Dalhousie University’s Fifth Compliance Report

Federal Contractor’s Program

The Office of Human Rights, Equity and Harassment Prevention, 2013
Dalhousie University
Federal Contractors Program
Compliance Review

Volume 1: Requirements
Requirement 1 - Adopt Accountability Mechanisms for Employment Equity and Assign a Senior Official

The employer must make all reasonable efforts to implement employment equity. The employer must have accountability mechanisms in place at all levels of the organization, supported by a senior official responsible for employment equity. Having appropriate accountability mechanisms in place shows a commitment to implementing employment equity.

**Adopt Accountability Mechanisms**

The employer must adopt accountability mechanisms that are appropriate and sufficient considering the size of the organization and the geographical distribution of its employees. Also, these mechanisms must give clear objectives to those involved and clearly indicate consequences for not meeting these objectives. All staff and managers responsible for the implementation of employment equity must understand what is expected of them; know their role in the process; and understand what happens if they do not meet the objectives.

**Assign a Senior Official**

The assigned senior official must have clearly stated roles and responsibilities in the development and implementation of an employment equity program. This person should be well known in the organization and have authority and access to enough resources to implement employment equity in the workplace. Once assigned, the employer must communicate to all their staff the senior official’s contact information and must explain his/her role in employment equity. A senior official responsible for employment equity must always be in place.

**Record Keeping:** The employer must keep records on the existence and implementation of accountability mechanisms for employment equity and evidence that a senior official is assigned and actively involved in implementing employment equity.

The Office of Human Rights, Equity and Harassment Prevention

The mandate of the Office of Human Rights, Equity & Harassment Prevention is to foster and support an inclusive working and learning environment where all members of the University community share responsibility for establishing and maintaining a climate of respect.

The Office is responsible for administering a number of University policies including: the Accommodation Policy; the Employment Equity through Affirmative Action Policy; complaints based on
the Statement of Prohibited Discrimination; the Personal Harassment Policy; and the Sexual Harassment Policy. The Advisors also liaise with the Office of the Vice-President, Student Services regarding the Code of Student Conduct and with the Advising and Access Services Centre, Student Services, regarding the Student Accommodation Policy.

Education and training are a priority of the Office. HREHP workshops focus on raising awareness and supporting the University community to recruit, retain, and promote a diverse workforce and to support a respectful and inclusive working and learning environment. Workshops are offered to faculty, staff, and students, either solely or jointly by office staff, on a frequent and regular basis. The Office continually develops new resources and workshops, such as the development of a series of videos depicting difficult conversations, and sessions on managing conflict, diversity recruitment and retention. The Office collaborates with others to ensure important university initiatives, such as Dalhousie’s Pink Day, become a reality.

The Office supports fair and equitable hiring practices for faculty and staff. Recent developments include the expansion of the Academic Recruitment Advisor’s role to provide greater support for the recruitment of academics and the establishment of the Dalhousie Diversity Faculty Award.

The Office has also increased its capacity for analysis with the introduction of the role of Equity Analyst. The Analyst position will identify current gaps and needs, and direct future diversity and inclusion initiatives, allowing the Office to more readily identify trends, evaluate successes and challenges, and target future projects and collaborations.

The HREHP Office regularly interacts with students and employees who seek advice and raise concerns about potential discrimination and harassment. The Office’s Advisors work to resolve concerns, and empower individuals and groups to navigate through the complex issues relating to discrimination and harassment. The Office is committed to improve awareness across campus as we work to fracture stereotypes and enhance inclusivity and diversity on campus.

**Office Structure**

The Office of Human Rights, Equity and Harassment Prevention (HREHP) has experienced a number of significant changes since the last compliance review.

Prior to 2007, HREHP functioned as two distinct units which are described below:

**Employment Equity Office**
- Employment Equity Officer (1.0 FTE)
- Administrative Secretary (1.0 FTE)
- Student Assistant (0.1 FTE)

**Sexual Harassment Office**
- Sexual Harassment Officer (0.8 FTE)
- Student Assistant (0.1 FTE)

In 2007, a major restructuring took place which resulted in the following changes:

- The Employment Equity Office and the Sexual Harassment Office were combined into a single Office of Human Rights, Equity and Harassment Prevention.
- The title of Employment Equity Officer was changed to Human Rights & Equity Advisor.
- The title of Sexual Harassment Officer was changed to Harassment Prevention Advisor, and later revised to Advisor, Harassment Prevention & Conflict Management. The position also increased from 0.8 FTE to 1.0 FTE.
• A new position was created for an Assistant Equity Advisor (initially at 0.5 FTE and later increased to 1.0 FTE).

In November 2011, the Assistant Equity Advisor position was restructured and split into two full-time positions – the Academic Recruitment Advisor and the Equity Analyst. See detailed job descriptions below. The Academic Recruitment Advisor was moved to the Academic Staff Relations unit in Human Resources. Although this position reports to the Director of Academic Staff Relations, the incumbent works closely with the Human Rights and Equity Advisor. The Equity Analyst reports directly to the Human Rights and Equity Advisor, in the Office of Human Rights, Equity and Harassment Prevention.

The structure of the Office of Human Rights, Equity and Harassment Prevention, as of 2011, is:

- Human Rights & Equity Advisor (1.0 FTE)
- Advisor, Harassment Prevention & Conflict Management (1.0 FTE)
- Equity Analyst (1.0 FTE)
- Administrative Secretary (1.0 FTE)
- Student Assistant (0.31 FTE)

**Positions within the Office of Human Rights, Equity and Harassment Prevention**

**Human Rights & Equity Advisor**

The Human Rights and Equity Advisor is responsible to perform the following functions:

- Oversees and administers the Dalhousie University Employment Equity Policy through affirmative action, the Statement of Prohibited Discrimination, and the Accommodation Policy (for employees).
- Administers the Federal Contractors Program compliance review and reporting process.
- Acts as a specialist resource to senior administration, managers and the University community on employment equity matters, discrimination and accommodation in accordance with the Nova Scotia Human Rights Act.
- Develops communications, training materials, workshops and presentations to educate the University community on policies, human rights and diversity initiatives to ensure inclusiveness in the workplace and in the classroom.
- Initiates and/or participates in the development, drafting and review of new policies and procedures for the University to promote a fair and equitable workplace.
- Liaises with Departments on complaint processes, both formal and informal, providing guidance on policy and investigation procedures.
- Facilitates informal resolution processes, including mediation of disputes and complaints at the informal stage.
- Receives and responds to reported concerns (including referrals as required), and in the case of formal complaints, liaises with the complainant, the respondent and the Administrative Head throughout the process.
- Prepares records and confidential complaint files, and compiles interim and annual reports for Committees and senior administration.
- Supports and guides the activities of the Employment Equity Council.
- Acts as back-up for the Harassment Prevention /Conflict Management Advisor in her absence.
The Advisor reports to the President through the Vice-President, Academic and Provost and the Assistant Vice-President, Human Resources.

