DALHOUSIE UNIVERSITY

Dalhousie University
Employment Equity Plan
2022–2026

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Introduction

Employment equity aims to correct disadvantages in employment experienced by equity-deserving groups[1] and to introduce positive measures to promote a more representative and inclusive workforce. Discussions about employment equity often center around numbers and increasing diversity through recruitment. Recruitment is an important system that permits access to Dalhousie, and numbers, especially when analyzed and disaggregated in different ways, tell an important story. Employment equity, though, is also about redistributing resources to enhance success; this requires us to be concerned about experiences, about all faculty and staff having opportunities and a sense of belonging. Equity should therefore be considered in relation to every dimension of work—recruitment, pay equity, benefits, and supports, professional development, advancement, work environment, recognition and more.

We know that equity, diversity, inclusion, and accessibility (EDIA) drive better performance, innovative solutions, and the attainment of a more effective employment system. The Employment Equity Plan (2022-2026) will help attract and retain more diverse talent and deliver on our pivotal role in the economic and social well-being and development of our communities and our commitment to the Inclusive Excellence pillar as part of **Dalhousie's Strategic Plan (2021-2026)**, *Third Century Promise*. The Employment Equity Plan provides us with a set of overarching priorities and concrete actions that will help us enhance the access, opportunity, and success of equity-deserving groups across the institution.

1 Dalhousie University defines "equity-deserving groups" as Indigenous peoples (especially Mi'kmaq), persons of Black/African descent (especially African Nova Scotians) and other members of racialized groups, persons with disabilities, women, and persons identifying as members of 2SLGBTQ+ communities.

Priorities and Actions

This Employment Equity Plan distinguishes seven equally important and interconnected priority areas that cover the life cycle of employment here at Dalhousie and proposes over 50 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 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-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**, 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.

Alignment with *Third Century Promise*

This Employment Equity Plan is critical to the realization of the goals and intention set forth in **Dalhousie University's Strategic Plan, *Third Century Promise*:** *Si'st KasqimtInaqnipunqekl Teli L'wi'tmasimk*. More specifically, actioning the concrete recommendations in this Plan will directly translate into the success of **Pillar 2: Inclusive Excellence**. The table below outlines how the Employment Equity Plan aligns with and complements the strategic plan with a focus on Pillar 2.

PRIORITY	PILLAR 2: INCLUSIVE EXCELLENCE ACTIONS	
PRIORITY 1: COMMUNICATION & AWARENESS	2.5	Prioritize advancing the work of Dalhousie's **Diversity and Inclusion Strategy**, **Indigenous Strategy**, **African Nova Scotian Strategy**, and actions that reflect Dalhousie's commitment to an anti-racist culture
PRIORITY 2: REPRESENTATION	2.1	Enrich and diversify our faculty and staff complement by actively searching for the most accomplished and promising individuals, evolving our best practices for recruitment and retention, and offering our candidates competitive conditions that attract them to Dalhousie
	2.5	as stated above in Priority 1
	2.6	Determine and work towards meaningful representation targets for equity-deserving groups on Dalhousie's leadership teams
PRIORITY 3: RECRUITMENT	2.1	as stated above in Priority 2
	2.6	as stated above in Priority 2
PRIORITY 4: BENEFITS & SUPPORTS	2.1	as stated above in Priority 2
	2.3	Develop actionable strategies to drive the pursuit of excellence and recognize individual and team achievements in the areas of wellness and accessibility including development of an institution-wide wellness strategy and progressive approaches to how we work (including virtual workplaces) that prioritize safety, flexibility, efficiency, engagement, and productivity
PRIORITY 5: DEVELOPMENT & ADVANCEMENT	2.4	Provide mentorship, support, and career development opportunities for faculty and staff across all employee groups. This will include a leadership training curriculum that includes a focus on EDIA training and mentorship to achieve people-focused professional goals to maximize support and retention of equity-deserving faculty, staff, and leaders
PRIORITY 6: EDUCATION	2.4	as stated above in Priority 5
	2.5	as stated above in Priority 5
PRIORITY 7: RECOGNITION	2.2	Foster an institution-wide commitment to a healthy, accessible, and academically inclusive culture for working and learning. Encourage an organizational culture of mutual respect, accountability and collaboration that acknowledges the value and contribution of all employees to the university's vision and mission

We know that remarkable work has already taken place at Dalhousie in the area of employment equity, which paves the way for further efforts. This Plan will build on work to date and complement concurrent initiatives. The Plan will inform the work of the Pan-University Committee on Recruitment, Retention, & Promotion of Faculty, Staff & Administrators. The Plan also pays respect to, and seeks to align in action with, the exceptional work undertaken in relation to the *Dalhousie University Indigenous Strategy 2018*, *Report on Lord Dalhousie's History on Slavery and Race*, *African Nova Scotian Strategy*, *Dalhousie University Accessibility Plan*, *Workplace Wellness Strategy 2021-2024*, and many other critical reports that have been produced over the last ten years at Dalhousie and at the national level including the *Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education* and the *Truth and Reconciliation Commission of Canada: Calls to Action*.

