

**Dalhousie University**  
**Institutional Equity, Diversity, Inclusion Action Plan**  
**Canada Research Chairs**  
*Revised September 2019*

Dalhousie is committed to Equity, Diversity and Inclusiveness. In 2016, Dalhousie University adopted a Diversity and Inclusiveness Strategy comprised of both aspirational goals and practical tactics to seek to improve all aspects of University life through an equity, diversity and inclusion (EDI) lens. The Research and Innovation Enterprise at Dalhousie is fully aligned with the university's EDI goals and will propel research and innovation excellence across all disciplines.

The Diversity and Inclusiveness Strategy identifies four primary pillars of focus at Dalhousie University: Education and Research, Student Access and Success, Climate and Intergroup Relations, and Institutional Viability and Vitality (Structures).

The guiding principles that are embedded in Dalhousie's Diversity and Inclusiveness Strategy include *Inclusive Excellence, EDI Lens, Community Engagement, System-wide Attention, Coordinated Centralization* and *Continuous Improvement*. Our EDI approaches are consistently measured against these principles.

EDI are firmly implanted within Dalhousie's strategic priorities and throughout all levels of the university's research, teaching and service mission. Our institutional employment equity efforts are addressed under two of the two pillars of EDI attention under Dalhousie's strategy: Education & Research and Institutional Viability and Vitality. Dalhousie recognizes that in order to make necessary advances in EDI, the institution needs to increase recruitment of diverse candidates, but actions and activities cannot end there. In addition, we need to create a research and innovation enterprise that fundamentally supports and enables all perspectives so that all thrive.

## 1. University-wide Equity, Diversity and Inclusiveness Initiatives

Dalhousie has made a concerted effort to enhance equity, diversity and inclusiveness across the institution. Below are a number of examples of initiatives and activities that the university has undertaken to enhance EDI, with details on how these institutional initiatives have been leveraged or had an impact on Dalhousie's CRC allocation and management, as well as how they impact the recruitment and retention of new and current chairholders.

**1.1 Diversity and Inclusiveness Strategy** – In 2016, Dalhousie University introduced a new wide-reaching Diversity & Inclusiveness Strategy, which includes initiatives focused on employment equity, to address disadvantages currently experienced by individuals of the four designated groups (FDGs; women, Aboriginal/Indigenous, racially visible, and differently abled). The strategy was developed in partnership with the FDGs as well as other historically underrepresented groups on campus, notably the 2SLGBTQ+ communities. An Advisory Committee representative of the FDGs and the 2SLGBTQ+ community has been struck with Terms of Reference that require four annual meetings to consult on strategy development, initiatives and priorities. The Advisory Committee Terms of Reference are available in Appendix 1.

The Diversity & Inclusiveness Strategy commits Dalhousie to building institutional capacity for diversity and inclusiveness through a number of specific measurable objectives. Progress on these objectives is published annually. Of greatest relevance to the CRC program, Goal 4, Institutional Viability and Vitality, identifies the following objectives:

- A. **Recruiting and retaining a diverse workforce with emphasis on historically under-represented groups.** Dalhousie has developed and implemented a comprehensive recruitment and retention plan to support the success of a diverse workforce with emphasis on historically under-represented groups. Specific actions and outcomes include:
  - a. Equity strategies and Employment Equity planning into institutional planning work commenced. Since 2011, 18 of 22 identified Federal Contractors Program equity gaps have been reduced or closed. We continue to work towards closing significant gaps for people with disabilities in clerical and trades roles, for racialized professionals (including professors) and for women in senior administrative roles.
  - b. A consultation committee was struck to develop a working strategy to support leadership opportunities for underrepresented groups. The Faculty of Medicine has struck a Diversity in Leadership task force to explore professional pathways to leadership positions. The Provost's Office launched a new program focused on high-level leadership development for mid-career faculty members to explore administration and programmatic leadership. The three inaugural Provost Fellows are all individuals from the FDGs.
  - c. Updates have been made to the Employment Equity Policy, which includes identification of Sexual Orientation & Gender Identity (SOGI) as an equity seeking group.
  - d. Learning events and activities will be initiated to engage various community groups with the university's recruitment and retention efforts for faculty and staff.

- B. Integrating diversity, inclusiveness and equity goals into systems, structures, policies and practices.** Dalhousie has developed a shared understanding of diversity and inclusiveness infusing related goals into its systems, structures, and policies. Specific actions and outcomes include:
- a. Creation of a new position and recruitment of a new senior administrative leader of EDI at Dalhousie, the Vice Provost Equity and Inclusion.
  - b. Dalhousie has committed to EDI training at all levels. More than 19 Faculties and Administrative Units have participated in this training. Senate, the Board of Governors and Senior Administration have committed to and have engaged in annual EDI training.
  - c. Equity reporting has been built into multi-year budget and workforce planning processes for academic leaders at Dalhousie.
  - d. A full review and update of Human Rights related policies is underway. This includes the Employment Equity Policy (October 2017), Gender Affirmation Policy (November 2018), Sexualized Violence Policy (June 2019), and the U Sports Policy for Transgender Student Athletes (adopted March 2019).
  - e. Audit ongoing of campus spaces under the supervision of a new Accessibility Planning Specialist. Accessible washroom strategy ongoing on campus. 55 new accessible washrooms have been installed on campus over the past five years. Dalhousie's fitness facility has been renovated to include universal change rooms and showers.
  - f. Dalhousie has implemented annual President's EDI Excellence Awards as well as annual teaching awards that recognize diversity both of which are presented publicly at an annual Legacy Awards ceremony. In 2019, Dalhousie initiated the Belong Research Fellowship Awards to provide pre-tenure faculty members from equity-seeking groups, including the FDGs, with support to further research in their respective fields.
- C. Regularly monitoring, assessing and reporting diversity and inclusiveness performance metrics.** Dalhousie monitors and assesses effectiveness of diversity efforts and publishes regular reports for the purpose of institutionalizing a culture of diversity and inclusiveness planning and continuous assessment. Specific actions and outcomes include:
- a. The fourth annual faculty and staff diversity census was performed in November 2018, with results shared annually with the public. Since its launch in 2015, 4,413 faculty and staff (90%) and 106,407 students (71%) have completed the census. The faculty and staff return rate has increased by two percent annually.
  - b. Key performance indicators have been developed to align with the Diversity and Inclusiveness Strategy.
  - c. The first annual campus climate survey was launched in Spring 2019, with results to be analysed and published in Fall 2019.
  - d. New Sexual Assault Response and Complaint Triage and Response protocols have been developed, and a new client record management system has been implemented at the Human Rights and Equity Services Office.
  - e. Progress reports are published annually, with the most recent report published in Spring 2019. Survey reports and census data are made publicly available (2018 Report is available in Appendix 2).

Dalhousie has enjoyed measurable success against these objectives. Progress toward achieving the Diversity & Inclusiveness Strategy goals are published annually. Additional details are available in Appendix 3 – Diversity and Inclusiveness Strategy Progress Report 2019.

Dalhousie's CRC Institutional EDI Action Plan builds upon the work that was done to develop the Diversity and Inclusiveness Strategy and aligns with the institutional objectives of Goal 4, with action items specific to the Canada Research Chairs program (section 3).

**1.2 Vice Provost, Equity and Inclusion** – As part of Dalhousie's commitment to strengthening EDI across the institution, in 2019, Dalhousie recruited its first Vice Provost, Equity and Inclusion, who is accountable for the progress and continued development of Dalhousie's Diversity and Inclusiveness Strategy. The Vice Provost provides leadership to the Human Rights & Equity Services (HRES) team and strategic advice to senior leaders and community partners throughout Dalhousie on matters related to human rights, diversity, inclusion and equity. The Vice Provost leads institution-wide diversity, equity and inclusion initiatives; and represents the institution locally and nationally on matters related to EDI at Dalhousie. The Vice Provost oversees EDI initiatives, including analysis of workplace surveys, to support the development of specific action items to address barriers.

**1.3 Employment Equity Council** - An Employment Equity Council exists on campus with representation from the FDGs and the 2SLGBTQ+ community as well as representatives from all of Dalhousie's employee groups. This group is consulted quarterly on progress towards institutional equity goals and on new equity initiatives. This Council met five times in the 2018/2019 academic year (October 2018, December 2018, February 2019, April 2019, June 2019). The group is currently working on updating Dalhousie's current census questionnaire. The Employment Equity Council Terms of Reference are available in Appendix 4. The Employment Equity Council was consulted in the development of Dalhousie's CRC Institutional EDI Action Plan and the census questionnaire updated by the Council will be used to update self-identification data capture for CRCs at Dalhousie.

**1.4 Faculty Mentorship Program** - Dalhousie's Academic HR professionals are currently developing a mentorship program focused on members of the historically underrepresented groups on campus including the FDGs and the 2SLGBTQ+ community to address disadvantages junior faculty members may experience. This program is being built collaboratively with members of the FDGs and the 2SLGBTQ+ community. It will be piloted in Fall 2019 across the institution, with Tier 2 CRCs serving as a pilot group of mentees. Once established, this mentorship program will be broadened to all faculty members from underrepresented groups and all CRCs, in particular those recruited from outside Dalhousie and Canada, in order to help address inequities identified in mentorship to CRCs (see section 2.2).

**1.5 Enhanced and Transparent Data** – Together with the Employment Equity Council and Student Affairs, the university is working to improve data collection about the presence of and challenges faced by the FDGs and the 2SLGBTQ+ community. This complements recruitment efforts detailed in the

Employment Systems Review (section 2.1 below). Dalhousie's first annual Climate Survey was circulated in April 2019 in support of this goal. A new census questionnaire is being developed in partnership with the Employment Equity Council to circulate in November 2019. The results from the Climate Survey will be compared with the results from the CRC Workplace Climate Survey (see section 2.4) to determine whether barriers identified are specific to Chairholders or are experienced by underrepresented groups across the institution.