**Advisor, Harassment Prevention/Conflict Management**

The Advisor, Harassment Prevention/Conflict Management is responsible for the following:

- Oversees and administers the Personal Harassment and Sexual Harassment Policies for Dalhousie University.
- Acts as a specialist resource to senior administration, managers and the University community on personal and sexual harassment issues in addition to managing conflict in the workplace.
- Develops communication, training materials and workshops to educate the University community on policies, harassment prevention, conflict management, mediation, respectful workplace climate and other relevant topics.
- Educates students on the Sexual Harassment Policy for the University and provides guidance and advice as appropriate.
- Liaises with Departments on complaint processes, both formal and informal, providing guidance on policy, investigation procedures, alternative dispute mechanisms, etc.
- Prepares records and confidential complaint files, and compiles interim and annual reports for committees and senior administration.
- Supports and guides the activities of the President’s Advisory committee on Sexual Harassment and the Sexual Harassment resource group.
- The Advisor also acts as a back-up for the Advisor of Human Rights and Equity in her absence.

**Equity Analyst**

The Equity Analyst performs the following duties:

- Manages all aspects of the coordination, preparation and analysis of data and information required for the Federal Contractor’s Program Compliance Review.
- Reports on progress to the Employment Equity Council.
- Conducts, coordinates, and prepares analytical projects on the status of designated groups at the University.
- Acts as key contact with HRSDC, university and community groups, and other university counterparts regarding employment equity and diversity issues.
- Participates in the development and delivery of training and workshops presented by the Office of Human Rights, Equity, and Harassment Prevention to faculty, staff, and students at Dalhousie University.
- Acts as back-up to Human Rights and Equity Advisor and Advisor, Harassment Prevention/Conflict Management.

This position reports to the Human Rights and Equity Advisor.
Positions in Human Resources

The following positions are structurally a part of the department of Human Resources, but have a significant responsibility for ensuring the principals of employment equity are implemented at the university. These positions work closely with the Office of Human Rights, Equity and Harassment Prevention.

Manager, Recruitment and Retention

The Manager, Recruitment and Retention performs the following functions related to Employment Equity at Dalhousie University:

- Design, develop and implement recruitment and hiring policies, practices and procedures to actively promote Employment Equity for staff positions across Dalhousie University, in conjunction with the Director, Employee Relations (reporting manager) and Assistant Vice-President, Human Resources and in collaboration with the Office of Human Rights, Equity and Harassment Prevention. This includes, but is not limited to:
  - Leadership role with respect to outreach recruitment based activities, including participation in Career Fairs such as with Teamworks/The Workbridge; W.A.D.E (Watershed Association Development Enterprises Ltd., an African Nova Scotian community development organization), ISIS (Immigrant Settlement & Integration Services), amongst others. Act as a point of contact for client referrals from these organizations for informational interviews and advice to gain employment at Dalhousie.
  - Monitor Employment Equity polices by ensuring hiring departments are giving proper consideration to applications by Designated Group Members and are screening candidates based on advertised criteria. Ensure proper documentation is completed and reviewed for compliance at various stages of the selection process. Highlight to departments Designated Group Candidates with potential transferable skills for interview purposes.
  - Educate hiring departments on the University’s policies and the value of a diverse workforce. Inform hiring departments on the changing demographics of the Region and the need for our workforce to reflect both the changing community and student population.
  - Provide career guidance and coaching to internal, designated group member candidates. Proactively identify employees with career aspirations and invite for discussion. Work with Employee and Organizational Development to provide opportunities for training and development.
  - Promote Dalhousie as an inclusive and respectful workplace to new employees by providing information about the work culture, environment, and resources available as part of new employee orientation. Include resources as part of the welcome kit to new employees and encourage the completion of the employment equity questionnaire by including it with all appointment letters.
  - Represent Dalhousie to the external community. Actively participate in community based employer workgroups to share and learn best practices for the promotion of diversity and employment equity in the workplace through hiring.
  - Act as a point of contact for Immigration related issues, questions and concerns. Encourage the hiring of New Canadians by assisting departments with the process and linking to resources across the Region. Proactively source candidates from organizations servicing the New Canadian Community.
**Academic Recruitment Advisor**

The Academic Recruitment Advisor is responsible to perform the following:

- Monitors academic recruitment from the first stage of anticipation of a vacancy through to the hiring of the candidate for the position.
- Provides advice, assistance and education to Department Search Committees, Heads, Chairs, Directors and Deans on the best practices in fair and equitable hiring.
- Monitors trends internally and externally to identify potential changes and adjustments to Dalhousie recruiting strategies, and legal and regulatory compliance processes (examples include our response to the elimination of mandatory retirement, work-load reduction, cost-cutting in Universities).
- Provides a consistent process, planning/modeling tools and data for faculties to use for human resource/capacity planning that would facilitate the alignment of financial plans and resources with strategic plans.
- Provides support for non-Canadian candidates including carrying out the Labour Market Opinion, consulting with faculties on such areas as entering the country, health care and insurance, and monitoring changes to the laws and regulations and general process for hiring a non-Canadian to ensure Dalhousie is current with Canadian laws.

**Positions in Facilities Management**

The following positions are located in the Department of Facilities Management and have a significant human resource function. These positions are responsible to implement employment equity in the recruitment and retention of Facilities Management staff.

**Associate Director of Administration, Facilities Management:**

The Associate Director of Administration’s role, as it relates to employment equity within the Department of Facilities Management, is to develop, implement and successfully carry out the department’s obligation to the Federal Contractors’ Program. This includes targeting areas for specialized recruitment which would supply the Department with designated group candidates. The Associate Director of Administration identifies entry points for designated groups and liaises and develops close links with government and community agencies to raise awareness of existing positions.

**Facilities Management Human Resources Manager:**

The FM Human Resource Manager reports directly to the Associate Director of Administration and is responsible for the direct recruitment of all positions within the Department with the exception of positions within the Senior Team. The role of the FM Human Resource Manager as it relates to employment equity within the department is to design, develop and implement recruitment and hiring policies, practices and procedures that actively promote employment equity for all staff positions across the Department. Responsibilities include, but are not limited to:

- Taking a leadership role with respect to outreach recruitment-based activities, including participation in career fairs managed by community partners such as TEAM Work Cooperative/The WorkBridge, W.A.D.E (Watershed Association Development Enterprises Ltd. (an African Nova
Scotian community development organization)), and ISIS (Immigrant Settlement & Integration Services). The FM Human Resources Manager also acts as a point of contact for client referrals from these organizations, for informational interviews with the goal of giving advice to assist the client in obtaining future employment. Along with these recruitment tasks the FM Human Resources Manager also plans and organizes the Department’s annual job fair. The Department’s annual job fair is another venue where potential candidates from designated groups, can attend to obtain further information about employment opportunities within the department.

- Monitoring employment equity policies by ensuring hiring units are giving proper consideration to applications from designated group members and are screening candidates based on advertised criteria. The FM Human Resources Manager is also responsible for ensuring proper documentation is completed and reviewed, for compliance, at various stages in the selection process. It is also the role of the FM Human Resources Manager to highlight and ensure units are aware of any designated group candidates with potential transferable skills.
- Educating hiring managers on the University’s policies and the value of a diverse workforce and informing hiring managers on the changing demographics of the region and the need for our workforce to reflect these changes.
- Promoting the Department of Facilities Management as an inclusive and respectful workplace to new employees, by providing information about the work culture, environment, and resources available as part of new employee orientation. In addition, the FM Human Resources Manager ensures that the new employees are aware of available resources (identified in their “welcome kit”).
- Representing the Department of Facilities Management to the external community by actively participating in community-based employer workgroups, in order to share and learn best practices for the promotion of diversity and employment equity in the workplace.