The Federal Contractors Program

As an organization that does business with the Government of Canada, Dalhousie is part of the **Federal Contractors Program (FCP)**. The FCP requires that Dalhousie complete an Employment Systems Review (ESR) every four years to examine employment-related practices, processes, and policies with the goal of understanding if and how these systems create barriers for members of equity-deserving groups. Dalhousie undertook a comprehensive ESR in 2021, the details of which are shared in the Appendix of this Plan. The 2021 ESR identified barriers and proposed ways to resolve them. Priorities and actions contained in this

Plan are directly derived from the review. Because the 2021 ESR was completed largely virtually due to the pandemic, staff within Facilities Management, by nature of their work, were not able to take part in the ESR in any meaningful way. For this reason, a separate employment system review is planned specifically for Facilities Management in 2022/2023. This ESR for Facilities Management will be adapted to meet the specific needs of that unit.

Under the *Federal Contractors Program*, Dalhousie is also required to undertake a workforce analysis (called **Compliance Assessment**) 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). As noted above, Dalhousie's employment equity work is undertaken in relation to five groups - the four groups designated by the Employment Equity Act and 2SLGBTQ+ 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 recently received a notice of compliance from the FCP based on our most recent workforce analysis and the next assessment 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, this Plan is designed to **go well beyond these goals and obligations in**

intention, scope, and impact and move our employment equity work beyond a focus on 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.

Development of the Plan

This Employment Equity Plan is the result of comprehensive and far-reaching consultations which began with the 2021 ESR (see Appendix). The review comprised more than 22 open consultation forums; a confidential comment form for online submissions; many personal meetings and communications; discussions with employee group 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 details of which are outlined in the acknowledgments.

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	LEAD	CO-LEADS	TIMELINE	SUCCESS MEASURES
1. Promote the **launch of the Employment Equity Plan** across Dalhousie, as work being planned and implemented under Pillar 2 of *Third Century Promise*	HR Communications, HR Employment Equity Unit	Communications, Marketing and Creative Services, Faculty and Unit Communicators, Employment Equity Council	Fall 2022	Variety of mediums of communication used (website, digital screens, emails, posters) Number & locations of information sessions held # of participants % of satisfaction
2. Provide **enhanced education related to the Employment Equity Policy and Plan** to leaders, hiring managers, supervisors, administrators, and HR advisors	HR Recruitment Leads, HR Employment Equity Unit	Faculty/Unit HR Advisors	Fall 2022-Ongoing	# of education sessions # of participants % of satisfaction
3. Develop and facilitate a learning module on the **Employment Equity Policy and its application** and make it available across Dalhousie	HR, Employment Equity Unit		Fall 2022 -Ongoing	# of education sessions # of participants % of satisfaction
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	HR Employment Equity Unit		Fall 2022-Ongoing	# of education sessions # of participants % of satisfaction
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	HR Communications, Office of Equity and Inclusion & Analytics	Government Relations	Fall 2022-Ongoing	Increased quantity and quality of internal communication about the FCP and Dalhousie's commitment to the program (using past years as baseline)

ACTIONS	LEAD	CO-LEADS	TIMELINE	SUCCESS MEASURES
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 campaign	HR Communications, HR Accessible Employment, Office of Equity and Inclusion	HR Employment Equity Unit	Fall 2022	Increased census participation Increased self-identification of persons with disabilities
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	HR Accessible Employment	All Units	Fall 2022- Ongoing	New leaders set up with Accessible Employment (AE) unit upon arrival for briefing Ease of online navigation related to AE services Employee feedback mechanisms developed and utilized by AE unit
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	Office of Equity and Inclusion	HR	Fall 2022-Ongoing	Measures of success to be determined in consultation with Office of Equity & Inclusion