**1.6 Dalhousie Diversity Faculty Awards** - Dalhousie recognizes that our geographic location may represent a challenge in terms of meeting equity targets. Designated group members looking for research-intensive positions may be attracted to cities that are larger, more centrally located, and more diverse themselves. However, Dalhousie is focused on increasing diversity within the university, which will, in time, contribute to increasing diversity in the region more widely. One specific strategy to help increase diversity among faculty members is the development of [Dalhousie's Diversity Faculty Awards](#) (DDFA). The DDFA program is a recruitment initiative designed to increase the number of faculty members who come from historically under-represented groups. The program was introduced in 2011 in partnership with the Dalhousie Faculty Association and augmented through collective bargaining. To date, Dalhousie has awarded seventeen DDFA's (see Appendix 5 for the full list of hires).

**1.7 CRC Committees** - Dalhousie has established a CRC Committee, led by the Vice-President Research & Innovation and the Provost and Vice-President Academic, to manage CRC allocations. This committee reviews and comments on proposals submitted for internal allocation of CRC slots. In addition to reviewing for alignment with Dalhousie's Research and Innovation Strategic Direction, the committee examines the proposals with an equity focus as it relates to the various supports to be offered, such as start-up packages, supportive research environment, mentorship, space commitment, teaching release and other supports.

Specific to the CRC EDI Action Plan, a CRC EDI Advisory Group has been formed that includes a Senior Administrator from Research, representatives from Human Resources, Research Services and the Human Rights and Equity Services Office, and Chairholders from the FDGs and the 2SLGBTQ+ community. This group advises the CRC Committee on EDI practices as they relate to the CRC program and allocation of chairs. Additionally, the group identifies institutional activities and discusses how they should be applied in relation to CRCs and/or any actions needed to ensure they are specific and relevant to the CRCP. The group will support revisions to Dalhousie's CRC Institutional EDI Action Plan, as needed, and the development of progress reports.

**1.8 Dalhousie's commitment to EDI and the UN Sustainable Development Goals** – In alignment with Dalhousie's Research and Innovation Strategic Directions to leverage our research strengths to solve complex global issues, we have developed five Signature Research Clusters, and two over-arching research themes grounded in the United Nations Sustainable Development Goals for 2030. These include many goals, such as Gender Equality, No Poverty, Reduced Inequalities and Peace Justice and Strong Institutions, that have meaningful overlap with our institution's EDI goals. We apply these

principles to all of the FDG as well as people who identify as 2SLGBTQ+ and have a commitment to an intersectional understanding of diversity and inclusiveness. Dalhousie intentionally uses its CRC allocation strategically to ensure that our Chairholders are themselves diverse, and also that the work being carried out by our CRCs thematically supports a diverse and inclusive research enterprise.

**1.9 Tri-Agency's Dimensions EDI Charter** – Dalhousie has signed up as an early adopter of the Dimensions EDI Charter. The university views the Charter as a set of guiding principles that help promote inclusive excellence and which take an intersectional approach to equity, diversity and inclusion. As an Affiliate Institution, we will work towards meeting all the requirements of the Charter.

## **2. Review of the Environment and Climate for Canada Research Chairs at Dalhousie**

From 2016-2019, Dalhousie has conducted reviews both at the institutional level and specific to CRC Chairholders, as described below. The information gathered from these reviews helped to identify barriers and areas for improvement, as well as determine appropriate action items, detailed in the Action Plan in section 3.

### **2.1 Employment Systems Review**

An employment systems review was conducted in the spring of 2016. Goals were set through the end of 2019 following this review. Another review will be undertaken in the fall of 2019 to develop Dalhousie's equity goals for the next three years (2019-2022). We commit in our 2019 employment systems review to engaging our CRCs particularly as opposed to only including them in our general faculty focus groups.

In 2016, group and individual meetings were arranged to hear from staff and faculty from underrepresented groups on campus including the FDGs on barriers and gaps related to recruitment, hiring, career progression, training and development, retention and accommodation. Discussion groups and individual consultations were held for both faculty and staff on Dalhousie campuses in Halifax and Truro, for the groups: women, Aboriginal/Indigenous, racially visible, differently abled and persons of minority sexual orientation/gender identity. A Senate working group discussion on barriers for academics was also facilitated.

This employment systems review resulted in a shortlist of barriers that appeared most significant. Development of responsive measures is part of our work supporting employment equity goals and Federal Contractor's Program compliance for 2016-2019.

Barriers that were identified through the employment systems review that relate to faculty and CRC positions are listed in section 3, along with corresponding actions to be taken.

### **2.2 Comparative Review of Institutional Support for Current Chairholders**

In Fall 2017, and updated in Summer 2019, a comparative review of the level of institutional support provided to all current chairholders at Dalhousie was performed by the Office of Research Services through analysis of institutional commitments promised to active Chairholders. The types of support examined in the review included: protected time for research, the provision of salary and benefits (beyond what is provided through the CRC program), research stipends, office and research space, mentoring, administrative support and infrastructure support (equipment and/or renovations). Information was compared across the following groups: all chairholders, within research areas (CIHR, NSERC, SSHRC), and within Tier 1 and Tier 2 chairholders. Additional considerations included whether the Chairholder was in their first or second term of the CRC, and professional designations. Analysis was performed to compare institutional support provided to men vs. women, racially visible vs. non-racially visible, Indigenous vs. non-Indigenous. Below is a summary of the results. Only results of groups with 5 or more Chairholders have been reported to protect confidentiality.

Salary and Benefits: All Chairholders at Dalhousie receive salary and benefits (beyond funding through CRC) from the university. While outliers were identified related to the amount of salary support provided by the institution, overall the level of salary support provided was similar according to career stage.

Research Stipends, Research Space and Office Space: All Chairholders receive research stipends or start-up funds, research space (if needed) and office space.

Mentorship: 72% of chairholders received mentoring. A difference was noted between Tier 1 and Tier 2 chairholders, where the level of mentorship was found to be 50% vs 95%, respectively. This difference was particularly pronounced in CIHR and NSERC Chairholders, where only 50% and 29% of Tier 1 Chairholders, respectively, indicated receiving mentorship.

Administrative Support: Women chairholders reported receiving less administrative support than men (75% vs 91%, respectively), a difference that carried through to Tier 2 Chairholders (75% Tier 2 women vs 90% Tier 2 men).

Infrastructure Support: A difference was noted in the number of Chairholders receiving infrastructure support for racially visible (RV) Chairholders, both overall (79% for all Chairholders vs 60% RV Chairholders) and amongst Tier 2 Chairholders (82% for all Tier 2 Chairholders vs 60% RV Tier 2 Chairholders). This discrepancy, however, was attributable due to varying equipment needs for individual Chairholders and was not identified as a barrier.

Human Resources reviews all CRC letters of offer and monitors salary levels to ensure they are within the Dalhousie Faculty Association negotiated levels. Dalhousie also institutes pay equity analysis to ensure that individuals from underrepresented groups including the FDGs continue to receive competitive and fair salaries.

The allocation of start-up funds, laboratory space, and Canada Foundation for Innovation John R. Evans Leaders Fund (CFI JELF) is monitored and reviewed at the time of internal allocation of CRCs to faculties. If inequities are observed, particularly when a search is intended to be targeted to an underrepresented group, including the FDGs, the CRC Committee will request that the Faculty adjust the institutional commitments to better align with typical commitments made to other CRCs in a related field.

At Dalhousie, teaching release and allocations to apply for CFI JELF are managed by the faculties. While there is no formal policy to establish minimums or standards, CRCs typically receive a 50% decrease in teaching as compared to a regular tenure-track hire, and faculties have prioritized CRCs to receive a CFI JELF allocation.

The university and the faculties will continue to monitor institutional commitments provided to chairholders at the time of nomination for new applicants, and through review of annual reports. The Office of Research Services will provide reports to faculties to identify any inequities and request a plan to address them.

## 2.3 Environmental Scan

The University conducted its latest workplace survey in the spring of 2017. This was the fifth workplace survey the university has done since 2009. Further information about Dalhousie's Quality of Work Life (QWL) Survey is available here: <https://www.dal.ca/news/2017/06/22/connected--healthy-employees-and-workplaces-achieving-success-to.html>. Specific questions are asked in the survey regarding the experience of Dalhousie's climate as a workplace, and employees' perception of Dalhousie's commitment to EDI.

Three main areas for improvement were identified: respectful workplace, physical activity and resilience. These three have been the subject of focussed attention under the Work Well strategy. Supports, including providing resilience training for faculty and staff under Dalhousie's learning calendar, the development of a respectful workplace toolkit app that is a part of the DalSAFE programming and free memberships at our fitness facilities, have been implemented.

In addition, the results of the QWL survey have been disaggregated to compare the overall results with the results for equity groups on campus, including the FDGs. Some differences were noted. These include fewer respondents of Aboriginal and African (Black) heritage reporting optimal physician and workplace health as well as a higher number of respondents of African (Black) heritage experiencing Dalhousie as disrespectful workplace. One of the 2018/19 priorities under the Diversity and Inclusiveness strategy is *Develop a wellness strategy to respond to the differences identified among groups in disaggregated QWL reports*. Consultation with equity groups on campus, including the FDGs are currently underway in order to better understand the differences and to respond to them appropriately.