The Council on Employment Equity through Affirmative Action

The Council on Employment Equity through Affirmative Action works through and with the Human Rights and Equity Advisor to implement and maintain Dalhousie’s policy on affirmative action and equal opportunity. The role of Council is defined in the University’s Statement on Prohibited Discrimination, and is outlined in detail below. The Human Rights and Equity Advisor acts as executive officer of this Council.

The Council on Employment Equity through Affirmative Action shall represent the Dalhousie community. The Council shall elect its own Chairperson, and may invite resource people to join its deliberations. This could include a representative from the Nova Scotia Human Rights Commission.

The voting members of the Council shall be:

- One representative from each group:
  DFA, NSGEU Local 77 and Local 99, CUPE, DPMG
- Two women
- One representative from each of the other designated groups:
  a) Racially visible people (especially people of Black African descent indigenous to Nova Scotia);
b) Aboriginal peoples (especially people of Mi’kmaq descent); and

c) Persons with a disability.

- One student
- Three Vice-Presidents or senior designates (i.e. Dean or Director)
- Assistant Vice-President, Human Resources
- The Human Rights & Equity Advisor

The Council on Employment Equity through Affirmative Action shall work through, and with, the Human Rights & Equity Advisor to implement and make this Policy continuously effective.

The Council shall:

- Receive the inventories of designated group members employed at Dalhousie, and the external workforce data compiled, collected, and analyzed by the Office of Human Rights, Equity and Harassment Prevention.

- In consultation with the Human Rights & Equity Advisor, determine and propose to the President measurable goals and timetables for the recruitment, advancement, and improved work environment of members of the designated groups.

- Receive periodic reviews of the implementation of its goals and timetables from the Human Rights & Equity Advisor.

- In consultation with the Human Rights & Equity Advisor, design and recommend strategies related to this Policy, especially recruitment, outreach, training, and sensitization of members of the designated groups.

- Direct the Human Rights & Equity Advisor to audit any aspect of employment at Dalhousie on behalf of the Council.

- Through and with the Human Rights & Equity Advisor, recommend to the President and other levels of administration strategies for improving Dalhousie's performance in achieving Equal Opportunity and Employment Equity through Affirmative Action.

- At least annually, make public reports to the Board of Governors, the Senate, the President, the Dalhousie community, and the designated group communities. These reports shall address the implementation and continuing effectiveness of Affirmative Action, including the Federal Contractors' Program, and Equal Opportunity at Dalhousie University.

**Other Groups/Units in Support of Equity on Campus**

There are many other groups, programs, and initiatives on campus that have strong mandates to promote and implement diversity and inclusion throughout the university community.

**Black Student Advising Centre**

The mandate of the Black Student Advising Centre (BSAC) is to promote awareness and fulfil the need for increased access and retention of indigenous Black students, while encouraging education equity for all within the University environment. The Black Student Advisor facilitates orientation programs for
incoming students and provides support for new, prospective, and returning students of African descent.

**Native Education Counseling Unit**

The Native Education Counseling Unit, a division of The Confederacy of Mainland Mi'kmaq, is a program providing educational and support services to all native postsecondary students in the Halifax/Metro area. The unit prides itself on being accessible and its ability to address the needs of native students from various First Nation communities. It also provides students with the opportunity to form networks in the areas of study relating to Arts, Science, Law, Health and Social Work.

**Aboriginal Health Sciences Office**

Established in 2009-10, the Aboriginal Health Science Initiative aims to increase enrollment of aboriginal students in the health sciences. It is a collaborative project between faculty and staff at Dalhousie University, Cape Breton University, and leaders from aboriginal communities in Nova Scotia, Prince Edward Island, and New Brunswick.

**Transition Year Program (TYP)**

The Transition Year Program (TYP) is a one-year program designed for First Nations and African Canadian students who wish to enter university but who do not meet the standard entrance requirements. Dalhousie University, in consultation with the Mi’kmaq and African Canadian communities, established the TYP program to redress educational inequalities faced by these two communities. This program celebrated its 40th anniversary in 2010.

TYP introduces students to the university environment in many ways. All students must attend orientation week, which starts their transition into the university community. The core curriculum includes mandatory classes in Black and Native studies, Strategies for University Learning, English and Mathematics. Some TYP students, in consultation with the program director, may take additional courses for credit. TYP instructors supplement classroom learning with special lectures, campus tours, workshops and field trips. TYP’s faculty and staff include members of the African Canadian and First Nations communities.

**James Robinson Johnston Chair in Black Canadian Studies**

The James Robinson Johnston Chair in Black Canadian Studies was established at Dalhousie University with the support of a $2.5 million endowment. The idea of establishing such a post emerged in the late 70's and after extensive local and national activity led to a proposal being approved by the Dalhousie Senate in February 1991 and by the Dalhousie Board of Governors in March 1991. It took a further five years to accumulate the 2.5 million Canadian dollars to launch the Chair.

- In 1996 Dr. Esmeralda M.A. Thornhill was the first scholar appointed to the Chair.
- In 2004, the Chair was awarded to Dr. David Divine. As the result of a tragic accident in 2007 and subsequent health implications, Dr. Divine chose to step down from the Chair.
- In 2011, Dr. Afua Cooper was announced as the third Chair. Dr. Cooper commenced her position in August 2011.
Advising and Access Services Centre, Student Services

The Advising and Access Services Centre (formerly Office of Student Accessibility and Accommodation, and Student Accessibility Services) provides developmental academic advising to students to assist them in setting and achieving academic, career and personal goals, and provides individualized support and service to students with disabilities and other students requesting accommodations under the Nova Scotia Human Rights Act. The office is an ongoing resource for students, faculty and staff and offers information to prospective students and parents. Some services offered include:

- Orientation for new to Dal students (first year and transfer students)
- Information and education on accessibility and accommodation
- Determining and facilitating classroom and exam accommodations
- Determining and facilitating non-academic accommodations
- Note-taking program
- Advice on, and access to, assistive technologies
- Assistance in accessing financial aid
- Referrals to on and off-campus resources and services

Indigenous Blacks & Mi’kmaq (IB&M) Initiative

The Indigenous Blacks & Mi’kmaq (IB&M) Initiative was established at Dalhousie Law School in 1989 with the purpose of reducing structural and systemic discrimination by increasing the representation of Indigenous Blacks and Mi’kmaq in the legal profession.