Priority 2: **Representation**

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

ACTIONS	LEAD	CO-LEAD	TIMELINE	SUCCESS MEASURES
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	HR Recruitment Leads, Director of Indigenous Community Engagement	Indigenous Advisory Council, Office of Equity & Inclusion	Spring 2023	Indigenous hiring strategy established and implemented Increased number of Mi'kmaq/ Indigenous employees at all levels
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	HR Recruitment Leads, Director, African Nova Scotian Community Engagement	African Nova Scotian Strategy Working Group, Office of Equity & Inclusion	Winter 2023	ANS hiring strategy established and implemented Increased number of African Nova Scotian employees at all levels
3. Increase the representation of Indigenous/ Mi'kmaq, and African Nova Scotians specifically in **leadership and management positions using culturally specific proactive outreach strategies**, targeted hiring, and other avenues as identified in Indigenous and African Nova Scotian hiring strategies	HR Recruitment Leads	All Units, Office of Equity & Inclusion/ Dal Analytics	Winter 2023-Ongoing	Increased numbers of Indigenous/ Mi'kmaq and African Nova Scotians in leadership positions (using previous years as baseline) Labour market gaps closed for leadership positions as it relates to these two populations
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%**	HR Recruitment (All Units), Dal Analytics	HR, Employment Equity	By the 2024 workforce analysis assessment	Goals met or exceeded

ACTIONS	LEAD	CO-LEAD	TIMELINE	SUCCESS MEASURES
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)	HR Executive Recruitment, Senior Leaders, University Secretary (Board), Dal Analytics	HR, Employment Equity	Ongoing	Compliance met or exceeded
6. Create a **diversity hiring program/ process** similar to Dalhousie Diversity Faculty Awards (DDFA) for staff positions	HR Recruitment (Staff), HR Employment Equity Unit	All Units	Winter 2023-Ongoing	Program designed and implemented
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	HR Recruitment Leads, HR Employment Equity Unit, Talent Pathways Advisor	Employee groups and unions Caucus representatives Director of African Nova Scotian Community Engagement Director Indigenous Community Engagement	Fall 2022- Ongoing	Increased number of equity-deserving job applicants # of internal and external outreach efforts # partnerships established with career and community centres
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	HR Recruitment Leads, HR Employment Equity Unit, Talent Pathways Advisor	Community Groups and Agencies Internal Units serving Equity Deserving Groups	In Progress, Ongoing	Increased number of equity-deserving job applicants # of fairs and events attended

ACTIONS	LEAD	CO-LEAD	TIMELINE	SUCCESS MEASURES
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	HR Employment Equity Unit, Talent Pathways Advisor	HR Communications	In Progress, Ongoing	Rebranding completed # of outreach sessions held # of partnerships created/maintained/strengthened # of new equity-deserving employees hired though the program # of African Nova Scotian and Mi'kmaw candidates in the Program # of temp employees hired through the program who secured permanent positions
10. Institute a **program to promote and support opportunities for apprenticeship** and opportunities for women in skilled trades	Facilities Management	HR, External Partners including Women Unlimited, Nova Scotia Apprenticeship Agency, NSCC	Fall 2022- Ongoing	Increased # number of women in skilled trades and apprenticeship (using previous years as baselines)
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	Provost Office, HR, Academic Staff Relations	HR Executive Recruitment, HR Employment Equity Unit	Spring 2023	Successful completion of cluster hire Retention of Black faculty hired through cluster hire process
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)	Vice-President, Research & Innovation (VPRI) Office, Provost Office	CRC Committee, Faculty Deans, Academic Staff Relations & Executive Recruitment	In Progress, Ongoing	Continue to meet or exceed the targets set by the CRC Program Implementation of the EDI Action Plan

ACTIONS	LEAD	CO-LEAD	TIMELINE	SUCCESS MEASURES
13. Partner with Government Relations to **advocate for 2SLGBTQ+ inclusion in the FCP and within labour market information** so that Dalhousie can more equitably measure employment equity gaps in relation to this group	HR Employment Equity Unit, Office Equity and Inclusion	Government Relations	In Progress, Ongoing	Communications to government sent Long term: inclusion of 2SLGBTQ+ within federal Employment Equity Act and within FCP reporting
14. Review and update **exit interview process** to ensure clarity and understanding related to reasons why equity-deserving employees leave the university	HR, Employee Experience, HR, Academic Staff Relations	HR Advisors, All Units	In Progress, Ongoing	# of exit interviews Quality of feedback received
15. Complete the **Pride at Work Canada Inclusion Index** to help further inform measurable goals related to inclusion and retention of 2SLGBTQ+ employees	HR Employment Equity Unit	Office of Equity and Inclusion/ Analytics, Queer Faculty and Staff Caucus (QFSC)	In Progress, Ongoing	Project completed Goals identified and implemented