A separate survey was launched in 2019 to assess Campus Climate independently for students, staff and faculty. The Campus Climate Survey was tailored to Key Performance Indicators developed under the Diversity and Inclusiveness Strategy. Results are currently being compiled and a report will be published in Fall 2019. The survey questions are available in Appendix 6.

## 2.4 Working Climate Survey for Canada Research Chairs at Dalhousie

As a complement to the institutional employment systems review and environmental scan, in Summer 2019, Dalhousie conducted a working climate survey to specifically assess the barriers and needs of CRCs. The survey addressed areas including professional climate, mentoring, resources and support, and service, leadership and recognition (the full list of questions is available in Appendix 7). The survey was sent by Human Resources to all active Chairholders, and results were submitted anonymously. With a response rate of 67%, the survey reinforced some of the barriers identified through institutional initiatives. In particular, the following areas for improvement were identified: increased commitment to recruiting diverse faculty members, the need for a formal mentorship program, and an enhanced understanding of university policies. Follow up steps involve comparisons with institution-wide data, as well as interviews with groups and individual Chairholders.

### 3. Action Plan and Indicators

Through analysis of the Employment Systems Review (2.1), the Comparative review of support provided to Chairholders (2.2), the Environmental Scan (2.3) and the Working Climate survey for CRCs (2.4), a number of systemic barriers and areas for improvement were identified. The objectives of Dalhousie's CRC Institutional EDI Action Plan aligns with the objectives of the institution's Diversity and Inclusiveness Strategy. Specific action items have been developed and are referenced below in response to the barriers and areas for improvement identified through the employment systems review, comparative review of support provided to current CRC Chairholders, environmental scan, and workplace climate survey to address identified barriers and areas for improvement. Additional details on current status and responsible unit are provided in section 3.2.

#### 3.1 Systemic Barriers and Areas for Improvement

Hiring committees need to review the role of equity/diversity representation and the role or need for an equity/diversity advocate. *(objective 1.2, action items 1,2,3)*

A need was identified to recognize institutional contributions by historically underrepresented faculty members, and CRCs in particular, who may experience increased administrative responsibilities, and feel overburdened. *(objective 1.2, action item 9 and objective 2, action 3)*

A need was identified for university-wide Human Resources and strategic workforce planning, incorporating the employment equity goals and measures. *(objective 1, action items 1-5; Institution-wide, employment equity planning has also been built into multi-year budget planning for Deans of Faculties)*

A need was identified for increased managerial and supervisory skills and knowledge in accommodation in both hiring and employment. *(objective 2, action item 9)*

A need was identified for university-wide coordination and updating of accessibility and mobility needs on campus, including access to buildings, offices and meeting spaces. *(objective 2, action item 10)*

A need was identified to better acknowledge inclusion and the value of strengths brought to the Dalhousie community by the recruitment and hiring of a diversity of applicants, for example, valuing staff and faculty who have diversity work experience, speak multiple languages, etc. *(objective 1.2, action item 9)*

A need was identified for academic postings and hiring processes to include, value and assess community experience, service, accountabilities and research methodologies. *(objective 1.1, action item 4 and objective 1.2, action item 3)*

A need was identified for standardization of hiring practices across the university to allow for diversity and equity accountabilities and monitoring results. *(objective 1.2, action item 3, objective 2, action item 1)*

A need was identified for broadening the definition of qualifications to include non-traditional scholarship and traditional ways of knowing in job postings and similarly in the hiring process. This barrier affects faculty, including CRCs, related to career progression, recruitment and hiring in all designated groups. *(objective 2, action item 3)*

Formal mentorship was identified as necessary for both Tier 1 and Tier 2 CRCs, particularly for those new to Dalhousie. *(objective 1.2, action item 6)*

The level of institutional supports, in particular administrative support and mentorship, differ across chairholders. The followthrough on institutional commitments made in the nomination has not always been realised. Enhanced ongoing monitoring of institutional supports is needed. *(objective 1.2, action items 5-6)*

Differences were noted within the Quality of Work Life survey for underrepresented groups, including the FDGs. Consultation with underrepresented groups and development of a strategy that responds to these differences is needed. *(objective 3, action item 1)*

Oversight of ongoing CRC recruitments requires a higher-level focus to provide a second look at job advertisements, short-listed candidates, and job offers. *(objective 2, action item 4)*

Institutional EDI surveys and initiatives could be tailored such that results may be applied with a CRC lens and focus. *(objective 3, action items 6-7)*

### 3.2 Objectives, Action Items and Indicators

**Objective 1. Recruiting and Retaining a Diverse Workforce with Emphasis on Historically Under-Represented Groups.** Dalhousie will develop and implement a comprehensive recruitment and retention plan to support the success of a diverse workforce with emphasis on historically under-represented groups. This objective will be achieved by increasing diversity of faculty, including CRCs, and staff at all levels (1.1), and by aligning HR practices and policies with diversity and inclusiveness goals (1.2).

**1.1** Increase the diversity of faculty and staff at all levels, including CRC positions, to ensure Dalhousie meets or exceeds its equity targets. Current CRC equity targets for the FDGs are: 30% women, 15% racially visible people, 4% persons with a disability, and 1% Indigenous people.

	Action	Indicator	Baseline/Current Status	Responsible Unit (Implementation/Tracking)
1	Target CRC job advertisements to candidates towards members of historically underrepresented groups on campus, including the FDGs. (Spring 2018)	Increase in identification of diversity candidates considered for CRC positions, increase recruitment vehicles to attract wider candidate pools.	Since Summer 2018, 18 CRC searches have been targeted at candidates from underrepresented groups, including the FDGs.	Implementation: VPRI and Provost & VPA  Tracking: Human Resources
2	As potential retention opportunities, identify existing faculty members from the underrepresented groups, including the FDGs, who meet CRC criteria. Vacated positions will be backfilled by candidates from underrepresented groups, including the FDGs. (May 2019)	Increase in the number of internal diversity candidates nominated for a CRC. If an internal candidate is hired, the Faculty must back fill that position with a diversity candidate, thereby increasing overall the number of diverse faculty members at Dalhousie.	Since Summer 2018, 5 existing faculty members from underrepresented groups, including the FDGs, have been identified as potential CRC candidates.	Implementation: Faculty Deans  Tracking: Office of Research Services
3	Prioritize allocation of available Chairs for the recruitment of diversity candidates. (September 2018)	Increase in the number of diversity candidates selected through the CRC recruitment process.	In September 2018, all available Chairs were prioritized for recruitment of candidates from the underrepresented groups, including the FDGs. This will be maintained for the	Implementation: VPRI and Provost & VPA  Tracking: Office of Research Services

			foreseeable future. We believe that equity supports our goal of excellence, and attracting star researchers who are diverse will enhance our research enterprise.	
4	Require Faculties to propose strategies to ensure a diverse applicant pool when recruiting for CRC positions with recognition for nontraditional career paths. (November 2018)	Increase in the variety of venues and methods of dissemination of the job advertisements.	Dalhousie includes the following statement in all advertisements for CRC chairs: "Dalhousie recognizes that career paths can be diverse and that career interruptions may occur. Applicants are encouraged to include, in their cover letter, an explanation of the impact that any career interruptions may have had on their record of employment and/or research achievement."	Implementation: Faculty Deans and Search Committee Chairs  Tracking: Human Resources
5	Promote cluster hires to support the recruitment of diversity candidates within similar research areas. (May 2019)	Development of a community of support for diversity hires within a common research area.	In response to the new Chairs allocated to Dalhousie by CRC, a cluster hire strategy was implemented across the faculties of Medicine, Health and Computer Science.	Implementation: VPRI and Provost & VPA  Tracking: Office of Research Services

**1.2** Align Human Resources (HR) practices and policies for CRCs (hiring, recruitment, promotion, performance management, succession planning) with diversity and inclusiveness goals.

	<b>Action</b>	<b>Indicator</b>	<b>Baseline/Current Status</b>	<b>Responsible Unit</b>
1	CRC Search Committees must be diverse and include members from historically under-represented groups, including the FDGs. (ongoing)	100% of CRC search committees include representation from under-represented groups, including the FDGs.	100% of CRC search committees include at least two underrepresented groups. This will be maintained.	Implementation: Faculty Deans and Search Committee Chairs  Tracking: Human Resources
2	Participation of an Equity representative for CRC Search Committees. (ongoing)	Recruitment processes are safeguarded against bias and an increase in candidates from the underrepresented groups, including the FDGs, are shortlisted.	All CRC search committees are required to include an EDI representative. Committees are required to sign a letter to confirm that all requirement requirements were met, including those related to EDI. This will be maintained.	Implementation and Tracking: Human Resources
3	Human Resources provides EDI and unconscious bias training to CRC Search Committee members. (ongoing)	Increase in the number of faculty members across the University receiving EDI and unconscious bias training.	Training provided to all CRC search committees highlights the need to recognize non-traditional career paths and to focus on competencies in an effort to reduce barriers to access for diverse applicants. The training program has been reviewed by the Employment Equity Council.	Implementation and Tracking: Human Resources
4	CRC job advertisements must be posted internationally and in targeted publications to encourage a more diverse applicant pool. (ongoing)	Increased number of applications received from members of historically under-represented groups, including the FDGs.	New tracking indicator to be monitored going forward.	Implementation: Faculty Deans, Search Committee Chairs and Human Resources  Tracking: Human Resources