The mission statement of this Initiative is to ensure the needs of the Black and Mi’kmaq communities are met in the delivery and operation of the Program; to advise the Director, the Dean, Faculty Council and other relevant policy makers on matters of policy concerning the program; to provide a mechanism for communication between the Black and Mi’kmaq communities and the University and Legal community; to support and enhance the educational experiences of students in the Program; to support and enhance the career development of students in the Program; to assist and foster the full participation of Indigenous Blacks and Mi’kmaq in the Nova Scotia legal profession; and to preserve and promote understanding between Blacks, Mi’kmaq and all levels of the legal profession. Membership on this Council is made up of representatives from the Black, Mi’kmaq, Nova Scotia Bench, University, Law School and Student communities.

Peer Ally Advisor

The Dal Ally Peer Advisor allows the Dalhousie community to access support and/or referrals, provides e-mail support to those who inquire with questions, gives individuals support on Rainbow issues, and develops and presents public presentations as requested. The Peer Advisor has a broad knowledge and appreciation of diversity and human rights issues and, in particular, an awareness of Rainbow issues. The Advisor’s work is done with sensitivity and a high level of confidentiality. The Advisor works under the direction of the Allies Steering Committee and its designed chair/chairs and is located within the Office of the Vice President, Student Services.
**President’s Administrators’ Forum (previously Advisory Council)**

The Human Rights & Equity Advisor and the Advisor, Harassment Prevention & Conflict Management both sit as members of the President’s Administrators’ Forum (PAF). The purpose of the PAF (which meets 3-4 times each year) is to:

- share with and receive from the university central administration information on new developments at the university level;
- share with and receive from administrative units information on new developments at the unit level;
- provide a forum for ideas generation and sharing;
- facilitate professional development around broad themes; and
- provide a forum for informal networking.
Requirement 2 - Communicate to Employees Regarding Employment Equity

The employer must give employment equity information to all staff on these topics:

- the purpose for employment equity;
- the measures it has taken or will take to implement employment equity; and
- the progress it has made in implementing employment equity.

All communication must contain enough information so that all staff clearly understand the goals of employment equity and what the employer is doing, and has done, to have equity in the workplace. Information should be official corporate communications approved by senior officials and look the same as other workplace communications.

Communications must be easy to find and easy to get in the workplace. The employer must offer communications in other formats if requested (e.g. in Braille or large print).

**Frequency of Communications**

The Federal Contractors Program recommends that communications happen at least twice each year. Employers are urged to write and keep a communications plan to ensure continual communication. The employer should take every opportunity to give information and training to management, employee representatives, bargaining agents and supervisors on their responsibilities when it comes to employment equity.

**Record Keeping:** The employer must keep records of the dates of communications along with copies of all communications and any related documents.

**Renewed Commitment to Communications**

The Office of Human Rights, Equity and Harassment Prevention has renewed its commitment to providing regular communications to the University community on the status of employment equity and broader initiatives related to diversity and inclusion on campus. The first of these communications is planned to be a summary report that will be prepared for the new University President, who will begin his tenure at Dalhousie as of July 1, 2013. This report will also be shared with Dalhousie faculty and staff.

HREHP Office staff will seek the expertise of University Communications and Marketing staff to develop a strategy for the Office which will guide and provide focus to our communications with employees.
Summary of Employment Equity activities communicated to Dalhousie employees:

The following provides a summary of milestones and initiatives related to diversity and inclusion that have been communicated to University employees during the period 1987 to 2011.

2011

- Dalhousie launched the Dalhousie Diversity Faculty Awards in 2011, a program designed to increase the number faculty who come from historically underrepresented groups and to provide role models across all Faculties. This Award is intended to act as an incentive for faculty hiring from the three under-represented groups by paying up to half the position’s salary for three to five years, to a maximum of $50,000 a year. There will be a maximum of five awards in place at a time. The first call for proposals will be extended in November 2011. One or more proposals will be accepted, positions will be advertised, and it is anticipated the selected candidate(s) begin their employment as of July 1, 2012. (See Appendix 1 & 2)
- Dalhousie conducted the first electronic census of all full-time, part-time, and temporary employees at Dalhousie to gather information about the representation of designated group members in our workforce. On March 9, 2011, an email from the President was sent to all employees in the FCP population, endorsing the census and encouraging all employees to participate. The survey was launched by the Office of Human Rights, Equity and Harassment Prevention on March 15, 2011 via an email with a link to the electronic questionnaire. (See Appendix 3 & 4)
- New communications were developed which highlighted the Employment Equity program and Dalhousie’s commitment to achieving a diverse workforce. These communications were sent to all Deans and hiring managers when a new academic hire is initiated once the Form 1A is approved and for staff positions once the employment requisition is approved. Also, the letter of offer was revised to incorporate this statement. (See Appendix 5)
- The Human Resources department conducted the second Dalhousie Workplace Survey in April of this year as a follow-up to the 2009 survey. (See Appendix 6, 7 & 8) In follow-up, Dr. Graham Lowe lead a session for senior university staff, entitled Creating a Healthy and Productive Workplace: The Role of University Leaders. This planning session focused on how to use the results of the Workplace Survey to engage faculty and staff in an on-going process of improving their work environment. (See Appendix 9)
- The Department of Human Resources introduced a Telework Policy, effective September 1, 2011, for Dalhousie staff. The policy is designed to improve and support employee motivation, productivity, recruitment, and well-being, and to recognize the growing pressure on office space, flexibility of technology, and the environmental and social impacts of travel to and from the office. (See Appendix 10)
- The second annual campus mawio’mi took place on October 4, 2011, in celebration of Mi’kmaq History Month. The ceremony included a ceremonial procession led by Mi’kmaq elders, raising of the Mi’kmaq flag, followed by dancing, drumming and a traditional feast. (See Appendix 11)
- The Native Education Counselling Unit moved to a new, permanent location in the fall of 2011. The Unit provides educational and support services to Metis, Inuit, and First Nations students who attend Dalhousie University as well as other post-secondary institutions in Halifax. (See Appendix 12)
- To mark National Mental Health Awareness Week, Dalhousie University hosted an event in October 2011 entitled, “Beyond the Blues”, which featured individual depression screenings and
consultations supported by the Association of Psychologists of Nova Scotia, in addition to a presentation by Dr. Simon Sherry, Assistant Professor in the Department of Psychology, that provided an overview of depression, its causes, symptoms and treatments. (See Appendix 13)

- The Human Rights and Equity Advisor in cooperation with the Director, Accessibility Services gave a presentation on the duty to accommodate in a learning environment as part of the Teaching Assistant Professional Development Days, a two day event provided to teaching assistants in early September. (See Appendix 14)

- The Statement on Prohibited Discrimination was revised to reflect changes to the Nova Scotia Human Rights Act with respect to mandatory retirement. The revision removed mandatory retirement as a provision which exempts the application of the Act. (See Appendix 15)

2010

- A new scholarship was announced for Dalhousie students created with a $1 million donation from the TD Bank Group. The TD Black Student Opportunity Grant is meant to provide support based on financial need and academic potential. Students who qualify for the scholarships will be identified early, in junior high and high school, through their involvement in Dalhousie’s Imhotep’s Legacy Academy. (See Appendix 16)