Priority 3: **Recruitment**

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

ACTIONS	LEAD	CO-LEADS	TIMELINE	SUCCESS MEASURES
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	HR Recruitment Leads	All Units	Winter 2023	Videos developed and promoted # of times videos viewed/accessed Search committee and hiring manager feedback
2. Continually **revise written material used in hiring** including recruitment guidelines, self-identification questionnaire, and job postings/advertisements to ensure inclusivity and currency	HR Recruitment Leads, HR Communications	All Units	In Progress, Ongoing	Ongoing revisions and updates done and documented
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	HR Recruitment Leads, HR Communications	Hiring Managers, All Units, Office of Equity & Inclusion	In Progress, Ongoing	Ongoing revisions and updates done and documented
4. Establish closer **connections between HR's Job Design unit and hiring managers** to ensure inclusive job postings and job criteria	HR Job Design, HR Recruitment Leads	Hiring Managers, All Units	Fall 2022-Ongoing	Audit of job postings using inclusive lens (using previous years as a baseline)

ACTIONS	LEAD	CO-LEADS	TIMELINE	SUCCESS MEASURES
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	HR Employment Equity Unit, HR Recruitment Leads	All Units	In Progress	Program created and implemented # of candidates accessing the Program Candidate feedback survey results
6. Enhance **EDIA content in Dalhousie's competencies and offer training** on usage of competencies in hiring and assessment	HR, Competency Review Working Group	Office of Equity and Inclusion	In Progress	Competencies updated, promoted, and shared across Dalhousie Increased usage of competencies in hiring processes (using previous years as a baseline)
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	HR Recruitment Leads	Analytics	In Progress	Form and census updated

Priority 4: **Benefits & Supports**

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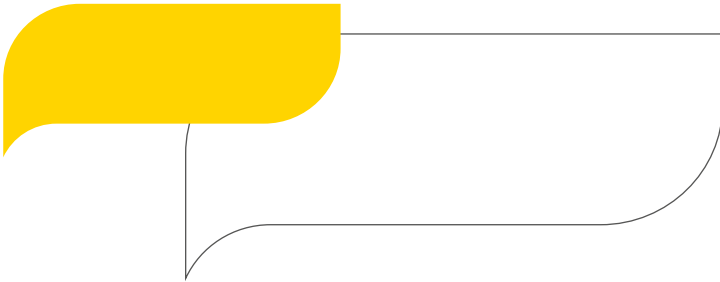at Dalhousie are inclusive

ACTIONS	LEAD	CO-LEADS	TIMELINE	SUCCESS MEASURES
1. Conduct a **comprehensive pay equity analysis** for faculty and staff	HR Total Compensation, HR Employment Equity Unit	All Units	Spring 2023-Ongoing	Analysis conducted and pay gaps addressed, if applicable
2. Continue conducting **pay equity analysis for DFA faculty** to determine whether the university is closing the gap between female and male salaries	HR Total Compensation, HR Employment Equity Unit	All Units	In Progress, 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	HR Total Compensation, HR Employment Equity Unit	All Units	Fall 2022-Ongoing	Policies, definitions and terms reviewed and updated Employee feedback
4. Develop **educational sessions on ways to support an inclusive approach to benefits** to be delivered to HR staff and to supervisors/managers/leaders	HR Total Compensation	All Units	Winter 2023	# of sessions given % of satisfaction Employee feedback
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	HR Total Compensation	Caucuses	Winter 2023	Change implemented and communicated User feedback