5	Review by Human Resources of all offers to faculty members, giving consideration for equity regarding all terms of employment (for example, protected time for research, salary and benefits, additional research funds). (ongoing)	Improved equity across all areas of institutional support provided to diversity CRC candidates.	Pay equity was implemented in 2017. Ongoing monitoring of pay equity, and other supports with any discrepancies flagged to Deans.	Implementation and Tracking: Human Resources
6	Development of a formal mentorship program focused on individuals who self-identify with underrepresented groups, including the FDGs. (pilot launch in Fall 2019)	Mentorship program in place and faculty members from underrepresented groups including the FDGs engaged.	Pilot initiative to include up to 22 CRCs.	Implementation: Human Resources and Faculty Deans  Tracking: Human Resources
7	Monitor, review and discuss with Deans retention strategies offered to faculty members from underrepresented groups including the FDGs. (ongoing)	Development of programs to support increased retention of CRCs, and in particular those from the underrepresented groups including the FDGs.	Newly established activity.	Implementation: Faculty Deans and Human Resources  Tracking: Human Resources
9	Development of awards, training programs and a lecture series to support the recognition of non-traditional career paths and research. (2018)	Enhanced understanding and recognition of alternative career paths and research methods amongst faculty and staff.	The President's EDI excellence award for faculty and staff was instituted in 2018, to be awarded annually to staff and faculty showing leadership in EDI. Teaching awards have been created for faculty who show EDI leadership in the classroom. Dalhousie now sponsors a high-profile annual <i>Viola Desmond Legacy Lecture</i> series where diverse perspectives are profiled.	Implementation and Tracking: Human Resources and Vice Provost, Equity and Inclusion

**Objective 2. Integrating Diversity, Inclusiveness and Equity Goals into Systems, Structures, Policies and Practices.** Dalhousie will develop a shared understanding of diversity and inclusiveness infusing related goals into its systems, structures, and policies.

	<b>Action</b>	<b>Indicator</b>	<b>Baseline/Current Status</b>	<b>Responsible Unit</b>
1	Standardize hiring practices for CRC positions across the university to allow for diversity and equity accountabilities and monitoring results. (ongoing)	Identification and course correction of anomalies in the hiring practices.	Employment equity processes are standardized in hiring across campus. Human Resources reviews the CRC recruitment process and advises search committees, documents and addresses anomalies. Monitoring is ongoing.	Human Resources
3	Introduction to the Dalhousie Faculty Association collective agreement recognition of non-traditional scholarship and traditional ways of knowing in the consideration of tenure or promotion. (2018)	Increased success in tenure or promotion of faculty from underrepresented groups, including the FDGs.	A training program has been developed in partnership with the Provost and Vice President Academic, Human Resources and Senate to provide context and education for academics who are participants in collegial review processes on the requirements of this expanded definition of scholarship at Dalhousie.	Human Resources
4	Develop a CRC Committee to manage and oversee CRC allocations. (January 2019)	Improved monitoring of internal allocation of CRCs, as well as recruitment and nomination practices, ensuring EDI principles	Monthly updates of CRC recruitments and nominations with the need	VPRI and Provost & VPA

		have been taken into consideration to support recruitment and retention	for course correction identified early.	
5	Improve monitoring practices for institutional commitments, including salary and benefits, research stipends, research and office space, mentoring, administrative support, and infrastructure support. (ongoing)	Identification of any gaps or inequities in the level of institutional support provided to Chairholders.	Comparative review of supports to chairholders performed in 2017 and updated in 2019. To be performed annually going forward.	Office of Research Services
6	Enhance the current EDI and unconscious bias training provided to search committees through development of a workshop series and the development of video training. (December 2020)	Workshop and video training developed, tested and implemented	Newly established activity.	Human Resources
7	Development of educational materials to support faculty and staff with the integration of EDI principles and practices. (December 2020)	Materials developed and delivered to faculty and staff	Newly established activity.	Vice Provost Equity and Inclusion
8	Develop and implement an institution-wide EDI training program with accountability for training at all levels from Senior administration through individual faculty and staff employees. (ongoing)	Increased managerial and supervisory skills and knowledge in accommodation in both hiring and employment.	The implementation of this program is in progress. As of July 2019, the Board of Governors, Senate and over 19 Faculties and Administrative Units have participated in EDI training. Dalhousie's Senior Administration has committed to annual EDI training, which has begun.	Human Resources

9	Perform a campus-wide accessibility audit. (ongoing)	Improved access to buildings, offices and meeting spaces on campus.	Currently 3.3 million square feet (57%) of campus space have been audited and 2.5 million square feet remain to be audited. 55 new accessible washrooms have been installed on campus since 2015.	An institution wide committee, with representation from members of historically underrepresented groups on campus including the FDGs, has been struck with accountability for improved accessibility.
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**Objective 3. Regular Monitoring, Assessing and Reporting Diversity and Inclusiveness Performance.** Dalhousie monitors and assesses effectiveness of diversity efforts and publish regular reports for the purpose of institutionalizing a culture of diversity and inclusiveness planning and continuous assessment.

	Action	Indicator	Baseline/Current Status	Responsible Unit
1	Hold discussions and workshops with faculty, and in particular with underrepresented faculty, including the FDGs, and CRC Chairholders. (ongoing)	Enhanced understanding of the barriers and needs of underrepresented groups, including the FDGs. Development of a wellness strategy to respond to the differences identified among groups in disaggregated QWL reports.	Results from Campus Climate Survey to be analysed in Fall 2019. New Employment Systems Review to be performed in Fall 2019.	Vice Provost Equity & Inclusion and Human Resources
2	Perform a Campus Climate Survey tailored to Key Performance Indicators developed under the Diversity and Inclusiveness Strategy. (Spring 2019)	Identification of areas for climate improvement across the institution and development of specific action items to address issues identified	Results to be analysed in Fall 2019.	Vice Provost Equity & Inclusion and Human Resources
3	Require that applications for CRC job postings include a completed Self-Identification Questionnaire. (ongoing)	Ensure that submission of a completed Self-Identification Questionnaire remains at 100%.	Applications must include a completed Self-Identification Questionnaire in order to be submitted.	Human Resources

4	Promotion of Dalhousie's census "Be Counted", including specific outreach to CRC Chairholders by the VPRI. (annually)	Increased ongoing self-identification by CRC chairholders.	Current census participation is at 90%. Emphasis will continue to be placed on encouraging self-identification by Chairholders.	Implementation: VPRI Tracking: Human Resources
5	Continued monitoring of representation of historically underrepresented groups including the FDGs at the undergraduate, graduate and post-graduate levels across research disciplines. (ongoing)	Identification of the need for and implementation of program- or research discipline-specific EDI initiatives to improve participation by under-represented groups, including the FDGs	Faculty of Computer Science has developed "We are all CS", an initiative designed to attract diverse students and postgraduates.	Human Rights and Equity Services or Registrar's Office
6	Development of CRC EDI Advisory Group, consisting of representation from the Offices of the VPRI, Research Services, Human Resources, and two CRC Chairholders from equity-seeking groups. (Spring 2019)	Integration between ongoing institutional EDI initiatives and CRC EDI initiatives, CRC equity plans built into development of overall Dalhousie EDI and employment equity strategies.	CRC EDI Advisory Group to be consulted in upcoming workplace survey.	VPRI and Provost & VPA
7	Annual review of progress towards EDI action items. (annually)	Identification of successes, potential gaps or necessary course corrections.	To be performed annually with results made public on Dalhousie's CRC Public Accountability and Transparency webpage.	Office of Research Services

## 4. Management of Canada Research Chair Allocations

Dalhousie has established the following procedures and processes for the management of the Canada Research Chair allocations.

**4.1 Allocation of Canada Research Chairs:** At Dalhousie, Canada Research Chairs are used to enhance priority research areas of the university and strengthen the collaborative, multidisciplinary research environment. When CRC positions become available, Deans are informed and requested to develop proposals. The proposals are submitted to and reviewed by the CRC Committee. Dalhousie's Guidelines for Allocation of Canada Research Chairs is posted online: <https://www.dal.ca/dept/research-services/resources/guidelines-and-policies/allocation-crc.html>

These guidelines outline how Dalhousie manages its allocation of chairs, the decision-making process for determining in which faculty, department, research area to allocate its chair positions, who is involved in these decisions and who approves these decisions.

Dalhousie's [Academic Recruitment Guidelines](#), which apply to all academic searches including those for CRCs, require diversity of committees, ensure that the Employment Equity Policy (Appendix 8) is followed, instruct committees to keep clear records of deliberations, applications and all communications related to searches, which can be examined if necessary. All Canada Research Chair positions are normally posted externally and internally.

**4.2 Corridor of Flexibility:** Decisions regarding the use of Dalhousie's [corridor of flexibility](#) in managing its allocation of chairs is discussed by the Vice-President Research and Innovation and Provost & Vice-President Academic, with a recommendation made to the President for final decision. The following criteria are taken into consideration when deciding to use a flex move:

- Alignment with an area of strategic importance to the institution
- Potential to grow expertise in an area of strategic importance to the institution
- Potential to address EDI targets

**4.3 Renewal of Tier 1 and Tier 2 Chairholders:** Canada Research Chairs are renewable once for a seven year (Tier 1) or a five year (Tier 2) term. The decision to renew a Chair begins approximately one year prior to the final deadline to submit a renewal application to CRC, with a meeting between the Vice-President Research and Innovation, the Provost and Vice-President Academic and the appropriate Dean(s). If a renewal is deemed possible, the responsible Faculty will form a committee to complete an internal review of the Chairholder. This review will address the scholarly qualities of the Chairholder, the integration of the Chairholder with the university's strategic priorities and the Chairholder's performance in relation to the CRCP selection criteria. The committee will provide a recommendation to the Dean. The Dean will review and communicate the committee's recommendation to the Vice-President Academic, who will communicate the final decision to the Dean. The complete decision-making process and criteria for determining whether Tier 1 and Tier 2 Chairholders will be submitted for renewal is outlined in the [Dalhousie Canada Research Chair Renewal Process](#).