- Respect Campaign 2010 - Human Resources, the Office of Human Rights, Equity and Harassment Prevention, and the Dalhousie Student Union launched a joint campaign to promote a vibrant, respectful and inclusive community for faculty, staff and students. This initiative, in part, resulted from the 2009 Workplace Survey which found that “being treated with respect and having good co-operation among co-workers are the most important factors when evaluating the Dalhousie workplace.” As a kick off to the campaign, September 30, 2010 was designated “Pink Day” and all Dalhousie students, staff and faculty were asked to come in support of a bully-free and respectful university community. The campaign also consisted of programming for employees about workplace communication and conflict throughout the month of October, which was National Healthy Workplace Month and the Student Union planned programming for students focused on diversity and inclusion. Based on the success of this inaugural event, a second event occurred in fall 2011. (See Appendix 17, 18 & 19)

- Tenure and promotion workshops were developed and delivered twice yearly to both decision makers in the tenure and promotion process and faculty members who are preparing for tenure and promotion. (See Appendix 20-25)

- A new conflict management program including a series of workshops were developed and delivered to managers and leaders at the university. (See Appendix 26 & 27)

- Workshops on student accommodation were delivered to all faculty. (See Appendix 28)

2009

- A Student Accommodation Policy was created and approved, and was initially planned to come into effect in 2010, full implementation of the policy was postponed until 2011. The policy describes the University’s commitment to providing a learning environment for students free from discrimination, and outlines the procedures to be followed where a request for accommodation has been made. Dalhousie Student Services created a new position for a Director of Student Accommodations to administer the policy. (See Appendix 29 & 30)

- Dalhousie Human Resources launched the Employee & Family Assistance Program. The new service, provided by inConfidence, is available to all staff and faculty and includes voluntary, short-term counseling and an advisory service. Employees can contact a network of professional
advisors who are available around the clock, for assistance with concerns about personal, family, work life and general wellbeing. More detailed information regarding the EFAP can be found by accessing www.inconfidence.ca. (See Appendix 31)

- Dalhousie Human Resources conducted the 2009 Workplace Study – a survey of all staff and faculty on issues related to morale, direction, compensation, job security, job satisfaction, and workplace culture. (See Appendix 32)
- Dalhousie faculty member and author Dr. Anthony Stewart published You Must Be a Basketball Player: Rethinking Integration in the University. The book explores the integration of diversity into post-secondary institutions and offers a poignant critique on existing employment equity programs. (See Appendix 33 & 34)
- Dalhousie University hosts the 2009 Conference for the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE). The national conference was attended by 100 delegates from across the country and featured keynote speaker and best-selling author Lawrence Hill. The theme of the conference was Adjusting the Sails: Navigating toward an inclusive environment in higher education. Dalhousie University was the top sponsor and coordinator of this event. (See Appendix 35)
- The Personal Harassment Policy is revised and re-issued to the University Community. (See Appendix 36 & 37)
- Harassment Prevention Advisor title is changed to better reflect the role and becomes – Advisor, Harassment Prevention & Conflict Management. (See Appendix 38)
- The Statement on Prohibited Discrimination was amended to provide timelines for response to the complainant and from the respondent. It was also changed to reflect the new titles of the Advisors (Human Rights and Equity Advisor and Advisor, Harassment Prevention and Conflict Management), and the office name to Office of Human Rights, Equity and Harassment Prevention. (See Appendix 39)

2008

- Dalhousie launched its Get Consent Campaign through the Office of Human Rights, Equity and Harassment prevention. The campaign, which is on-going, includes a website, posters and an education component. (See Appendix 40 & 41)
- President’s Office sought feedback from the University Community for suggestions to improve the Personal Harassment policy. (see Appendix 42)
- Revisions to Accommodation Policy occurred to reflect the change in the name of the office.

2007

- The Employment Equity Office and Sexual Harassment Office combined and were renamed the Office of Human Rights, Equity & Harassment Prevention. The restructuring included: creation of an Assistant Equity Advisor (0.5 FTE) position; change in title of the Employment Equity Officer to Human Rights & Equity Advisor; and the change in position of Sexual Harassment Officer to Harassment Prevention Advisor and increased The FTE from 0.8 to 1.0. (see Appendix 43)
- Personal Harassment Policy created and communicated to the University Community. *The purpose of this policy is to define personal harassment and to set out clear procedures to be followed in instances where an employee believes personal harassment has occurred.* (see the complete Policy in Appendix 44)
2006
- The Faculty of Graduate Studies established Nova Scotia Black and First Nations Entrance Scholarships to attract and honour excellent students entering graduate studies, while increasing the representation of these designated groups on campus. Two scholarships (each valued at $15,000) are awarded annually (one to an African Nova Scotian and one to a First Nations student), and are renewable. (see Appendix 45)

2005
- The Code of Student Conduct is revised, approved and re-issued to the University Community. The code specifically outlines a no tolerance policy for offences against designated group members amongst others. (see Appendix 46)

2004
- The Accommodation Policy for employees is issued to the University Community. The University recognizes that its obligation to provide a working environment free from prohibited discrimination includes the obligation to make accommodations for employees in instances where an employee’s work environment has a discriminatory effect on the employee’s ability to fully participate in work-related activities. In particular, the university is obliged to make every reasonable effort short of undue hardship to take substantial and meaningful measures to eliminate or reduce the discriminatory effects of its workplace environment, including facilities, policies, procedures, and practices. (see the complete Policy in Appendix 47)
- A new scholarship program was announced for Black and First Nations undergraduate students. The 10 renewable scholarships are awarded annually to students from Nova Scotia, New Brunswick or Prince Edward Island who enter Dalhousie from high school, or from another postsecondary institution. The awards go to academically strong First Nations and Black students who have a demonstrated financial need. (see Appendix 48)
- A new workshop - Diversity at Dalhousie: What part will you play? - was launched as a joint effort between Human Resource Development, the Employment Equity Office, and Dalhousie School of Social Work. The workshop was designed as a “Train the Trainer” program, and thirteen Dalhousie administrators and staff were trained to deliver this workshop, which was then delivered more broadly to staff and faculty across the campus. (See Appendix 49)

2003
- Dalhousie becomes the first Canadian University to prohibit smoking on all University owned property, in residences and University owned vehicles. Policy in effect and communicated to University community September 1, 2003 as part of the “We Share the Air” initiative. (See Appendix 50)
Employment Equity Milestones at Dalhousie, 1987 - 2002

2002

- The **Academic Recruitment and Selection Guidelines** were designed to assist units in the processes of recruiting and selecting new faculty members and other academic employees. The processes set out in the Guidelines promote the attraction of designated group members to further the University’s goal of a more diverse faculty. In May of 2002, the Employment Equity Office and the Vice-President, Academic and Provost’s Office notified the university community of the availability of the Guidelines and requested their cooperation in adoption and implementation. The Guidelines are available on the Employment Equity Website.

- The Employment Equity Office released a list of the equity documents available on campus on the website, for the convenience of the Dalhousie and the outside community. The **Compendium of University and Equity Documents** resulted as a part of the Memorandum of Understanding Agreement between the Board of Governors and the Dalhousie Faculty Association (DFA) on the prevention and elimination of systemic, adverse and direct discrimination.

