpaid labour and community work related to EDIA that has been historically undertaken by members of equity-deserving groups.

[1] EDIA means Equity, Diversity, Inclusion, and Accessibility

[2] The principles of Fair Consideration are part of tools developed by Dal's Human Resources unit to support employment equity and help Dalhousie achieve our employment equity goals by increasing the diversity of our workforce and ensuring our hiring practices are inclusive, equitable, and accessible.

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 HR/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 the sharing of best practices and successes. The Leads submit quarterly reports to the Manager outlining their progress. In year one, we received 29 progress reports from the Leads, outlining their progress implementing the Plan.
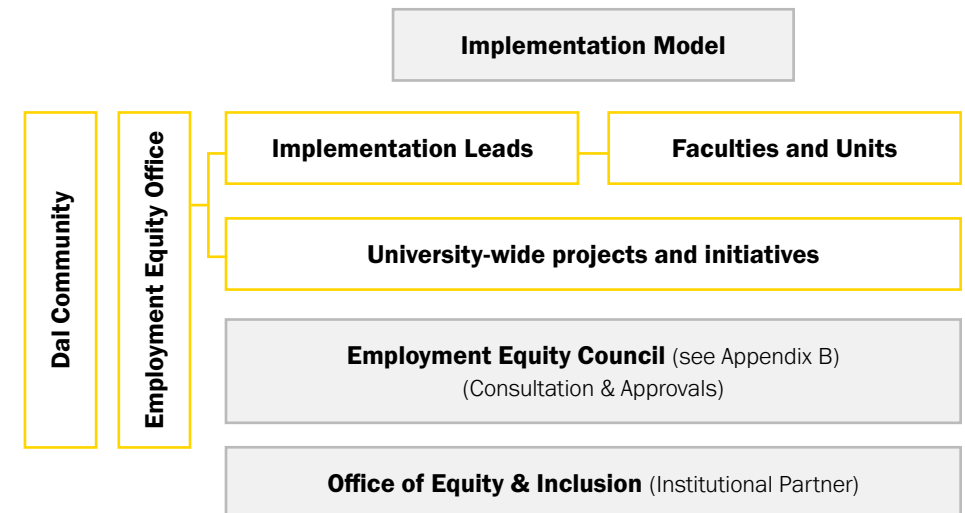
Throughout this report you will see testimonials from Implementation Leads working to champion and implement actions associated with the Employment Equity Plan within their Faculties or Units.

"The Plan means adding structure, accountability, and a community of practice to support our efforts regarding employment equity.

Implementing the plan ensures that we build best practices towards achieving employment equity into both our recruitment and ongoing support of employees.

It gives me confidence that we are working towards a more diverse workforce in Dal Libraries, and that we don't end our efforts once an offer of employment is signed but work on an ongoing basis to build a more supportive work environment where all of our people feel welcomed and valued."

Michael Vandenburg,
Implementation Lead, Dal Libraries

Implementation Model

Dal Community	Employment Equity Office		
		Implementation Leads	**Faculties and Units**
		University-wide projects and initiatives	

Employment Equity Council (see Appendix B)
(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 persons, 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 will take place in 2024 and will be based on our 2023 workforce data. There are several goals related to reducing or closing 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.
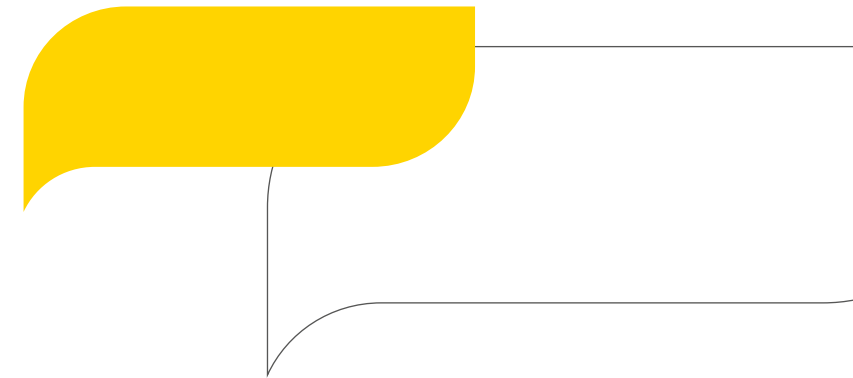
Update on Employment Equity Reporting Goals

GOAL1 : REDUCE THE GAP OF PEOPLE WITH DISABILITIES BY 50%
AT ALL EMPLOYEE LEVELS WITH A FOCUS ON SENIOR LEADERSHIP

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

GOAL 2: REDUCE THE GAP OF RACIALIZED PROFESSIONALS ACROSS THE UNIVERSITY BY 50%

Result: Not yet achieved: The gap increased by 13% from -24 in 2020 to -27 in 2022.

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 – gap decreased by 200% from -4 in 2020 to 4 in 2022.
- 2SLGBTQIA+ representation saw a substantial increase from 8% in 2020 to 13% in 2022. Notably, this representation surpasses the 4% reported by **Statistics Canada** (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.