**4.4 Advancement of Tier 2 Chairs to Tier 1:** Advancement of Tier 2 Chairs to Tier 1 would be discussed by the Vice-President Research and Innovation and Provost & Vice-President Academic and a recommendation would be made to the President for final decision. This would only take place under exceptional circumstances or only if the decision resulted in addressing a gap in EDI targets.

In order to advance a Tier 2 Chair to a Tier 1, the Tier 2 Chairholder would be required to apply for an available Tier 1 CRC job posting open to internal applicants. The applicant would be required to be assessed by a Search Committee and evaluated as being an outstanding researcher, acknowledged as a world leader in the field, in accordance with the requirements for a Tier 1 CRC. This process would occur in an open and transparent manner, in accordance with [CRC's recruitment and nomination requirements](#).

**4.5 Phasing out Chairs:** Decisions regarding whether to phase-out chairholders in the event where the institution loses a chair due to the [re-allocation process](#) would be discussed by the Vice-President Research and Innovation and Provost & Vice-President Academic. A recommendation would be made to the President for final decision.

Criteria to determine which chairs would be phased out include:

- Chairs in their second term, nearing their end-date and without the possibility of renewal
- Chairs in their first term, nearing their end-date

If the above options are not possible, and a Chair must be phased out early, the institution would consider the following in making the decision:

- Alignment with Dalhousie's Research and Innovation Strategic Direction
- Chairholders' existing and potential research contributions
- CRC EDI targets

**4.6 Level of Support Provided to Chairholders:** The Dean and/or Department Chair negotiate the employment package with the applicant and include the support to be provided in the final letter of offer. At Dalhousie, it is expected that CRCs teach half of a normal teaching load. CRCs are usually offered an opportunity to apply to the Canada Foundation for Innovation John R. Evans Leaders Fund (JELF) Program for research infrastructure, although this is at the discretion of the Dean, as the Faculty manages its own JELF allocation.

**4.7 Safeguards and Measures to Ensure a Fair Recruitment and Negotiation Process:**

**Unconscious Bias and Equity, Diversity and Inclusion Training:** Human Resources provides mandatory training during the search process to CRC search committees on how to recognize and avoid a multitude of unconscious cognitive biases. Particular attention is given to those biases that most affect applicants from the FDGs. The same training is offered annually to academic leaders. Dalhousie's Academic Recruitment Guidelines, as well as the mandatory EDI and unconscious bias training that all search committees receive from Human Resources during the search process, stress that candidates must not

be disadvantaged by career gaps due to parental or health related leaves or for the care and nurturing of family members.

**Measures to Ensure Individuals are not Disadvantaged due to Career Gaps:** All advertisements for CRC chairs include text recognizing the diversity of career paths and encouraging applicants to explain the impact of any career interruptions. Dalhousie includes the following statement in all advertisements for CRC chairs: “Dalhousie recognizes that career paths can be diverse and that career interruptions may occur. Applicants are encouraged to include, in their cover letter, an explanation of the impact that any career interruptions may have had on their record of employment and/or research achievement.” These measures are monitored by the HR Advisor, who reviews shortlists and applicant evaluations carefully to ensure that applicants with career gaps are not being disadvantaged.

**Safeguards in Negotiations:** Human Resources reviews all offers to faculty members, giving due consideration for equity regarding all terms of employment. This serves to protect individuals from the FDGs from being disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.).

## 5. Collection of Equity and Diversity Data

Dalhousie has instituted an annual employee census called *Be Counted*. Self-identification information has been collected for 90 percent of our permanent part time and full-time employees. Self-identification information is invited from all job applicants. Since 2011, Dalhousie has closed or reduced 18 of the 22 equity gaps that were identified in the most recent multi-year equity planning exercise (2016).

Information gathered from the census is used to inform the application of Dalhousie's Employment Equity Policy towards individual searches and is passed along to search committees during EDI training. The priorities with regards to hiring faculty from underrepresented groups is modified for each Faculty and/or Department according to the individual gaps faced. For CRC searches, these Faculty and Departmental gaps are taken into consideration along with the CRC equity targets and gaps. There is no formal policy to address the compound nature of intersectionality. A candidate that self-identifies with more than one underrepresented group will be considered under the group that is less well-represented. Search Committees are advised to take into consideration intersectionality of candidates and how that may have impacted their career path.

The Dalhousie Diversity Faculty Awards (DDFA, see section 1. 6) has been designed to address gaps in underrepresented groups specific to units. In 2019, this program will continue to focus on recruiting persons who self-identify as racially visible and Indigenous people, with a particular emphasis on African Nova Scotians and Mi'kmaq candidates.

Advertisements for all positions, including CRCs, require that applications include a completed Self-Identification Questionnaire (SIQ), and include a link to the SIQ. Candidates who do not include the SIQ are reminded to do so in the email acknowledging receipt of their application. The Questionnaire repeats the wording of Dalhousie Strategic Priority 5.2, To foster a collegial culture grounded in diversity and inclusiveness, and explains that the purpose of collecting this information is to inform Dalhousie's *Employment Equity Policy*. It is twice stated explicitly on the Questionnaire that all responses are confidential.

Following completion of the Dalhousie Be Counted Census, to further enhance self-identification rates amongst CRC Chairholders, the VPRI sends a reminder directly to Chairholders to complete or update their self-identification information.

An example of Dalhousie's Self-Identification Questionnaire is included in Appendix 9.

## 6. Retention and Inclusivity

**6.1 Dalhousie Provides a Supportive and Inclusive Workplace:** Dalhousie is committed to providing a supportive and inclusive workplace for all chairholders (including individuals from the FDGs). Our strategic priority around improved Climate and Intergroup Relations focusses on initiatives that will ensure that our commitment to EDI is well and widely communicated and understood on campus. <https://www.dal.ca/cultureofrespect/diversity-strategy.html>

Human Resources is currently developing onboarding and mentorship programs that are focused on faculty members in historically underrepresented groups including the FDGs. Consultation with faculty groups to inform the details of these programs has already taken place, with a tentative launch date of Fall 2019. While informal mentorship already exists in many units within Dalhousie, this will ensure that FDGs university-wide are included in all types of support. The mentorship program will have an initial focus on research, however the form and nature of the program may vary greatly in response to the needs of the mentee. Human Resources have asked Deans to approach current CRC chairholders and members of equity seeking groups who wish to be mentees. Faculties will identify potential mentors. Human Resources will oversee the mentor-mentee relationships and determine whether further assistance is needed. A survey will be sent out at the end of the academic year to evaluate the pilot program and adjustments will be made accordingly.

*Monitoring Strategies:* Dalhousie will monitor and keep records of all chairholders who decide to leave the university, and will perform exit interviews and/or questionnaires to discern their reasons for leaving (within the requirement for privacy). Any departures from the university that concern a chairholder's status as the member of an historically underrepresented group including the FDGs will be subject to review by Human Resources. In an effort to retain chairholders at the institution, Deans will consult with Human Resources to determine whether there are additional measures that can be taken (i.e. salary stipend) in order to retain the researcher at the university.

**6.2 Procedures, Policies and Supports in Place that Enable the Retention of Individuals from the FDGs:** Dalhousie's recently appointed Vice Provost Equity and Inclusion will work together with the Vice President, Research and Innovation, Human Resources and academic leaders on campus to ensure that we are continuing to work towards a supportive campus climate for historically underrepresented groups on campus including the FDGs.

In addition to developing a mentorship program for historically underrepresented groups on campus including the FDGs, Dalhousie also institutes pay equity analysis to ensure that individuals from underrepresented groups including the FDGs continue to receive competitive and fair salaries. All pay equity gaps identified in Collective Bargaining with the Dalhousie Faculty Association in 2017 were eliminated. Pay equity analysis across all groups will be routinely undertaken as part of collective bargaining going forward. Dalhousie's benefits to all of our faculty help members of historically underrepresented groups including the FDGs, such as parental leave and telework options. Dalhousie is proud to have a robust accommodation policy for all employees to eliminate or reduce discrimination.

Dalhousie continues to incorporate thinking on diversity and inclusiveness into all areas of the university.

The collective agreement between the board of governors of Dalhousie University and the Dalhousie Faculty Association 2017 – 2020 “that governs most faculty appointments has been modified to specifically incorporate the Boyer model of scholarship and to recognize non-traditional scholarship and traditional ways of knowing. Tenure and promotion committees at Dalhousie may now include representation from the Mi’kmaq and African Nova Scotian communities when a faculty member belonging to one of these groups applies for tenure or promotion. Dalhousie has begun training committees in the recognition of non-traditional career paths and research, so that they can more fairly assess a variety of dossiers from faculty in the FDGs. Dal is currently hosting a lecture series with speakers addressing how to assess non-traditional research and community work, and related topics.

As previously indicated, a Campus Climate Survey was introduced in 2019 to assess the experience that faculty, staff and students have on our campuses with specific attention to issues relating to experiences of discrimination and respect at Dalhousie (See Appendix 6).

### **6.3 Process by which Dalhousie Manages Complaints from its Chairholders/Faculty Related to Equity:**

Dalhousie’s Human Rights and Equity Services has oversight of the following policies (which include procedural instructions):

- [Statement on Prohibited Discrimination](#)
- [Employment Equity Policy](#)
- [Sexualized Violence Policy](#)
- [Personal Harassment Policy](#)

Human Rights and Equity Services monitors and addresses concerns and complaints and reports to senior management regarding the above-mentioned policies.