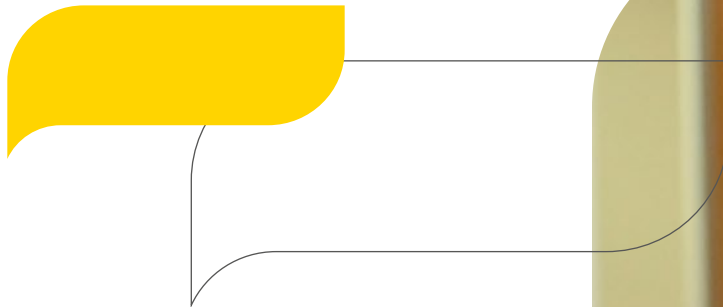| ACTIONS	LEAD	CO-LEADS	TIMELINE	SUCCESS MEASURES
6. Explore with DFA in collective bargaining the feasibility of **providing course release or teaching assistants** to employees returning from parental leave for the first year	HR, Academic Staff Relations	DFA	Spring 2023	Program established and communicated # of employees who benefit from the program
7. Explore **expanding childcare** on Dalhousie campuses	HR	Childcare Centre Partners (current and proposed)	Spring 2023	On-going work towards this goal
8. Develop and facilitate a **program on tax considerations for Indigenous employees** (to be mandated for payroll personnel)	HR Total Compensation	External partner for development of training program	Winter 2023	Program developed and facilitated # of sessions held # of participants Feedback
9. Complete work on **Dalhousie's Banner and other IT systems regarding correct names and pronouns** of Dalhousie employees	HR, DASM, ITS	Student Affairs, Dal Name Change Working Group	In Progress	Work completed Correct names and pronouns documented with accuracy Feedback
10. Conduct a **targeted communication campaign for caucuses about the Healthy Workplace Wellness grant** offered at the university	HR, Organizational Health, HR Communications	Caucuses	Spring 2023	Increased application to the program using previous years as baseline
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	HR, Organizational Health	All Units	In Progress, Ongoing	Implementation of Workplace Wellness Strategy New programs and initiatives developed and in use # of participants in new programs and initiatives # of satisfaction related to new programs and initiatives

Priority 5: **Development & Advancement**

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

ACTIONS	LEAD	CO-LEADS	TIMELINE	SUCCESS MEASURES
1. Provide increased training to faculty and administration on the Boyer Model and its application	HR, Academic Staff Relations	Academic Administrators	Winter 2023	# of training sessions # of participants Increased usage of Boyer Model
2. Increase the use of the "ACHIEVE Program" and other tools to assist supervisors with annual performance reviews (follow up and support to ensure equitable and fair reviews)	HR, Career Development	All Units, Managers, Supervisors	Fall 2022-Ongoing	Increased usage of Achieve program using previous years as a baseline Feedback related to usage of ACHIEVE program
3. Explore expanded opportunities for equity-deserving employees to access programming in the Faculty of Open Learning and Career Development	HR, Career Development, Open Learning and Career Development, Office of Equity and Inclusion	All Units	Spring 2023-Ongoing	Increased #'s of equity-deserving employees accessing programing in OLCD

ACTIONS	LEAD	CO-LEADS	TIMELINE	SUCCESS MEASURES
4. Continue with the establishment of **university-wide mentorship programs for faculty and staff** with priority given to members of equity-deserving groups	HR, Career Development, HR Employment Equity Unit, Caucuses	All Units	Winter 2023-Ongoing	Mentorship program established and promoted Participants enrolled
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	HR Executive Recruitment	All Units, Caucuses	Winter 2023-Ongoing	Aspiring leaders pool established and promoted Registration started
6. Track **acting/interim positions at the senior administrative level**, including self-identification information	HR Executive Recruitment	All Units	Winter 2023-Ongoing	Tracking begun Historical data analyzed and presented to senior leaders

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	LEAD	CO-LEADS	TIMELINE	SUCCESS MEASURES
1. Build **centre of excellence in EDIA education** at Dalhousie	Office of Equity and Inclusion, Indigenization, Diversity, Equity, Inclusion, and Accessibility (IDEIA) Education Collective	HR	In Progress	EDIA centre of excellence established Increased clarity around range of EDIA related education offered across Dalhousie Gaps in EDIA education identified, and plans made to develop programming to fill those gaps
2. Promote and support aspects of **EDIA education for supervisors and managers**	Senior Leaders, HR Office of Equity and Inclusion	Employee groups/ unions	Winter 2023	Educational sessions completed by manager and supervisors
3. Encourage opportunities in units (during work hours) for **EDIA-related educational sessions and discussion**	HR, All Units	Office of Equity and Inclusion	Winter 2023	Increased participation in educational sessions (using previous years as a baseline)
4. Promote **existing educational programs on Indigenous/Mi'kmaw history and experiences**	Office of Equity and Inclusion	Communications, Marketing and Creative Services	Winter 2023- Ongoing	More participation on programs using previous years as a baseline
5. Develop and facilitate other **educational resources and programs related to Indigenous/Mi'kmaw history and the current experiences** of community members	Office of Equity and Inclusion	Educational providers (internal and external)	Spring 2023- Ongoing	Education program developed, promoted and delivered # of participants % of satisfaction