Nonetheless, significant gaps persist in certain occupational groups:
- Racialized professionals (as noted in Goal 2)
- Semi-professional women and Indigenous persons
- Women in the professoriate
- Racialized middle managers
- Racialized non-academic professionals
- Persons with disabilities in supervisory, intermediate sales, and services
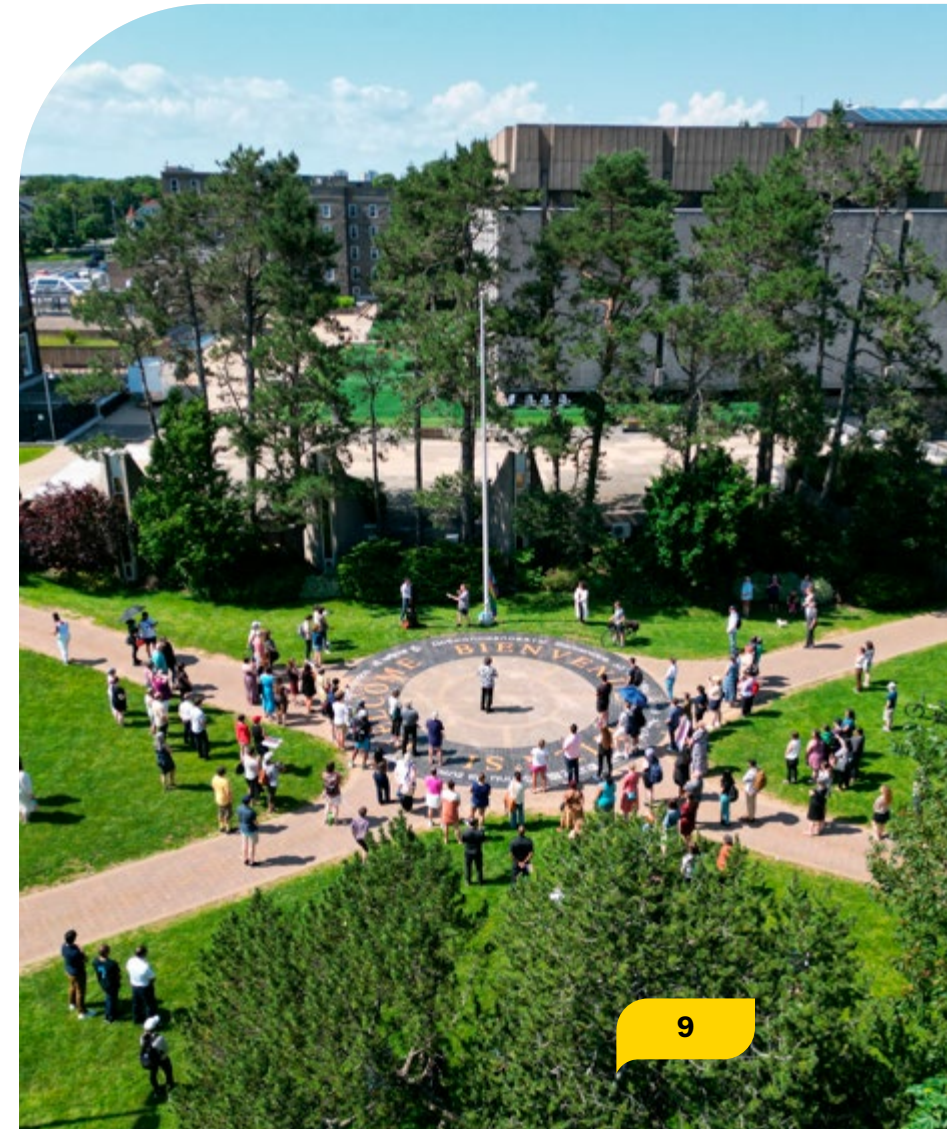
Priority 1: **Communication & Awareness**

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.
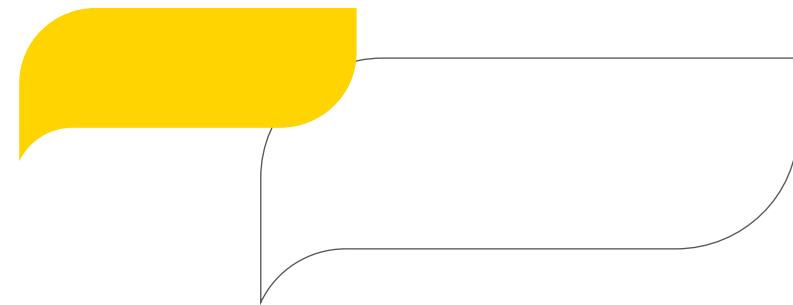
ACTIONS	PROGRESS
1. Promote the launch of the Employment Equity Plan across Dalhousie, as work being planned and implemented under Pillar 2 of Third Century Promise	Complete
2. Provide enhanced education related to the Employment Equity Policy and Plan to leaders, hiring managers, supervisors, administrators, and HR 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 [modified]	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 [modified]	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	In progress
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 Accessible Employment 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	In progress
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

SPOTLIGHT ON MEASURES OF SUCCESS FOR ACTION 1:

- Utilized variety of mediums of communication to provides education and training related to the Plan (website, digital screens, emails, posters distributed to across Dal campuses including Faculty of Agriculture in Truro)
- **32** information sessions held, attended by over **800** employees
- 3 educational sessions related to the plan, attended by over **150** employees
- Positive satisfaction and great engagement