Equity concerns or complaints regarding the management of the institution’s chair allocations may be directed to:

Lisa DeLong  
Director, Human Rights and Case Management  
Human Rights and Equity Services  
Tel: 902-494-6672  
Email: [lisa.delong@dal.ca](mailto:lisa.delong@dal.ca)

Alice Aiken, PhD  
Vice-President Research and Innovation  
Tel: 902-494-6513  
Email: [alice.aiken@dal.ca](mailto:alice.aiken@dal.ca)

## **7. Annual Review and Accountability**

Dalhousie is committed to providing yearly reports on the CRC EDI Action Plan and provide updates on the progress made in addressing the action items listed above. The CRC EDI Action Plan will be reviewed on an annual basis to revise the action items, as new and additional information is obtained through ongoing and future environmental scans, surveys and census data. This review will be conducted by the CRC EDI Advisory Group (section 1.7), with the goal of providing progress reports to the CRC Program and the Dalhousie community, including CRCs. Additionally, Dalhousie develops annual reports on progress related to the Diversity & Inclusion Strategy and commits to including CRC Equity reporting as part of the ongoing reporting practice.

Dalhousie's CRC EDI Action Plan has been reviewed and approved by the following institutional representatives:

- President and Vice Chancellor
- Provost and Vice President Academic
- Vice President Research and Innovation
- Vice Provost, Equity and Inclusion
- Assistant Vice President Research Services
- Assistant Vice President Human Resources
- Director, Human Rights and Equity Services

## **Appendices**

- 1. Terms of Reference, Strategic Direction 5.2, Diversity and Inclusiveness Advisory Committee**
- 2. 2018 “Be Counted” Census Report**
- 3. Diversity and Inclusiveness Strategy Progress Report (March 7, 2019)**
- 4. Employment Equity Council Terms of Reference**
- 5. Dalhousie Diversity Faculty Awards**
- 6. Dalhousie Campus Climate Survey**
- 7. Working Climate Survey for Canada Research Chairs at Dalhousie**
- 8. Dalhousie’s Employment Equity Policy**
- 9. Dalhousie Self-Identification Questionnaire**

# **APPENDIX 1**

TERMS OF REFERENCE

Strategic Direction 5.2

Diversity and Inclusiveness Advisory Committee

## Terms of Reference

### Strategic Direction 5.2

#### Diversity and Inclusiveness Advisory Committee

##### 1. Background:

Strategic Direction 5.2 *Foster a collegial culture grounded in diversity and inclusiveness* will both proactively support a diverse and inclusive environment at Dalhousie University and focus on how we can better respond when members of our community experience the impact of discrimination.

The first phase of Strategic Direction 5.2 involved extensive community consultation and the development of a report, titled ***belong*** that included a number of recommendations. Phase 2 has two goals:

- i. Develop a diversity strategy for faculty, staff and students at Dalhousie, and
- ii. Prioritize and implement recommendations from ***belong*** as well as all of the following:

*Report from the Restorative Justice Process May 2015*

*Report of the Task Force on Misogyny, Sexism & Homophobia in the Faculty of Dentistry*

*Aboriginal and African Canadian Student Access and Retention Report*

*Truth and Reconciliation Commission Canada: Calls to Action*

The work of the Strategic Direction 5.2 Steering Committee under Phase 2 is ongoing. The Diversity Strategy for faculty, staff and students that is created under the project will continue beyond the strategic planning period.

##### 2. Mandate:

The mandate of the Advisory Council will be to:

- Provide consultation and advice to the Steering Committee on current and new initiatives under the University's strategy and framework,
- Recommend approaches to ensure that ongoing efforts and recommendations around diversity and inclusion are well-coordinated and appropriately implemented, and

- Provide feedback around how best to evaluate progress towards achieving goals, strategies and targets regarding diversity and inclusiveness.

### **3. Committee Membership:**

#### **Co-Chairs**

Jasmine Walsh, AVP HR

Wanda Thomas Bernard, Professor & Special Advisor Diversity and Inclusiveness

#### **Membership**

Executive Director Diversity & Inclusiveness

2 AVPs (1 Staff, 1 Academic)

Representative from Human Rights & Equity Services

Representative from Indigenous Advisory Council

Representative from Black Faculty and Staff Caucus

Representative from Dal Allies

Representative from Disability Community

Representative from Sexual Orientation and Gender Identity Community

Representative from Board Governance and Human Resource Committee

Representative from Dalhousie Student Union

Representative from the Dalhousie Indigenous Student Collective

Representative from Senate

Representative from Deans Council

Representative from Agricultural Campus

Other members as needed to ensure appropriate representation

### **4. Length of term and frequency of meetings**

The Advisory Committee will serve until June 30, 2019 which is the conclusion of the Inspiration and Impact Strategic Direction planning period. The Advisory Committee will meet with the Steering Committee quarterly to discuss the implementation of the 5.2 Strategic Direction. Members of the Advisory Committee may be invited to meet more frequently as called upon on an ad hoc basis to support the ongoing work of Strategic Direction 5.2.

Dalhousie's Diversity & Inclusiveness strategy will continue in effect beyond June 30, 2019 under the leadership of the AVP Equity and Inclusion. Implementation of tasks associated with the strategy will be ongoing. Advisory Committee members may continue to be involved in support of the strategy.

There is an expectation that members of the Advisory Committee will make reasonable efforts to attend scheduled meetings, or send designates to attend if they are not available. The Steering Committee may seek to replace members who are not able to attend or consult regularly.

Notes will be taken at meetings and circulated to Advisory Committee members.

## **APPENDIX 2**

2018 "BE COUNTED" CENSUS REPORT

## MEMORANDUM

To: The Dalhousie University community

From: Jasmine Walsh, Assistant Vice-President, Human Resources and Co-Project Lead, Strategic Initiative on Diversity and Inclusiveness

Date: May 24, 2019

Re: **Dalhousie Census 2018 report**

The [2018 Dalhousie Census report \[PDF\]](#) is now available online. Last fall, we conducted our fourth annual **Dalhousie Census** “Be Counted” campaign, from **November 19 – 30**. Since its launch in 2015, 4,413 faculty and staff and 106,407 students have completed the census, including admission applications.

Through the census, we now have self-identification information for **90 per cent** of our full-time and permanent part-time employees and when combined with student enrolment data, the student self-identification information is now at **71 per cent**.

The faculty and staff return rate has increased by two percent year-over-year, and most notably the Facilities Management department increased its response rate by 13 percent in 2018. The student return rate, including admission applications, increased by one percent.

Our 2018 Employment Equity report (*Federal Contractors Program: Employment Equity Workforce Analysis*) will be released later this summer once the Employment and Social Development Canada (ESDC) publishes the 2016 Employment Equity Data report. This national report allows employers to measure any gaps with labour market availability.

The census is a priority of the university’s [Diversity & Inclusiveness Strategy](#) that was introduced in 2017. The census, along with employment equity and enhanced data collection about our communities, falls under one of the Strategy’s four goal areas, **Institutional Viability and Vitality**, which is fundamentally about our structures and people, and includes a renewed focus on data collection and reporting.

Although we have made significant progress to date, we know we still have work to do. As well as an ongoing need to recruit equity-seeking candidates and increase student demographic data, we still need self-identification information from many groups, particularly part-time academics, casuals, facilities operational support staff and students. Visit [dal.ca/BeCounted](http://dal.ca/BeCounted) to follow the steps. **You can complete the census any time.**

If you have any questions about the 2018 Census report, please email [BeCounted@dal.ca](mailto:BeCounted@dal.ca) or call 902-494-6672.

**Jasmine Walsh**  
Assistant Vice President, Human Resources

**DALHOUSIE UNIVERSITY**

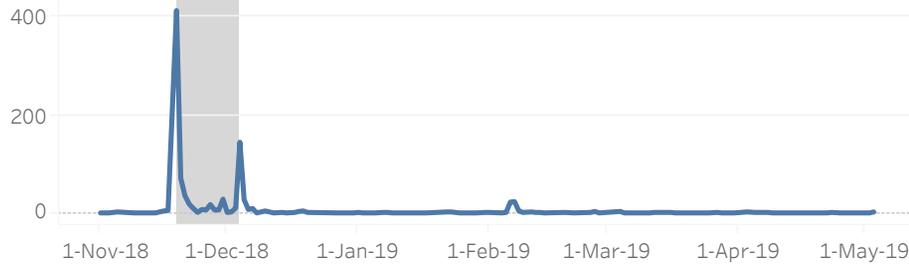
*Dalhousie University sits on the traditional territory of the Mi’kmaq. We are all treaty people.*