ACTIONS	LEAD	CO-LEADS	TIMELINE	SUCCESS MEASURES
6. Promote **existing programs on the inclusion of employees and applicants with disabilities** and create other educational resources as needed	IDEIA Collective, Office of Equity and Inclusion	Senior Leaders, All Units, (dis) Ability Caucus	Spring 2023	Educational and onboarding materials created and used Dalhousie is promoted as an inclusive and accessible space for people with disabilities (using previous years as a baseline)
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**	VPRI Office	AVP Research, AVP Industry Relations, AVP Innovation and Entrepreneurship	Spring 2023	ORS, OCIE and Innovation & Entrepreneurship offices to establish/continue feedback process from the research community.
8. Promote **existing programs on the inclusion of 2SLGBTQ+ employees and applicants** and create other educational resources as needed	IDEIA Collective, Office of Equity and Inclusion, QFSC	Senior Leaders, All Units, Pride at Work Canada	Fall 2022	Educational and onboarding materials created and used Dalhousie is promoted as a welcoming space for 2SLGBTQ+ employees and students (using previous years to as a baseline)

Priority 7: **Recognition**

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

ACTIONS	LEAD	CO-LEADS	TIMELINE	SUCCESS MEASURES
1. Explore and implement ways to **recognize accessibility-focused work and contributions** made by (dis)Abilities champions	HR Accessible Employment	All Units, (dis)Ability Caucus	Spring 2023	Program developed and implemented # of staff recognized and work acknowledged
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	Office of Equity and Inclusion, Caucuses	HR Employment Equity Unit, Caucuses	Winter 2023	Funding model established and accessed
3. Create a **guideline template for faculty and staff** to ease the process of creating diverse caucuses	HR Employment Equity Unit, Office of Equity and Inclusion	Caucuses	Fall 2022	Template created and successfully used Feedback
4. Encourage the **formation of a caucus for other racialized faculty and staff** (those who do not identify as Black)	HR Employment Equity Unit, Office of Equity and Inclusion	All Units	Winter 2023	Caucus established
5. Create an **institutional statement acknowledging work done to advance diverse communities** as part of faculty- and unit-level workload	Senior Leaders	All Units, HR	Winter 2023-Ongoing	Statement created and issued Examples of successful application shared
6. Consider the **Faculty of Health process for seeking compensation for faculty members doing additional service**, indicating who is responsible and how to request this compensation	Deans, All Units	HR, Faculty of Health	Winter 2023	

Accountability and Implementation

Many aspects of this plan will play out at the individual or unit level. Institution-wide initiatives will be led by Human Resources in close collaboration with the Office of Equity & Inclusion and with the support of senior leaders across Dalhousie. Specific leads and co-leads at the unit level have been identified for each action outlined above, alongside proposed timelines, and measures of success.

A dedicated Manager, Employment Equity has been appointed to oversee the implementation of the plan and facilitate reporting and analysis of results. The Manager, Employment Equity and Project Manager, Third Century Promise will work closely together to ensure implementation and reporting is aligned across both plans and that concrete actions, projects and programs falling under both plans are aligned. The Employment Equity unit will work closely with leads and co-leads identified throughout to ensure its implementation. In matters related to employment equity reporting, in relation to the **Dalhousie Census** and in relation to obligations under the FCP, the Office of Equity & Inclusion and Dal Analytics will serve as key partners. In keeping with the commitment made within our Employment Equity Policy, an annual report will be created and presented by the Employment Equity unit to provide an overview of progress in relation to this Plan.

This plan will come to life through implementation and will remain a living document that can be modified as required by the leads and co-leads; especially related to timelines. While the actions outlined within this Plan are meant to be attainable within the lifespan of the Plan, we recognize that there are a few discrete actions which require collaboration with external partners and thus depend on factors outside of our control as an institution. There are others that require navigating complex systems, long standing agreements, and/or may encounter barriers when we seek to expand their reach across all units and Faculties, given the diversity of contexts. For these reasons, several actions may extend in reach beyond 2026 and should be considered long-term goals.

This would include the expansion of childcare across all campuses, and our ability as an institution to recognize unpaid labour and community work in ways that feel fair and meaningful. For these longer-term actions, we will work to make incremental progress and report back along the way.