Highlights

- The **Employment Equity** unit in HR presented the Plan to over 800 employees, during 32 separate presentations.
- The Plan overview was incorporated into the **Fair and Equitable Hiring** module. This session was offered 5 times within 2023 and attended by approximately 85 employees.
- An **Employment Equity Plan Implementation for Managers and Supervisors** workshop was developed. This session has been offered once so far and attended by 18 employees, the session was wait-listed.
- An **Employment Equity Plan Rights and Responsibilities for Equity-Deserving Employees** workshop was developed. This session was offered 3 times in 2023 and attended by 48 employees. Interest was high (each session was wait-listed), evaluations were also very positive.
- The **Faculty of Computer Science** created an Employment Equity Action Plan Group to oversee, track, and ensure the implementation of the Plan.
- The **Faculty of Health's** 2023 Strategic Plan calls for Embedding Equity and Inclusion in Everything We Do, and identifies Championing Health Equity as their core value and area of focus. The Faculty, in collaboration with **Academic Staff Relations**, provides an annual orientation to all new Faculty of Health academic search committee members, Directors and Administrative Managers on the Employment Equity Policy.
- The **Dalhousie Art Gallery** is working to make the gallery more attractive to diverse communities of artists, staff, and visitors.
- **Environmental Health and Safety** presented the Plan to their staff and distributed a survey to their staff to identify priorities and actions for the division to focus on.

- The **Faculty of Science** established an Equity Champion Program. Members are provided education and training related to the Employment Equity Policy, Plan, and equity practices and serve as champions on search committees. The Faculty also shared information on the Federal Contractors Program with all departments, so they are aware of their obligations under the Employment Equity Act.
- **Financial Services** managers and supervisors attended the supervisory development program which focuses on EDIA, recruitment, assessment, and selection using an EDIA lens.
- The **Office of Advancement** restructured its Anti-Oppression Group to lead employment equity work, helping the leadership team identify, plan, execute and evaluate all EDIA-related projects in Advancement.
- The **Faculty of Medicine** developed a communication plan to enhance awareness of the Dalhousie census. It is also working with **Planning and Analytics** to modify the census to enhance the participation of Clinical Faculty which will allow for greater accuracy in gap analysis.
- **Human Resources** and **Human Rights and Equity Services** developed a video explaining the complaint processes related to acts of discrimination, harassment, and other Human Rights issues.

Priority 2: **Representation**

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

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

"One of our key priorities to promote employment equity is to continue diversifying the faculty complement through recruitment. Historically, women are one of the most under-represented groups in Computer Science, and the wide STEM field... We also have a significant underrepresentation of Indigenous persons and persons of Black/African descent... To action our priority to increase the diversity of the faculty and increase the representation of women, Indigenous persons and persons of Black/African descent, we have decided to launch a series of designated faculty searches."

Emily Wishart,
Implementation Lead, Faculty of Computer Science

ACTIONS	PROGRESS
4. Reduce our overall workforce analysis gap by 80% with the exception of two areas: Reduce the gap of people 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[4] 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
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

- Rebranding completed using plain and inclusive language and photos of actual Talent Pathways employees
- 10 internal information sessions and job fairs
- 11 external job fairs and engagement sessions
- 12 partnerships created/maintained/ strengthened
- 449 equity-deserving candidates applied to the program – a 60% increase from the year prior
- 47 placements made
- 20 Talent Pathways employees have moved to permanent roles

[4] Complete/ongoing means the action is complete for this reporting period but these actions will be monitored and tracked throughout the lifespan of the Plan.

ACTIONS	PROGRESS
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

Hiring Statistics: **2022-2023**

2022-2023 (% of employees hired who identified as members of one or more equity-deserving groups)

% of staff hired as % of overall hires — *women excluded*	48.6%
% of staff hired as % of overall hires — *women included*	88.0%
% of faculty hired as % of overall hires — *women excluded*	49.5%
% of faculty hired as % of overall hires — *women included*	69.2%

Highlights

- **The Employment Equity** unit and HR **staff recruitment** are working with the **Director of African Nova Scotian Community Engagement** to develop an outreach plan to attract job seekers from the African Nova Scotian community.

- The **Employee Relations** and **Talent Management** units in HR have a project underway to review and improve the staff exit interview process and experience. This review will focus on ensuring the questions and processes are inclusive and that results are able to be disaggregated more easily to inform feedback related to exiting equity-deserving employees.

- The **Dalhousie Art Gallery** implemented actions to increase diversity of representation within the gallery including:

  ▶ Collaboration with the Director, Indigenous Community Engagement to commission two Mi'kmaq artists to create benches for the gallery pollinator garden

  ▶ Hiring a part-time staff for a curatorial mentee focused on African Nova Scotia/African Canadian art

  ▶ Designating and successfully filling three staff positions from equity-deserving groups

  ▶ Prioritizing Black, Indigenous, and racialized artists for gallery exhibition programming and for acquisition for the permanent collection. "The Secret Codes: African Nova Scotian Quilts" drew diverse audiences to the gallery.

- The **Faculty of Management** participated in the Inclusive Excellence Cluster hire of Black scholars and started the process to hire a Black scholar in Entrepreneurship & Innovation.

- The **Faculty of Health** started the recruitment process to hire the Faculty's inaugural Associate Dean, Equity and Inclusion with anticipated appointment in early January 2024. The Faculty is also working to reduce the significant gap for racially

visible persons in the Professionals category and persons with disabilities in the Administrative and Senior Clerical category. The Faculty also utilized designated hiring strategies for two Student Advisor positions to support Indigenous and African Nova Scotian students. The Faculty participated in the Inclusive Excellence Cluster hire of Black scholars and continued to use Talent Pathways to fill temporary staff positions with equity-deserving candidates.