# Be Counted Census Activity 2018

<https://dal.ca/becounted>

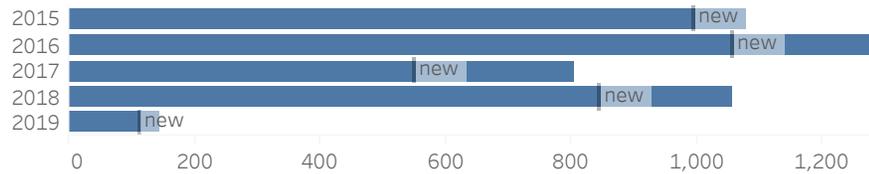
## Employee Activity

Campaign  
**734**

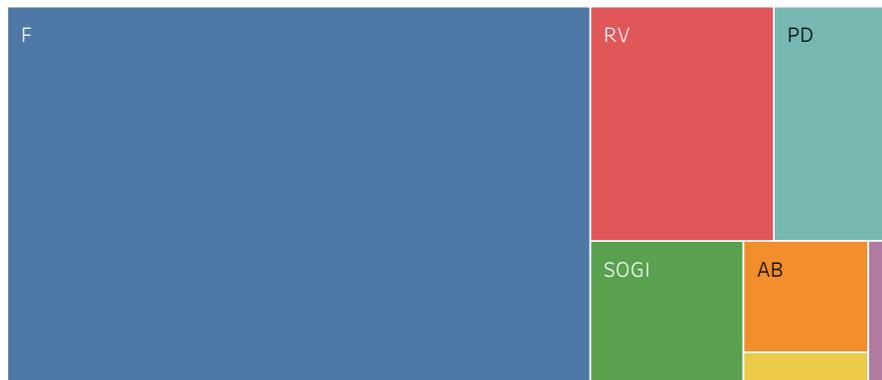


From November 2018

### Surveys Returned

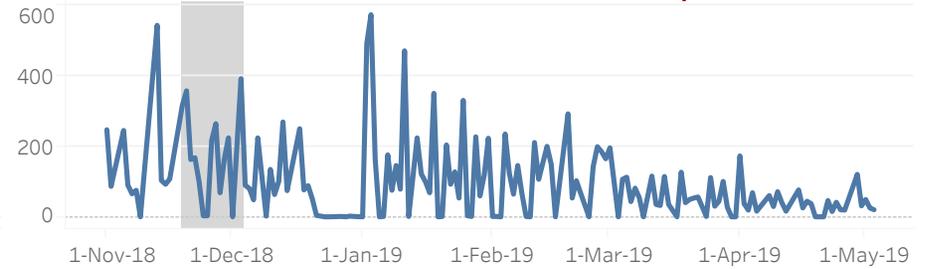


### Equity Seeking Groups 2018



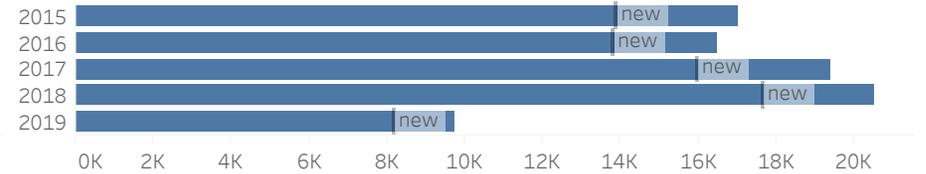
## Student Activity\*

Campaign  
**2,441**

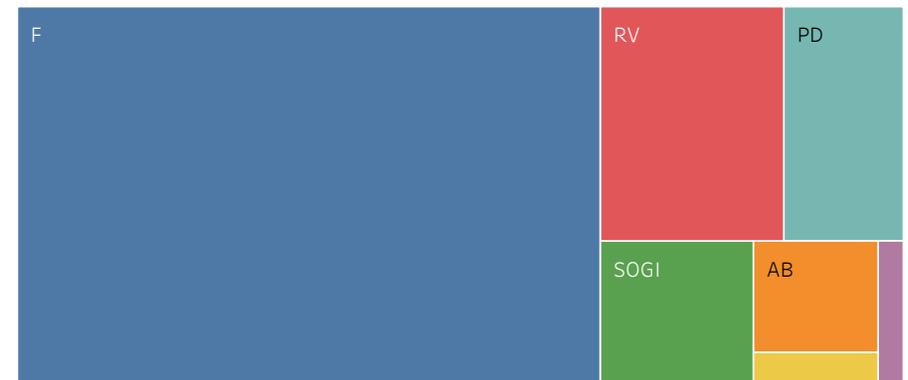


From November 2018

### Surveys Returned



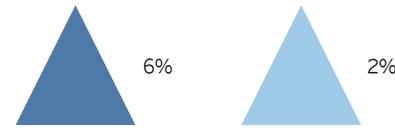
### Equity Seeking Groups 2018



\*Student Activity includes admission applications, see Definitions & Methods for legend and details

# Dalhousie University Employee Census

Headcount  
**3,189**

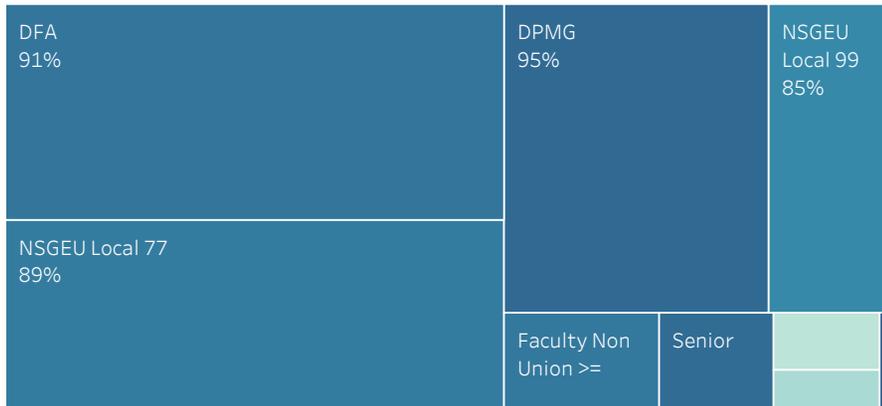


December 1st  
2018

	Staff	F	RV	AB	PD	SOGI	AFNS	MK
Confid Clerical Secretarial	10	90%	10%	0%	20%	0%	0%	0%
DFA	957	46%	17%	2%	6%	4%	0%	0%
DPMG	721	74%	9%	3%	6%	6%	1%	1%
Faculty Non Union >= 50%	134	39%	12%	1%	2%	2%	0%	0%
NSGEU Local 77	840	71%	10%	2%	6%	4%	3%	1%
NSGEU Local 99	334	31%	16%	5%	7%	2%	5%	2%
Other Staff	38	50%	8%	5%	3%	3%	3%	3%
Research Temps	55	53%	5%	0%	4%	4%	0%	0%
Senior Administration	100	53%	6%	2%	10%	3%	0%	1%
<b>Grand Total</b>	<b>3,189</b>	<b>57%</b>	<b>12%</b>	<b>2%</b>	<b>6%</b>	<b>4%</b>	<b>2%</b>	<b>1%</b>

	Staff	Response YOY	0%	50%	100%
Advancement	63	▼ -6%	[Bar chart showing response YOY for Advancement]		
Agriculture	165	▲ 5%	[Bar chart showing response YOY for Agriculture]		
Ancillary Services	50	▲ 2%	[Bar chart showing response YOY for Ancillary Services]		
Architecture & Planning	37	▲ 3%	[Bar chart showing response YOY for Architecture & Planning]		
Arts & Social Sciences	169	▲ 5%	[Bar chart showing response YOY for Arts & Social Sciences]		
College Continuing Education	34	▼ -5%	[Bar chart showing response YOY for College Continuing Education]		
Communications & Marketing	27	▲ 3%	[Bar chart showing response YOY for Communications & Marketing]		
Computer Science	63	▲ 0%	[Bar chart showing response YOY for Computer Science]		
Dentistry	122	▲ 8%	[Bar chart showing response YOY for Dentistry]		
Engineering	164	▲ 7%	[Bar chart showing response YOY for Engineering]		
Enrolment Mgmt & Registrar	74	▲ 2%	[Bar chart showing response YOY for Enrolment Mgmt & Registrar]		
Environment Health & Safety	9	▼ -2%	[Bar chart showing response YOY for Environment Health & Safety]		
Facilities Management	411	▲ 13%	[Bar chart showing response YOY for Facilities Management]		
Financial Services	101	▼ -4%	[Bar chart showing response YOY for Financial Services]		
Graduate Studies	17	▲ 7%	[Bar chart showing response YOY for Graduate Studies]		
Health	218	▲ 9%	[Bar chart showing response YOY for Health]		
Human Resources	45	▲ 2%	[Bar chart showing response YOY for Human Resources]		
Information Technology Services	114	▼ -1%	[Bar chart showing response YOY for Information Technology Services]		
Learning & Teaching	11	▲ 1%	[Bar chart showing response YOY for Learning & Teaching]		
Management	134	▲ 15%	[Bar chart showing response YOY for Management]		
Medicine	431	▲ 5%	[Bar chart showing response YOY for Medicine]		
President	66	▼ -1%	[Bar chart showing response YOY for President]		
Research & Innovation	49	▼ -11%	[Bar chart showing response YOY for Research & Innovation]		
Schulich School of Law	81	▲ 10%	[Bar chart showing response YOY for Schulich School of Law]		
Science	295	▲ 2%	[Bar chart showing response YOY for Science]		
Science, IT, Engineering Co-op Ed	21	▲ 17%	[Bar chart showing response YOY for Science, IT, Engineering Co-op Ed]		
Student Affairs & Wellness	110	▲ 8%	[Bar chart showing response YOY for Student Affairs & Wellness]		
University Librarian	108	▲ 4%	[Bar chart showing response YOY for University Librarian]		

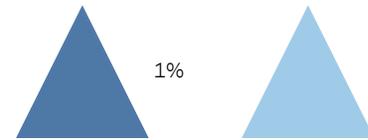
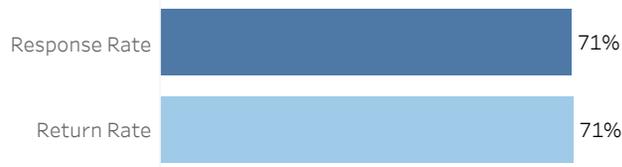
## Returned