Acknowledgements

This Plan has been informed by feedback from Dalhousie faculty and staff, and would not have been possible without the generosity, honesty, time, energy, and emotional labour of members of equity-deserving groups. These employees have shared their observations and stories and offered extremely helpful and astute suggestions and recommendations for change.

Invaluable feedback on the employment systems review came from members of the:

- Senior Employment Equity Planning Group
- Employment Equity Council
- Dalhousie Black Faculty and Staff Caucus
- Indigenous Advisory Council
- Queer Faculty and Staff Caucus
- African Nova Scotian Strategy Working Group
- (dis)Ability Caucus
- Dalhousie Faculty Association
- NSGEU Locals 77 and 99
- CUPE Local 3912
- Dalhousie Professional and Managerial Group

Jalana Lewis, Director of African Nova Scotian community engagement, and Catherine Martin, Director of Indigenous community engagement, both gave essential advice into the ESR and the first draft of this Plan.

Those who provided feedback and insight into this finalized version of the Plan include (but are not limited to):

- Members of Dalhousie's Employment Equity Council (which includes representative from all caucuses and all employee groups)
- Vice-Provost Equity & Inclusion, Theresa Rajack-Talley and Assistant Vice-Provost Equity & Inclusion, Barb Hamilton-Hinch
- Co-Assistant Vice-President(s) (acting), Human Resources Laura Neals & Chris Hattie, Associate Director, Academic Staff Relations, Marlo Shinyei & countless members of the central HR team
- Vice-Provost Student Affairs, Rick Ezekiel
- Associate Vice-President, Academic, Leslie Phillmore
- Assistant Vice-President, Facilities Management, Peter Coutts; Director, Finance and Administration, Facilities Management, Arthur Walsh; & Manager of Human Resources, Facilities Management, Silvia Behrens-Kelleher
- Assistant Vice-President, Research Services, Marlies Rise & Director, Strategic Initiatives and Programs, Research Services, Shelley Brown

- Dean, Faculty of Open Learning and Career Development, Dianne Tyers; Director, Professional Certificates, Career Essentials and Accreditations, Faculty of Open Learning & Career Development, Erin Careless; & Director, Enrollment, Student Success and Advising & University Preparation Programs, Jennifer Hann.

The authors of this Employment Equity Plan would like to specifically acknowledge the incredible work of Mimi Breslow, who coordinated and led the 2021 Employment Systems Review and wrote the initial draft of this plan.

We would like to end by acknowledging the incredible work of Dalhousie's faculty and staff members. Dalhousie is truly made up of its people, and it is these people, particularly those who have faced inequity and discrimination at Dalhousie, who must be served by this Plan as we move forward.

Appendix: **ESR 2021**

The findings of the employment systems review are summarized below. Initially there was a much longer list of barriers, the shortlist was condensed to those that were repeated most often, affect a broad group or groups, have come up in past reviews and studies as well as this one, and/or were raised most urgently. Barriers have been roughly grouped by employment system, although many may apply outside of the particular area under which they are listed.

In addition to the barriers listed below, some barriers were shortlisted that are not explicitly named in this report due to the fact that work is currently underway and continuing to address these specific barriers. They are as follows:

- **Employees with disabilities at Dalhousie face structural and systemic barriers that require institutional change** rather than just individual accommodations. There is currently significant work underway on Dalhousie's Accessibility Plan, which is in accordance with the provincial goal of an accessible Nova Scotia by 2030. The planning process involves six areas of focus, one of which is employment. There has been collaboration between the coordinator of Dalhousie's Employment Systems Review and the task force for the employment focus area, and feedback from staff and faculty with disabilities has been relayed to this task force to help inform their work.

- **Job evaluation is opaque, often appears inconsistent, and often negatively impacts those who are likelier to be in particular roles** (especially women in clerical roles). Job evaluation is currently undergoing a review within Human Resources with the aim of ensuring a consistent, rigorous process. There

are various dimensions of employment equity and EDIA that can be considered in this review.

- **Student ratings of Instruction (SRI) are perceived to be harmful, problematic, and biased against many equity deserving group members.** The Dalhousie Senate has now approved changes to the former SRI policy, now called the Student Feedback on Learning Experiences policy and incorporating an updated student learning experience questionnaire (SLEQ). While there were multiple goals to this update, it includes changes to improve equity and fairness in student feedback and instructor assessment.