- **Dal Libraries** created an Indigenous Services Librarian position to increase representation for Indigenous persons at Dal Libraries. **Dal Libraries** also used Talent Pathways for filling temporary staff positions with equity-deserving candidates.

- The **Office of the Vice-President, Research and Innovation** created a number of positions focused on EDIA including an Indigenous Research Facilitator. The recruitment process is underway with the hiring manager and committee working to ensure they are using culturally accepted approaches that respect Indigenous knowledge, lived experiences, and transferrable skills.

- The **Faculty of Science** reviewed the Federal Contractor Program data and is working to close the gaps in the instructors and professors' streams for equity deserving groups who identify as racialized (78%, -10), and women (91%, -8). The Faculty also participated in the Inclusive Excellence Cluster hire of Black scholars. They attended the virtual career fair organized by the Canadian Black Scientists Network (CBSN) which resulted in a larger number of applicants. Some candidates were referred to other positions within Dal including Canada Research Chairs positions.

- The **Faculty of Computer Science** has successfully hired five women to fill faculty positions between 2021-2023 and they currently have three open searches designated for equity-deserving candidates.

- The **Talent Pathways** program was rebranded with promotional materials redesigned

using Dal's new brand, plain and inclusive language. 449 equity-deserving candidates applied to the program compared to 279 in 2022 with 60% increase. The advisor attended 11 external job fairs and engagement session and 10 internal information sessions and job fairs, interviewed 152 candidates, placed 42 candidates in temporary positions, filled 47 placements (some candidates have been placed more than once), 20 placed employees have moved on to on-going roles at Dal.

- **Facilities Management** (FM) cultivated relationships with community groups serving equity-deserving candidates such as the Immigrant Services Association of Nova Scotia (ISANS) and reachAbility. FM also attended job fairs on and off campus to attract a wider range of candidates and held information sessions at Nova Scotia Community College (NSCC), the Apprenticeship Board, and ISANS highlighting opportunities within the unit. Facilities Management is also working on preparing an apprenticeship guide to help hire equity-deserving candidates who are underrepresented in trades and who have applicable skills to transfer to trades positions with FM.

- The **Office of the Vice-President, Research and Innovation** Canada Research Chairs' Committee continues to designate new CRC opportunities specifically to members of equity-deserving groups. Regular updates of targets and gaps are published on the Office of Research Services website as required by the CRC EDI Action Plan. The Office of the Vice-President, Research and Innovation also hired EDIA Advisors to support the achievement of action items in the Canada Research Chairs Institutional Equity Diversity & Inclusion Action Plan, including analysis of the recruitment and retention strategies for equity-deserving groups.

- The **Faculty of Graduate Studies** is working with HR on exit interview/surveys, developing methods to use data and share feedback with its units, with the aim of improving retention rates.

- **Financial Services** used Talent Pathways to fill temporary staff positions with equity deserving candidates.

- The **Office of Advancement** filled their first designated position.

Priority 3: **Recruitment**

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

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	In progress/ Ongoing
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	In progress/ Ongoing
4. Establish closer connections between HR's Job Design unit and hiring managers to ensure inclusive job postings and job criteria	In progress/ Ongoing
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 [modified]	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
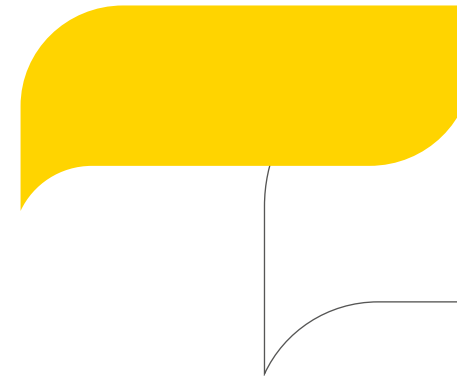
Highlights

- The **Employment Equity** unit in HR gathered a working group and developed a Candidate Care Program to support equity-deserving job seekers as they navigate the employment process at Dalhousie; integrated the definition of African Nova Scotian and revised the questions related to gender identity and sexual orientation (through a working group of members of the Queer Faculty and Staff Caucus) in the self-identification questionnaire and census.

- The **Academic Staff Relations** unit in HR developed a video presentation about the Employment Equity Policy and EDIA in recruitment, which committee members can take at their own pace.

- The **Dalhousie Art Gallery** prioritizes equity-deserving groups in job postings and hiring and consults with the Employment Equity unit to review job postings for appropriate language/wording. The Gallery also reviews policy documents for gender-inclusive language and using a decolonial lens.

- The **Accessible Employment** unit in HR developed language to encourage candidates to seek accommodation, as required, in the recruitment and hiring processes and continued to enhance awareness among hiring committees about ways to reduce the stigma associated with self-identification for equity-deserving groups in the recruitment processes.

- The **Job Design** unit in HR reworked their section on the HR myDal site to make it more accessible and user friendly for hiring managers. The unit also collaborated with **Facilities Management** on employment development opportunities for internal applicants to move upward in their career.

- **All HR recruitment units** regularly review and update recruitment materials, the recruitment platform (PeopleAdmin), as well as materials provided to New Employee Orientation program to ensure inclusivity and currency related to services and supports for equity-deserving groups.