- The President’s Office coordinated three information sessions as part of an educational program on equity issues for Senior Administrators, including Deans and Directors. These programs were designed to enhance understanding of the issues, their origins, the principles which inform equity law and institutional responses. These programs focus principally upon the issues facing Aboriginal peoples (especially Nova Scotia Mi’kmaq) and racially visible people (especially persons of Black African descent indigenous to Nova Scotia).

- Two issues of **Sexual Harassment and Employment Equity News** were distributed. The purposes of the articles are to inform members of the University community about issues that relate to diversity, equity and sexual harassment in the workplace.

- The University launched “**We Share the Air**” 2002-2003, a scent free promotion campaign and website that was a cooperative effort between the Environmental Health and Safety Office and the Employment Equity Office. This initiative emerged from a request for an accommodation from a person with an environmental sensitivity disability.

- An **Employment Equity Annual Report for 2002** was produced and distributed across the campus. This report highlighted the activities of the Employment Equity Office and the Employment Equity Council for the year.

2001

- Self-Identification Questionnaire for current employees revised August 2001.

- All employees who self-identified as belonging to a designated group were sent a questionnaire asking permission to release their names for the purpose of Human Resource management and Employment Equity initiatives. These initiatives included; networking between designated groups, training programs and development opportunities.

2000

- Principles for Fair Consideration in the Hiring of Designated Groups were adopted by the Employment Equity Council for recommendation to the President in September 2000. This was accepted for implementation by President Tom Traves in November 2000.

- Introduction of an educational session regarding Workplace Harassment has become part of the
orientation for new employees.

1999
- Updated Workforce Profile, Workforce Analysis and Goals submitted to the FCP for consideration.
- Travel Policy [Section B (viii)] Dependent Care, revised in March 1999.
- Revised University parking regulations created to provide more flexible payment options for employees on maternity or paternity leave, or who require extended leave for illness or injury.

1998
- Dalhousie responded to the FCP request for additional information on its third compliance review.
- Advisor on Women’s Issues position increases from 60% to 80% for a better response to the needs of the Dalhousie University Community.
- Revised Sexual Harassment Policy approved with the creation of a new Sexual Harassment Resource Group consisting of employee and student advisors. The purpose and membership of this resource group has been communicated to the University community.

1997
- The Organizational Employment Systems Review is completed.
- Creation of How to Handle a Complaint at Dalhousie: A guide for Academic Administrators is circulated on campus.
- Third Compliance Review is submitted.
- Census is updated to incorporate 88.5% of the Federal Contractor’s Program eligible population.

1996
- The University implements an Employment Systems Review.
- Creation of Dalhousie University Complaints Processes: An Information Guide is circulated.
- Academic Position Hiring forms are revised.
- Dalhousie hires first James R. Johnson Black Studies Chair.
- Employment Equity Website is created for informational access

1995
- The Federal Contractor’s Program accepts the Second Compliance Review under condition that Action Plans are developed and an Employment Systems Review is undertaken.
- First Employment Equity Newsletter is published and circulated on campus.
- The Employment Equity through Affirmative Action at Dalhousie: a Policy Statement is revised to a Plain Language version.
1994
- Dalhousie University updates its 1991 census.
- Creating of 4 stages hiring forms for the monitoring of Academic Position hiring.
- Second Employment Equity Officer is hired.

1993
- First Black Woman to Graduate from Dalhousie with her Masters in Law.

1992
- The first Compliance Review for Dalhousie University is approved by the Federal Contractors Program.

1991
- The Memorandum of Understanding is signed between Dalhousie University and the Nova Scotia Human Rights Commission.
- Dalhousie University does its first census of employees to determine the levels of representation of designated groups.
- Senate approves the Proposal for the James Johnson Endowed Chair in Black Studies.
- Dalhousie hires the first Black Student Advisor.

1990
- Dalhousie University’s first Employment Equity Officer is hired.
- Dalhousie appoints the first President’s Advisor on Women.

1989
- Employment Equity through Affirmative Action at Dalhousie: A Policy Statement signed and approved by the Board of Governors.
- IB&M Law Program begins. (Indigenous Black and Mik’maq Initiative)

1987
- Certificate of Commitment to Implement Employment Equity signed by Dr. Howard Clark, President Dalhousie University, and the Federal Contractors Program.
Requirement 3 - Consult and Collaborate with Employee Representatives and/or Bargaining Agents

The employer must consult and collaborate with employee representatives and/or bargaining agents.

This must be done by inviting them to give their views about:

- the ways they could aid the implementation of employment equity;
- the ways they could aid in communicating to employees regarding employment equity; and
- the preparation, implementation and revision of the employer’s employment equity plan.

The employer must also collaborate with these groups on the preparation, implementation and revision of the plan.

All Workplaces

The employer is expected to make reasonable efforts to make sure that consultation and collaboration with employee representatives is productive, timely and meaningful. For example, employee representatives and/or bargaining agents must be consulted during the early phase of various employment equity initiatives instead after official approval. They must also be given the information needed to prepare and give feedback; be given a fair amount of time to give feedback and get ready for discussion; have their suggestions heard; and be consulted regularly.

The employer must also make reasonable efforts to make sure that the group that is consulted is representative of the organization including both designated and non-designated group members and employees from different occupational groups and locations.

Workplaces with a Union

If the employer’s workforce has employees who are part of a union, the employer must consult and collaborate with them or their delegates.

Record Keeping: The employer must keep records of all consultation and collaboration related activities undertaken.

Overview

At Dalhousie University, discussion and consultation occurs on a regular and on-going basis between the Office of Human Rights, Equity and Harassment Prevention and representatives of the bargaining units and employee groups on campus. The purpose of this communication is to facilitate day-to-day discussions and resolve issues regarding employment equity, human rights, and accommodation and to foster strong, positive working relationships between the parties. The HREHP office also consults with
employee groups and bargaining units to seek input and strategize during the development and implementation of major initiatives. The following initiatives and ongoing work provides illustration of these principles.

Consultation and Collaboration

Consultation and collaboration with employee groups and bargaining units occurs through the following mechanisms and initiatives.

Employment Equity Council

The Council on Employment Equity through Affirmative Action is comprised of, among others, one member from each of the major employee groups/bargaining units on campus, including DFA, DPMG, CUPE, NSGEU Local 77 and 99. Included is a summary of the council, the agendas from meetings, as well as the current membership. (Please see Appendix 51)

Special Initiatives such as the Dalhousie Diversity Faculty Award

The Dalhousie Diversity Faculty Awards (DDFA) was introduced in 2011. The concept for the DDFA was initially considered and discussed by Bonnie Best-Fleming, the Human Rights and Equity Advisor, Anthony Stewart, a Dalhousie faculty member who published a book in 2009 entitled, *You Must Be A Basketball Player: Rethinking Integration in the University*, and the Vice President Academic and Provost, Dr. Alan Shaver. Designated group faculty members were invited to join a discussion about increasing the diversity of faculty at Dalhousie. Along with an invitation to attend the two hour consultation, faculty members were sent a discussion paper that outlined a proposed strategy for increasing faculty diversity. During this session, the group provided input regarding the needs and gaps, and how an initiative could be structured to have the greatest impact. The Dalhousie Faculty Association also provided input on this initiative. Based on these discussions and feedback, a draft was created and provided to all invitees to the meeting. (See Appendix 52, 53 & 54)