	SHORT LISTED BARRIER	EMPLOYMENT SYSTEM	EQUITY-DESERVING GROUP	STAFF/ FACULTY
ACCOMODATIONS	**Barrier 1:** Ignorance about Accessible Employment, disabilities, and other reasons for accommodations leads to mistrust, assumptions, and inconsistency.	Accommodations, Work environment, Recruitment	Persons with disabilities, 2SLGBTQ+, Indigenous, Women	Both
	Barrier 2: Dal's structural and systemic barriers require more than just individual accommodations.	Accommodations, Recruitment	Persons with disabilities	Both
	Barrier 3: Equality is often privileged over equity, rigidity, and process driven decisions rather than humanity.	Accommodations, Leaves, Workload, Work environment	All	Both
TOTAL COMPENSATION	**Barrier 4:** Benefits (including spousal appointments) attached only to legal family members and do not account for less Western/ "traditional" definitions of family.	Benefits	Indigenous, 2SLGBTQ+	Both
	Barrier 5: Many employees lack emotional and mental support that is culturally relevant for them, except for peer support (including caucuses).	Benefits, Work environment	All	Both
	Barrier 6: Low pay rate and lack of job security and benefits are barriers for part-time teaching assistants and temporary staff, including many equity-deserving groups.	Total compensation, Work environment	All	Both
	Barrier 7: Job evaluation is inconsistent and opaque, and often negatively impacts those who are likely to be in particular roles.	Job evaluation	Women	Staff

	SHORT LISTED BARRIER	EMPLOYMENT SYSTEM	EQUITY-DESERVING GROUP	STAFF/ FACULTY
PROFESSIONAL DEVELOPMENT & PERFORMANCE MANAGEMENT	**Barrier 8:** Equity-deserving members lack professional development, training, mentorship, and onboarding. Performance reviews are done inconsistently.	Professional development, Onboarding, Performance management	All	Both
	Barrier 9: SRI are harmful and problematic for EDG members.	Performance management	All	Faculty
	Barrier 10: Nepotism and informal processes affect secondments and acting opportunities, resulting in a lack of equity-deserving members in senior positions.	Recruitment, Professional development	All	Both
	Barrier 11: Decolonization is not a priority for Dal. Community work, Elders, and traditional knowledge are still not valued.	Workload, Professional development, Work environment	Indigenous	Faculty
	Barrier 12: Dal is good at documenting the experience of Black faculty but not using this information to advance their knowledge or research.	Professional development	Black	Faculty
WORKLOAD	**Barrier 13:** Equity deserving members are overburdened with service and other duties and have to work harder to prove themselves. Much of this work is not recognized. Work-life balance is encouraged but not genuinely supported.	Workload, Promotion, Leaves	All	Both
	Barrier 14: Gender still limits career choices, and women are able to accomplish less when on parental leave.	Leaves, Workload	Women	Faculty

	SHORT LISTED BARRIER	EMPLOYMENT SYSTEM	EQUITY-DESERVING GROUP	STAFF/ FACULTY
WORK ENVIRONMENT	**Barrier 15:** There is a lack of accountability for acts of racism or discrimination, and reporting can negatively impact the employee who reports.	Work environment, Prohibited discrimination, Performance management	All	Mostly staff
	Barrier 16: Insufficient EDIA education, including about the experience of equity-deserving members at Dal, means colleagues and supervisors lack knowledge and ability to address issues.	Prohibited discrimination, Work environment	All	Both
	Barrier 17: The African Nova Scotians and Indigenous communities need their own, separate physical spaces, especially because Dalhousie/Canada are on Indigenous territory.	Work environment	Indigenous, African Nova Scotians	Both
	Barrier 18: It can be hard for people of colour (who are non-black) to navigate the racism they face on campus while not wanting to take space away from Black and Indigenous colleagues.	Multiple	Racialized persons	Both
RECRUITMENT	**Barrier 19:** African Nova Scotians aren't seen as a distinct population and are often conflated with other Black employees. There needs to be more connection with the African Nova Scotian community to demystify Dal.	Multiple	African Nova Scotians, Black	Both
	Barrier 20: Search committees need more help from central HR with EDIA-related aspects of recruitment, such as advertisements, screening criteria, and evaluating inclusively. There is still a reliance on exclusive and unnecessary qualifications.	Recruitment	All	Both
	Barrier 21: 2SLGBTQ+ people sometimes face assumption that Dal has "enough" of them already. Not being designated under the FCP is challenging.	Recruitment, Work environment	2SLGBTQ+	Both
	Barrier 22: Dal focuses on employment equity in recruitment, but we lack information on who is leaving and why.	Resignation, Termination	All	Both

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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.