- **HR staff recruitment units** worked to draft guidelines for consistent consideration of lived experience/transferable skills in recruitment processes (screening of lived experience/ transferable skills).

- **Facilities Management** adjusted their interview questions to ensure accessibility and inclusion.

- **The Faculty of Medicine** has readily available data for various categories of searches, highlighting existing gaps in representation. The Faculty also regularly reviews its promotion criteria, considering Equity Diversity Inclusion & Accessibility (EDIA) components.

- The **Faculty of Science** established rubrics for faculty hiring that will be considered more broadly for other employment categories. The Faculty also created a role for an Employment Equity Facilitator (as part of their Equity Champions group).

- The **Faculty of Health** internal human resources team gives presentations on the Employment Equity Policy at the commencement of each search to staff hiring committees.

- The **Faculty of Graduate Studies** worked with the **Job Design** team in Human Resources and hiring managers to redesign job postings to make them more accessible and inviting.

- The **Faculty of Computer Science** has developed and is implementing a new onboarding program for new hires to complement their efforts of hiring members from all equity-deserving groups.

- **Dal Libraries** took actions to ensure inclusivity of their hiring process including:
  - ensuring diversity on hiring committees
  - promoting the Canadian Association of Research Libraries Strategies and Practices for Hiring and Retaining Diverse Talent
  - developing EDIA scripts and templates for search committees
  - and providing training for library staff involved in the hiring.

Priority 4: **Benefits & Supports**

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

ACTIONS	PROGESS
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 [modified]	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 HR 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

"The Faculty of Graduate Studies initiated (and completed) a project with ITS to ensure that pronouns were being used appropriately and adequately within our Graduate Student Information System."

Tasha-Lynn Baxter,
Implementation Lead, Faculty of Graduate Studies

ACTIONS	PROGESS
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	In progress
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

"In the Accessible Employment unit, we are committed to actively supporting and implementing the six priorities under the Employment Equity Plan outlined by the university. The Employment Equity Plan means Accessible Employment is committed to working with all units, faculties, and departments in removing barriers identified during the employment cycle for equity-deserving groups who have been placed in disadvantage due to structural social inequities and ensuring equal opportunities for all employees are reached.

We have also increased our research of services and supports that are responsive to the needs of employees with intersecting social identities. These identified options have been used in accommodations for employees that remove barriers to their participation in the workplace"

Órla McDevitt,
Implementation Lead, Accessible Employment (HR)

Highlights

- **HR** has begun pay equity analysis for both staff and faculty to identify and address potential pay gaps

- The **Benefits** unit within HR engaged external consultants to assess our benefit offerings with respect to EDIA. The unit also continually reviews the product offering and the service provided by Employee and Family Assistance Program (EFAP) provider to assess whether they are utilizing culturally competent/sensitive methods and hiring more counselors from diverse backgrounds.

- The **Health and Wellness** unit within HR extended the partnership with Kids & Co. network of daycares for two years. The unit also established a Menopause Support Group and a support group for employees caring for children with additional support needs. The unit also identified and implemented projects emerging from the "Be Well campus well-being project" including:

  - ▶ offering appropriate supports for employee roles requiring more support, including those dedicated to EDIA

  - ▶ promoting the development and renewal of campus spaces with a well-being perspective, with particular emphasis on EDIA

  - ▶ offering regular yoga classes dedicated to BIPOC faculty and staff through the **Faculty of Arts and Social Sciences** workplace wellness grant

  - ▶ providing dedicated resources available through Employee and Family Assistance Program to support those impacted by local, national, or global disasters and conflicts

  - ▶ The Your Voice workplace survey reporting includes dedicated compilations of the workplace experiences of equity-deserving group members, following the 13 workplace factors under the National Standard for Psychological Health and Safety in the Workplace

- **The HR Data Analysis and Systems Management (DASM)** unit ensures correct names and pronouns are documented with accuracy in HR systems.

- The **Accessible Employment** unit provides comprehensive case management for sick leave and LTD files to identify gaps in the public medical service (wait-times) and identifies barriers for intersectional identities and supports in accommodations that reflect the protection of prohibited grounds. The **Accessible Employment** unit in HR also promotes the use of the Employee and Family Assistance Program for equity-deserving employees and implements person-centred accommodations that supports the specific needs of equity-deserving employees and maintains a waiting list for family physicians,

- **Dal Libraries** started pay equity analysis and will follow up with total compensation to complete the required pay equity processes identified in DFA collective agreement.

- The **Faculty of Medicine** offered opportunities for Clinical departments to utilize the Dalhousie recruitment process to provide access to pension/benefits for clinical faculty and reviewed standard options for pregnancy and parental leaves for Clinical Departments.

- The **Faculty of Health** supports students, staff, and faculty who are impacted by local (fires, floods) or global (wars, natural disasters) crisis through formal or informal accommodations and/or Employee and Family Assistance Program.

- The **Faculty of Graduate Studies** worked to update correct pronouns and names to mirror Dal Online and comply with the Gender Affirmation Policy and worked to promote the Workplace Wellness Strategy.