Policy Development, Revision, and Education

Consultation regarding the Accommodation Policy

The Office of Human Rights, Equity and Harassment Prevention communicates on a regular basis with the bargaining units regarding employees seeking accommodation. Employees are generally referred to the HREHP Office through their union. In the past, these issues were more typically dealt with as performance issues or through the applicable grievance process. Through much education and training, these issues are now more readily identified by managers and union representatives as an accommodation issue and are being referred to HREHP through the University’s accommodation policy. Communication occurs between HREHP and the bargaining units/employee group to exchange information and advice on employees seeking accommodation and issues that arise.
Employment Equity through Affirmative Action Policy

In 2009, the Human Rights and Equity Advisor, and the Assistant Equity Advisor, conducted presentations to all bargaining units on the Employment Equity Policy. These presentations were also used as an opportunity to encourage units to update, develop and submit work plans describing initiatives and practices that were consistent with or would aid the unit in meeting Employment Equity objectives.

Personal Harassment Policy

The Personal Harassment Policy was developed and revised following extensive consultation with the University community. The policy was initially released to all employees, bargaining units/employee groups, and Academic Chairs and Deans in August 2007. Over the next year, the Office of Human Rights, Equity, and Harassment Prevention delivered presentations to the President and Vice Presidents, Deans, union representatives as well as, workshops to managerial employees, academic and support staff on creating a more inclusive and respectful working and learning environment. Over 1200 faculty, staff and students attended the workshops during the year. After working with the policy for over a year, feedback on the policy was again sought from Deans, Directors, Department Heads and all bargaining units and employee groups. Based on the feedback received, changes were incorporated into the document and the policy was reissued to the Dalhousie community in June 2009. (See Appendix 37)

Daily Activities

During negotiations between the University and the bargaining units, both Human Resource staff involved in the bargaining process and bargaining unit representatives seek advice from the HREHP Office on new articles or changes to the collective agreements.

Regular monthly meetings are held with the Assistant Vice President Human Resources (AVP HR) which provides an opportunity for the Human Rights and Equity Advisor and the Advisor, Harassment Prevention and Conflict Management to provide updates on current issues, patterns, trends, and potential issues that may need to have a system-wide response. The meetings also enable the AVP HR an opportunity to update the Advisors on the current bargaining status and progress.

The Human Rights and Equity Advisor conducts regular meetings and provides regular updates to DFA and NSGEU Locals 77 and 99.
Requirement 4 - Collect Workforce Information

The employer must gather information on its workforce to determine the representation of the four designated groups in each occupational group. To gather this information, the employer must develop, hand out and collect a self-identification questionnaire that meets the requirements of the Employment Equity Act and Regulations. The self-identification questionnaire must be given to all employees and newly-hired staff.

The Self-Identification Questionnaire must include:

• a definition for each employment equity designated group that is consistent the definitions found in section 3 of the Employment Equity Act;
• wording that clearly shows that:
  – employees can be members of more than one designated group;
  – filling out the survey is voluntary;
  – the information gathered is confidential and will only be shared to other people so that the employer can carry out its employment equity obligations;
  – the response given on the self-identification questionnaire may be changed at any time; and
• a way to know the employee who returns the self-identification questionnaire by name or otherwise.

The self-identification questionnaire must be given to each employee who has worked 12 weeks or more (temporary, part-time and full time); be easy to get and be available in other formats if requested. Any information in the questionnaire must stay confidential and be kept separate from personnel files.

When is a Workforce Survey needed?

The employer must conduct a survey when:
• The employer has never surveyed its workforce to find out its representation level.
• The employer did not keep its database up to date, i.e. new employees were not given a self-identification questionnaire; employees who updated their self-identification information were not taken into account; or changes were not made to survey results to take into account those who no longer work there.

Lead-up and Follow-up Strategy

Before distributing self-identification questionnaires, employers should develop an adequate lead-up strategy that includes making the workforce survey known, explaining its purpose and encouraging staff to fill it out, as well as provide the name and coordinates of a contact person in case employees have questions.

The employer must make all reasonable efforts to get at least 80% of employees to complete and return the questionnaire. This will ensure that the results of the survey are an accurate representation of the workforce. If at least 80% of questionnaires are not returned, a follow-up strategy is needed to get more questionnaires returned.
Coding Occupations

The employer must code each employee’s occupation using the *National Occupational Classification (NOC)* and the *Employment Equity Occupational Group (EEOG)*. This enables the employer to compare internal representation data to external availability estimates.

Workforce Information Database

The employer must keep a correct and up-to-date database of workforce information based on information gathered from filled out self-identification questionnaire. This data must be restricted and confidential. Those who have access to the data must know that it is restricted and confidential. The database must include the following records for each employee:

• hire date;
• designated group membership, if any;
• occupational group classification;
• salary and salary increases, if any;
• promotion date(s), if any; and
• termination date, if applicable.

**NOTE:** Designated group membership for all groups except women is to be taken from the self-identification questionnaire. The employer may take information on gender from personnel files.

Maintain Data

The employer must keep the workforce survey results up to date by:

• giving a self-identification questionnaire to all employees at their start of employment, giving a questionnaire to employees who wish to change any information previously submitted on a questionnaire, or to employees who ask for a questionnaire;
• making updates to the survey results to take into account the changes to the questionnaires mentioned above;
• making changes to the survey results to take into account members of designated groups who are no longer employed or who have been promoted; and
• adopting a process to periodically remind employees that information can be changed.

Record Keeping: The employer must keep records of the self-identification questionnaire and related information used for the workforce survey. The employer must also keep records of the workforce survey and its data, including for each employee, records of: designated group membership (if any), NOC coding and EEOG classification, salary and salary increases, promotion date(s) (if any), employment status, location of work, hiring date and termination date (if applicable).
Method of Survey - Self-Identification Questionnaire and the Census

The Self-Identification Questionnaire
The self-identification questionnaire has been used as the primary method of collecting information on the designated group status of employees at Dalhousie since the University conducted the first census of its employees in 1991. See Appendix 55 for a copy of the self-id form.

Data Collection
Employees are given several opportunities to self-identify during their employment with Dalhousie. The questionnaire is given to all new employees as part of the orientation package. They are asked to complete the questionnaire and return it directly to the Office of Human Rights, Equity, and Harassment Prevention (HREHP) in a confidential envelope. In addition, every year, the Office of HREHP follows up with employees who have not returned a completed self-identification form or indicated that they do not wish to complete it.

Prior to 2009, the primary method of data collection was via the paper survey. In 2007, the HREHP Office began to explore the possibilities of an electronic self-identification form. The form did not work as it was intended and after numerous attempts to repair and troubleshoot the form, it was finally abandoned late in 2010.