Priority 5: **Development & Advancement**

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

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 other tools to assist supervisors with annual performance reviews (follow up and support to ensure equitable and fair reviews) and address any pay gaps [modified]	In progress
3. Explore expanded opportunities for equity-deserving employees to access programming in the Faculty of Open Learning and Career Development	In progress
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

"When hiring new faculty members, a key consideration is the retention of these new faculty members and prioritizing setting them up for success by creating an inclusive and respectful work environment. This is of particular importance when hiring folks from equity deserving groups. We recently launched a new faculty mentorship program, with the intent of creating an improved working environment and a stronger sense of belonging and community."

Emily Wishart,
Implementation Lead, Faculty of Computer Science

SPOTLIGHT ON MEASURES OF SUCCESS FOR ACTION 6:

Tracking was completed in Spring 2023 and will be ongoing. Results suggested that individuals who do not self-identify in any category, i.e., those who do not belong to any equity-deserving groups have been over-represented amongst our acting leaders and that fewer women and racialized persons are being appointed into acting roles than are available in the assumed potential pool. As a result of this data analysis and as part of process improvement we developed a transparent and equitable process for appointing acting leaders at the senior level, which is currently being piloted.

Highlights

- The **Academic Staff Relations** unit in HR provided higher-level training related to the Boyer Model as part of the tenure and promotion process and is developing workshops for individual faculties. The Boyer Model is now being used in the calculation of Y-values[4].

- The **Employment Equity** unit in HR pulled together the Aspiring Leaders working group to enhance content in current leadership development offerings and ensure they are inclusive of diverse perspectives, definitions, and methods of leadership. The unit is also working on strategies to ensure offerings are promoted to equity-deserving employees and support is provided for employees to enroll and attend.

- The **Executive Recruitment** unit in HR developed a transparent and equitable process for appointing acting leaders at the senior level, which is currently being piloted. The unit also pulled equity data on acting appointments at the senior administrative level for the past 10 years.

- The **Dalhousie Art Gallery** promotes upcoming and existing programming to equity deserving staff, community organizations and educational groups.

- The **Career Development** consultant in HR is currently working to launch the staff mentorship program, which will prioritize employees from equity-deserving groups. The consultant is also reviewing the Achieve Program with an inclusive and equitable lens and will be working to revitalize the university's staff performance review tools.

- The **Faculty of Science** established a tenure promotion taskforce for equity-deserving faculty to incorporate equity, diversity, and inclusion (EDI) principles into the T&P process.

- The **Faculty of Computer Science** developed and launched a new faculty mentorship program. The program aims to enhance the professional well-being of faculty members, especially new faculty members and those from equity-deserving groups.

- The **Faculty of Medicine** developed a mentorship program and is reviewing existing promotion criteria for clinical faculty to ensure it is equitable and inclusive.

- **Facilities Management** gave training for staff in computer applications such as Chrome River as needed and that helped boost employees' comfort level with technology and support career development.

- The **Faculty of Health** has a Professional Development fund for staff in the DPMG and NSGEU employment groups, the funding may be (and is) used to support various forms of development and is not restricted to a person's current scope of responsibility. The Faculty also identifies mentors to support equity deserving faculty and staff.

- **Financial Services** encouraged staff to attend the supervisory development program.

- **Dal Libraries** encouraged and supported equity deserving staff members to take on interim/acting opportunities.

> *"As I begin in this new role, the Employment Equity Plan is top of mind as I explore the supports in place and consider future plans and projects to enhance career development opportunities for Dalhousie Employees.*
>
> *All career development endeavours must be viewed through an equity lens. As we support employees' professional goals through programming and by providing financial assistance, the Employment Equity Plan is the guide that supports the mission of dismantling barriers that prevent employees from developing their careers at Dalhousie.*
>
> *In accordance with the Plan, my goal is to respond to the needs of our employees by updating our current offerings and introducing and promoting new initiatives such as an employee mentorship program and leadership programming with a focus on supporting equity-deserving employees."*
>
> **Kristin Hewlett,**
> *Implementation Lead, Career Development (HR)*

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[4] For Members of the teaching and research staff, Y represents the number of years of creditable service (s) in the rank of Lecturer or its equivalent or above in universities or equivalent institutions; plus, other relevant experience including periods of paid employment and years of traditional ways of knowing and/or non-traditional scholarship; plus 3 added to Y for possessing the Ph.D. degree or its equivalent.

Priority 6: **Education**

Increase EDIA education, including awareness about the experiences of equity deserving groups, to empower faculty and staff to address EDIA matters

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	In progress
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 experiences [modified]	In progress
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 [modified]	In progress
6. Promote existing programs on the inclusion of employees and applicants with disabilities and create other educational resources as needed	In progress
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

"Within the VPRI units, we have an EDIA committee that issues a bimonthly newsletter highlighting EDIA learning opportunities and events. Each newsletter focuses on a particular theme or issue. A working group meets regularly to review and select recommended educational resources to highlight in the newsletter. Another working group organizes speakers and facilitators to lead educational sessions for the VPRI units. We hope that all staff will see themselves and their diverse perspectives represented and reflected within the learning opportunities offered. Our goal is to increase our personal and collective awareness of the needs and perspectives of our colleagues and promote shared actions to ensure equity and inclusion in our workplace."

Martha Smith Brillant,
Implementation Lead, Office of the Vice-President Research and Innovation

Highlights

- The **Indigenization, Diversity, Equity, Inclusion, and Accessibility (IDEIA) Education Collective** was formed. The collective is comprised of individuals leading EDIA related education across the university. The group is working on an analysis of offerings (which can be accessed online) as well as a gap analysis to support development of further resources. The Collective is also working to finalize the Inclusive Language Guide.

- **Employment Equity** unit provided skill and professional development opportunities for Employment Equity Implementation Leads and opportunities for sharing learnings, strategies, and best practices to utilize an EDIA lens in all business functions. 5 educational presentations given, attended by 28 Employment Equity leads.

- **Human Resources** organized educational sessions about Indigenous culture and Peoples with the aim to build HR's capacity to better understand, engage with, and support Indigenous applicants, candidates, and employees. 28 staff from Human Resources attended the Blanket Exercise and the whole HR team will participate in an Indigenous Cultural training session .

- The **HR EDIA committee** completed several initiatives in 2022-2023. The committee collected and distributed information about several events, holidays, including the African Heritage month, National Indigenous Peoples Day, Emancipation Day, Autism Awareness, International Day Against Homophobia, Transphobia, and Biphobia, International Women's Day, National day for Truth and Reconciliation, and Accessibility Week. The committee maintains an EDIA library where they added eight books covering different EDIA topics. The committee held a multicultural day potluck.

- The **Faculty of Science** developed an Equity Champion program to train, support, and coordinate faculty members and staff hiring managers who will facilitate the advancement of Faculty/Departmental inclusive excellence priorities and goals, including the development and implementation of employment equity plans as outlined in Dalhousie's Employment Equity Plan.

- **Human Resources** added modules on inclusive workplaces, accessible employment and menopause in the workplace to the Supervisory Development Program.

- The **Job Design** unit in HR made adjustments to discussions regarding job evaluation sessions for NSGEU and DPMG staff and managers to increase awareness of EDIA considerations during job design and recruitment.

- The **Accessible Employment** unit in HR continued to be an active member in the HR-EDIA committee providing and getting education as needed and is integrated into a national network that encompasses accessibility-focused initiatives, particularly those focused on persons with disabilities.

- The **Health & Wellness** unit in HR features an EDIA Resource Spotlight in monthly Wellness Champion emails, linking to helpful resources on a wide variety of topics and actively promoted the Rethinking Gender online course.

- The **Faculty of Management** supported many EDIA related educational initiatives. The Faculty:
  - ▶ created an EDIAD resource site for Management faculty and staff, with 83 items contributed and 124 site visits in the last 90 days
  - ▶ created an EDIAD leadership position: Foundation Director (Inclusion)
  - ▶ held a 2-day workshop on Implementing Culturally Responsive Pedagogy and Universal Design for Learning in Your Teaching for faculty, which 29 faculty members attended
  - ▶ formed an Inclusion Committee, where members have a chance to gain experience in EDIAD-related work. Members come from equity-deserving groups.
  - ▶ held Indigenous Cultural Training Sessions at the Mi'kmaw Native Friendship Centre for faculty and staff, 30 people attended the first session and 11 people registered for the second session.

- ▸ created a standing item at Faculty Council to report on Inclusion in Action, which increases awareness of how to apply EDIAD principles in our work and who to collaborate with
- **Facilities Management** recognizes existing challenges related to EDIA and they are working with an EDIA consultant to develop and deliver EDIA education sessions specifically for FM.
- The **Office of the Vice-President, Research and Innovation** supported many opportunities for EDIA related training and education. The Office:
  - ▸ provided managers with OCAP training (First Nations principles of ownership, control, access, and possession of data). 31 VPRI staff, including managers completed the training and 19 more enrolled in the Fundamentals of OCAP™ online course
  - ▸ established a VPRI EDIA committee whose work includes providing lunch and learn sessions on EDIA issues as well as promotion of existing EDIA education and training resources via a bimonthly newsletter
  - ▸ all Ocean Frontier Institute staff, including managers, have completed the on-line training program The Path: Your Journey Through Indigenous Canada
- The **Faculty of Science** partnered with Open Learning and Career Development to offer a customized Faculty of Science EDIA certificate. Four micro-credential courses were offered to 30 participants (max enrolment achieved) across faculty, staff and students. The Faculty is also incorporating the Diversity, Equity Assessment Planning tool (DEAP) tool for academic, non-academic and governance units, customized for Dalhousie.
- The **Faculty of Graduate Studies** staff attended workshops on identifying bias in processes and policy as well as the 4 Seasons of Reconciliation course and the Rethinking Gender course.

- The **Faculty of Computer Science** Culture of Respect in Computer Science Committee planned two training sessions on Cultural Competency and 2SLGBTQIA+ education.
- The **Faculty of Health** has supported many opportunities for EDIA related education and training. The Faculty:
  - ▸ encouraged employees to participate in the Foundations of DEI in the Workplace through the Faculty of Open Learning and Career Development.
  - ▸ organized a survey to measure EDIA PD participation since Sept 2021 to present and identify what areas/topics would be of most interest to faculty and staff.
  - ▸ uses the bi-weekly Dal Health Spotlight to share upcoming EDIA PD opportunities open to staff and faculty
  - ▸ all Deans Office staff have been offered the opportunity to participate in the Foundations of Diversity, Equity and Inclusion in the Workplace
  - ▸ EDIA PD progress is reflected in faculty annual reports.
- **Dal Libraries** offers EDIA programming in Ko'jua Okuom the new community room and participates in the Dal Reads program with an EIDA focus. The Libraries EDIA Committee also identifies, shares and organizes training opportunities for staff.
- **Financial Services** encourages all managers to attend EDIA training through the Faculty of Open Learning so that they can get their Equity Diversity and Inclusion certificate. The unit also includes aspects of EDIA in weekly communication emails along with training opportunities. The office is also making active efforts to identify and address educational gaps and come up with ideas for how the office can be more inclusive.