The Office of Human Rights, Equity and Harassment Prevention Office is currently in the process of making the questionnaire available on the Office’s website in a fillable PDF file. Employees will be directed to the website to complete and print the form and return it to our Office. As a longer term project, the HREHP Office, in collaboration with staff in Human Resources and Information Technology Services, have struck a working group to explore the possibility of using the on-line self-identification questionnaire available in Banner via Web for Employees. This would have the benefit of directly updating employee’s information in Banner, reducing the use of paper forms and the time and effort spent to input the information manually. The questionnaire will continue to be available in paper and other formats as requested.

Electronic Census
An electronic census of all employees was initiated in March 2011. The survey was administered via Opinio, survey software housed on a secure web server at Dalhousie University. The census survey was delivered to a total of 5156 employees via email with a link to the online version of the self-ID questionnaire. One week prior to the survey launch, an email from the President endorsing the Census and highlighting the importance of employee participation was sent to all employees who would be receiving the questionnaire. The employees included in the census were based on the December 31, 2010 snapshot. (See Appendix 3 & 4)

The 2011 Census was the first time that all full-time, part-time, and temporary employees (who work 12 weeks or more) were asked to complete a self-identification questionnaire. Prior to this initiative, the survey population was restricted to employees who had an FTE of 30% or greater. The majority of new
employees who had not previously been asked to complete a self-id questionnaire were part-time faculty (less than 50%) and temporary employees.

**Workforce Information**

Designated group information collected on through the self-identification questionnaires (paper and electronic format) is entered into the Banner form (PWAECNS) by HREHP staff. This information can be linked by a personal identifier (Banner ID) with payroll and human resource information, including EEOG and NOC codes via the University’s reporting tool, BRIO. This link enables the Equity Analyst to access hire dates, termination dates, classifications and employee groups, salaries, etc. for individual employees.

All positions are assigned NOC and EEOG codes by staff in Human Resources. The Compensation and Job Evaluation Unit assigned codes for staff positions, and the faculty positions are coded by the Assistant Manager, Payroll. Coding is monitored by the Equity Analyst who runs audit reports on a regular basis to ensure accuracy and consistency of the data.

In the past, faculty data related to promotion and tenure has been plagued by integrity issues, and a lack of easily accessible career tracking information for employees has impeded a full analysis of designated groups on campus. However, Banner data related to faculty promotion and tenure has recently undergone a thorough revitalization and cleansing, and greater detail related to career paths and progression of both faculty and staff are now being stored in Banner. Both these developments will lead to improved data integrity and will allow more detailed analysis to be conducted in the workforce analysis.

Data snapshots are taken from the Banner database every December. Workforce analysis spreadsheets are produced based on these snapshots allowing the Office to monitor the University’s progress in reaching our Employment Equity Goals, to set new targets and develop initiatives where required.

An extract from the Banner system has been developed that allows us to upload the required data for the workforce analysis directly into WEIMS.

**Response Rates**

The following table provides response rates to the self-identification questionnaire since 1992. Since 1997, the response rate has remained consistently above the 80% threshold. The response rate dipped slightly below the 80% mark in 2010 and 2011 as the Office focused on developing electronic collection systems. The Office continued to reexamine collection methods into 2011. Strategies to increase response rates to earlier levels will be the focus for 2012-2013.
### Return Rates by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Employees</th>
<th>Number of Returns</th>
<th>Return Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>2709</td>
<td>2094</td>
<td>77%</td>
</tr>
<tr>
<td>2010</td>
<td>2687</td>
<td>2044</td>
<td>76%</td>
</tr>
<tr>
<td>2009</td>
<td>2743</td>
<td>2266</td>
<td>82%</td>
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<tr>
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<td>1606</td>
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<tr>
<td>1994</td>
<td>2336</td>
<td>1516</td>
<td>65%</td>
</tr>
<tr>
<td>1992</td>
<td>2475</td>
<td>1730</td>
<td>70%</td>
</tr>
</tbody>
</table>

The response rate for the electronic census was 20.1% as of June 1, 2011. Response rates varied considerably across employee groups. Employees who were part of the “over 30% FTE” group and who had previously been part of the survey catchment population had much higher response rates than those employees who were surveyed for the first time. Collecting self-identification information from the group of employees with an FTE of less than 30% will be a challenge as this group tends to be much more transitory in nature than the full time and permanent part time employees. The less than 30% FTE group consists mainly of part-time academics who are typically hired for an academic term to teach one or more courses, longer term temporary employees hired to replace full-time employees on leave, and shorter term casual employees who are paid by time sheet according to their hours worked.

### Strategy

During the Employment Equity Council meeting held on April 5, 2011, initial results of the Census were shared with the Council and members discussed how to address the low initial response rates. Meetings were also held with all Deans and Hiring Managers across campus. Census response rates for each faculty and area of hiring responsibility were shared with the appropriate Dean/Manager, and strategies to increase response rates were discussed. The results of these discussions have been included below.

A communication strategy will be developed and implemented to improve response rates to the Census. The strategy may contain the following components.
Communications and Marketing staff will be consulted to develop a communications strategy for the follow-up to the Census to raise visibility and to highlight the importance and use of participation.

Investigate a change in the wording of the correspondence that is sent to employees to highlight the completion of the form is voluntary; however, participation in the Census is mandatory. The correspondence should include a discussion of the importance of a high response rate (above 80%), the importance of being in compliance, etc.

Draft a memo which could be sent to all Deans to either distribute to the employees in each faculty and/or will be used as discussion with regular department head meetings to encourage and underline the importance of participation

Draft a memo to be sent to Associate Director of Administration, Facilities Management to encourage NSGEU Local 99 (formerly NSUPE) employees to participate in the Census, as well as providing paper copies of the questionnaire as many employees in Facilities Management do not access computers on a regular basis.

Draft an email that will be sent to managers in administrative departments where the temporary employees are typically employed (for example, Student Services, Dalplex, Dal Arts Centre, etc.) to encourage participation and provide paper copies of questionnaire as necessary

Provide paper copies of the self-ID questionnaire to Faculty Administrators. These Administrators will give the self-id forms to new part-time faculty and temporary employees at the time they are hired, and ask them to complete and return the forms to HREHP.

Challenges
Many challenges are faced in encouraging employees to complete the self-identification questionnaire. Some of the challenges are discussed below.

When applying for a job at Dalhousie, most applicants are asked to self-identify. The successful applicant will be asked to self-identify again once employed as part of the new employee orientation process. Many feel that because they have already provided their self-ID information, there is no need to provide it again. It is difficult to reinforce the idea that as an institution we are unable to utilize the self-identification information provided at the applicant stage for those individuals who are hired and asked to self-ID again.

Further analysis needs to be conducted on the groups of employees who choose not to complete the self-ID questionnaire. The overall response and return rates are calculated; however, in order to increase overall response rates, we need a fuller understanding of who is completing the form and who is not. This will help drive future strategies around how to increase response rates.

For some members of designated groups there is still a stigma associated with self-identifying. Anecdotal evidence suggests that persons with a disability, in particular, tend to be most under reported. This issues needs to be examined in greater detail to determine ways to ensure that designated group members feel safe in providing self-identification information.
In addition, results of the survey and Dalhousie’s workforce have typically not been shared with the employee community. The HREHP Office has made a renewed commitment to providing more regular communications with the University community in moving forward.