Priority 7: **Recognition**

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

ACTIONS	PROGRESS
1. Explore and implement ways to recognize accessibility-focused work and contributions made by (dis)Abilities champions	Not started
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	Not started
4. Encourage the formation of other employee caucuses as required [modified]	Not started
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 [modified]	In progress

Highlights

- The **Faculty of Management** provides overload payment to their Inclusion Committee chair to compensate for work that is usually unpaid.
- The **Faculty of Computer Science** is investigating providing stipends to the Culture of Respect in Computer Science Committee.
- The **Faculty of Health** provides overload pay for those equity deserving faculty who have a heavy administrative load due to committee work associated with EI initiatives.
- **Dal Libraries** following up on feedback about structural racism and workload, including participation on equity related staff and faculty caucuses.
- The new NSGEU Local 77 ratified agreement, Article 31.05, which will provide additional compensation to work done on committees by employees.

"In 2023, the Faculty of Engineering actioned and mirrored Dalhousie's Employment Equity Plan (2022-2026), and Dalhousie University's Strategic Plan related to Pillar 2: Inclusive Excellence. The following indicates the work of seven priorities found within the activities of the Plan: Communication & Awareness; Representation; Recruitment; Benefits and Supports; Development & Advancement; Education; and; Recognition. Of the 60 actions found within the Employment Equity Plan, many actions have been reached in varying degrees, and will continue to be worked towards in the Faculty of Engineering."

Sherida Hassanali,
Employment Equity Lead, Faculty of Engineering

New Actions Identified

The Employment Equity Plan was always meant to be a living document. Over the past year as implementation has been underway, we have had the privilege of working with and connecting with hundreds of employees across the university in conversation, in workshops, and on committees working towards actions under the Plan. Naturally new ideas for change have emerged out of those conversations and we have identified a number of priority actions to modify as marked above by the term [modified] and others to add to this Plan noted below.

PRIORITY 2: REPRESENTATION

- Increase the number of designated hires across the university, including further cluster hires.
- Ensure designated postings are developed in keeping with best practices, through lived experience consultation with specific equity-deserving community groups.
- Develop a process for establishing representational goals indexed to local population (employment equity gap planning) in relation to Mi'kmaw, Wolastoqi, Peskotomuhkati Peoples.
- 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.

PRIORITY 3: RECRUITMENT

- Support the implementation of applicable recommendations within the Understanding our Roots report, including supporting the development of a process to support the self-determination of Indigenous Peoples and move away from a reliance on self-identification.
- Ensure the recommendations of the recent job evaluation report are carried out using an EDIA-informed lens.

Conclusion

The implementation of these newly developed actions will take place simultaneously with the other actions in the original plan. Our focus for the year 2024 will be on actions that are in progress and those not started as well as supporting and sustaining ongoing and long-term projects. Collaboration with the established Employment Equity Implementation Leads will continue, and we will continue to work to secure Implementation Leads in any remaining Faculties and Units.

Finally, we are pleased with what we have achieved so far. We acknowledge that these achievements were 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 and invited us to attend their functions and participate in their events and job fairs.

Appendix A: **Current Implementation Leads**

The Implementation Leads are:

- Marcie Nixon, HR Benefits
- Orla McDevitt & Ivonne Paez, HR Accessible Employment
- Janice MacInnis and Kristin Hewlett, HR Health & Wellness
- Martha Smith Brillant, Office of the Vice-President, Research and Innovation
- Kathryn McIlrath, Office of Advancement
- Guarishtha Gaurishtha and Cindy Bray-Willett, Financial Services
- Katie Reid & Rachel Thompson, Environmental Health & Safety
- Pamela Edmond, Art Gallery
- Silvia Behrens-Kelleher and Marcia Munroe, Facilities Management
- Meghan Wagstaff, Office of Planning & Analytics
- Emily Wishart, Faculty of Computer Science

- Courtney Dillman, Faculty of Medicine
- Sherida Hassanali, Faculty of Engineering
- Erin Careless, Jessica de Souza, and Prashant Mehta, Faculty of Open Learning and Career Development
- Trisha Estabrooks and Tasha-Lynn Baxter, Faculty of Graduate Studies
- Anna Cranston and Nicole Maunsell, Faculty of Management
- Suzie Officer and Cathie Smith-Gillis, Faculty of Health
- Kevin Hewitt, Faculty of Science
- Malak Roueissati, College of Sustainability
- Amir Habashi, Student Affairs
- Michael Vandenburg and Sandra Dwyer, Dal Libraries

Appendix B: **Employment Equity Council**

The Employment Equity Council works with Human Resources and in collaboration with the Office of 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. Director, Employment Equity
E. Manager, Employment Equity
F. Manager, Recruitment and Retention (Staff Recruitment) (or designate)
G. Assistant Director, Academic Staff Relations (Faculty Recruitment) (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.

DALHOUSIE UNIVERSITY

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Employment Equity
Human Resources

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all treaty people.

We acknowledge the histories, contributions, and legacies of the African Nova Scotian people and communities who have been here for over 400 years.