See Definitions & Methods for legend and details

## Dalhousie University Student Census

Headcount  
**19,148**



**December 1st  
2018**

	Stdt	F	RV	AB	PD	SOGI	AFNS	MK
Agriculture	859	64%	6%	5%	7%	6%	0%	2%
Architecture and Planning	391	54%	13%	2%	7%	8%	1%	0%
Arts and Social Sciences	2,223	65%	12%	5%	12%	9%	2%	1%
Computer Science	1,480	23%	10%	2%	6%	4%	0%	0%
Dentistry	256	59%	16%	5%	3%	2%	2%	2%
Engineering	2,641	23%	12%	2%	4%	3%	1%	0%
Graduate Studies	100	55%	6%	2%	2%	8%	0%	0%
Health	3,067	82%	10%	6%	9%	6%	2%	1%
Interdisciplinary/Multi F..	117	49%	6%	2%	5%	3%	0%	1%
Law	494	56%	11%	6%	7%	6%	3%	4%
Management	2,240	47%	8%	2%	6%	4%	0%	0%
Medicine	1,270	53%	7%	2%	2%	3%	0%	1%
Science	4,010	62%	12%	3%	7%	6%	1%	1%
<b>Grand Total</b>	<b>19,148</b>	<b>54%</b>	<b>11%</b>	<b>3%</b>	<b>7%</b>	<b>5%</b>	<b>1%</b>	<b>1%</b>

	Students	Response YOY	
Agriculture	859	▲ 3%	
Architecture and Planning	391	▼ -1%	
Arts and Social Sciences	2,223	▲ 1%	
Computer Science	1,480	▲ 3%	
Dentistry	256	▼ -4%	
Engineering	2,641	▲ 2%	
Graduate Studies	100	▲ 1%	
Health	3,067	▲ 3%	
Interdisciplinary/Multi Faculty	117	▲ 2%	
Law	494	▲ 5%	
Management	2,240	▼ -2%	
Medicine	1,270	▲ 2%	
Science	4,010	▲ 1%	

### Returned

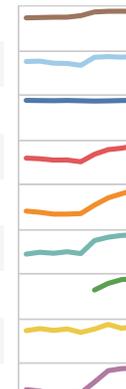


Faculty of Graduate Studies is visiting graduate and interdisciplinary PhD students. See Definitions & ..

# Diversity Trends

## Employees

										Sr Admin Title									All
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2010	2011	2012	2013	2014	2015	2016	2017	2018	
total	2,685	2,709	2,733	2,737	2,856	3,147	3,199	3,204	3,189										
CNS Returned	2,062	2,104	1,980	1,964	1,910	2,756	2,851	2,811	2,865	77%	78%	72%	72%	67%	88%	89%	88%	90%	
F	1,543	1,548	1,556	1,569	1,623	1,774	1,813	1,833	1,830	57%	57%	57%	57%	57%	56%	57%	57%	57%	
RV	216	212	201	202	193	296	353	370	396	8%	8%	7%	7%	7%	9%	11%	12%	12%	
AB	27	25	22	22	24	44	60	69	77	1%	1%	1%	1%	1%	1%	2%	2%	2%	
PD	72	81	77	84	79	155	175	185	186	3%	3%	3%	3%	3%	5%	5%	6%	6%	
SOGI						89	114	128	129						3%	4%	4%	4%	
AFNS	38	41	39	41	38	47	55	49	52	1%	2%	1%	1%	1%	1%	2%	2%	2%	
MK	12	11	8	9	10	21	32	34	34	0%	0%	0%	0%	0%	1%	1%	1%	1%	



## Students

										Faculty Title									All
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2010	2011	2012	2013	2014	2015	2016	2017	2018	
Total	16,689	17,226	17,411	18,440	18,716	18,731	18,823	18,846	19,148										
CNS Returned	8,342	9,155	9,663	10,354	11,000	12,326	12,757	13,209	13,655	50%	53%	55%	56%	59%	66%	68%	70%	71%	
F	9,172	9,479	9,566	10,186	10,354	10,328	10,336	10,311	10,418	55%	55%	55%	55%	55%	55%	55%	55%	54%	
RV	500	575	633	690	850	1,217	1,498	1,945	2,030	2%	2%	2%	2%	2%	3%	3%	3%	3%	
AB	284	332	360	422	466	508	561	612	655	3%	3%	4%	4%	5%	6%	8%	10%	11%	
PD	350	402	473	565	642	828	888	1,326	1,326	2%	2%	3%	3%	3%	4%	5%	7%	7%	
SOGI						325	523	898	1,050						2%	3%	5%	5%	
AFNS	22	26	41	57	74	107	157	197	201	0%	0%	0%	0%	0%	1%	1%	1%	1%	
MK	12	14	22	39	39	60	91	149	177	0%	0%	0%	0%	0%	0%	0%	1%	1%	



See Definitions & Methods for legend and details



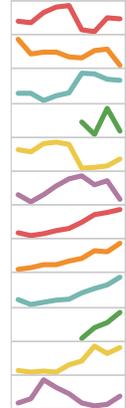
# Intersectionality Trends

Intersectionality is the overlap of various social identities, such as race, gender, and sexuality. This analysis shows the percentage of females in each equity seeking group (ex. RV Female) and the percentage of individuals who identify in more than one equity seeking group, besides female (ex. RV+).

Sr Admin Title  
All

## Employees

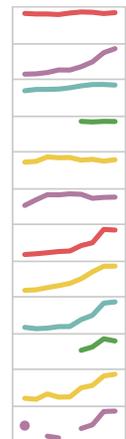
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2010	2011	2012	2013	2014	2015	2016	2017	2018
RV Female	108	105	106	110	106	140	165	189	201	50%	50%	53%	54%	55%	47%	47%	51%	51%
AB Female	21	18	16	16	17	31	44	51	52	78%	72%	73%	73%	71%	70%	73%	74%	68%
PD Female	40	45	41	46	44	96	108	111	111	56%	56%	53%	55%	56%	62%	62%	60%	60%
SOGI Female						58	73	85	83						65%	64%	66%	64%
AFNS Female	31	33	33	35	32	34	40	36	40	82%	80%	85%	85%	84%	72%	73%	73%	77%
MK Female	9	8	6	7	8	17	25	27	25	75%	73%	75%	78%	80%	81%	78%	79%	74%
RV+	6	4	5	7	8	18	30	34	40	3%	2%	2%	3%	4%	6%	8%	9%	10%
AB+	4	4	4	4	5	10	17	19	26	15%	16%	18%	18%	21%	23%	28%	28%	34%
PD+	8	6	7	9	9	25	34	41	52	11%	7%	9%	11%	11%	16%	19%	22%	28%
SOGI+						20	30	36	41						22%	26%	28%	32%
AFNS+	4	4	4	4	5	7	12	9	11	11%	10%	10%	10%	13%	15%	22%	18%	21%
MK+	4	4	4	4	4	7	10	11	13	33%	36%	50%	44%	40%	33%	31%	32%	38%



## Students

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2010	2011	2012	2013	2014	2015	2016	2017	2018
RV Female	272	307	338	362	468	693	845	1,054	1,132	54%	53%	53%	52%	55%	57%	56%	54%	56%
AB Female	190	218	245	303	320	353	391	434	460	0%	0%	0%	0%	0%	0%	0%	1%	1%
PD Female	176	212	250	302	359	493	551	825	809	50%	53%	53%	53%	56%	60%	62%	62%	61%
SOGI Female						221	349	611	711						68%	67%	68%	68%
AFNS Female	14	17	31	42	55	73	110	130	139	64%	65%	76%	74%	74%	68%	70%	66%	69%
MK Female	6	9	17	30	31	47	62	105	126	50%	64%	77%	77%	79%	78%	68%	70%	71%
RV+	23	29	36	44	57	121	174	381	390	5%	5%	6%	6%	7%	10%	12%	20%	19%
AB+	24	26	33	44	46	78	89	152	168	0%	0%	0%	0%	0%	1%	1%	1%	1%
PD+	30	28	36	53	61	145	200	485	504	9%	7%	8%	9%	10%	18%	23%	37%	38%
SOGI+						98	185	429	467						30%	35%	48%	44%
AFNS+	1	1	3	3	4	12	20	37	40	5%	4%	7%	5%	5%	11%	13%	19%	20%
MK+	2		1	1		8	16	49	59	17%		5%	3%		13%	18%	33%	33%

Faculty Title  
All



See Definitions & Methods for legend and details

# Dalhousie University

## Diversity and Census Report Methods & Definitions

### Populations

- Final primary Federal Contractors Program (FCP) employee headcount as of Dec 1st snapshots
- Final student enrolment headcount as of Dec 1st snapshots, excluding King's campus
- Self-identified fields were integrated across personnel, enrolment, and Be Counted Census records using an individual's most recent response per year
- Percent representation describes the minimum proportion of the total population
- Dalhousie has been collecting employment equity information since 1989 and the Be Counted census was launched in 2015
- Return rate is any census or survey activity, including declined, response rate is at least one self-id field complete Y/N/P
- Census Activity is recorded once per person per year
- Dalhousie Employment Equity Policy equity-seeking groups are not mutually exclusive

### Aboriginal & Indigenous Peoples

- Aboriginal/Indigenous person from North America, First Nations, Mi'kmaq (MK), Maliseet, Inuit, and Metis
- Mi'kmaq (MK) counts are a subset of this figure

### Racially Visible Persons

- Racially visible person, racialized person, historically/indigenous Black Nova Scotian (AFNS), African (Black) heritage, Aboriginal/Indigenous person from outside of North America, East Asian (eg. Chinese, Taiwanese, Japanese, Korean), South Asian (Bangladeshi, Pakistani, Indian, Sri Lankan, Punjabi), South East Asian (eg. Vietnamese, Thai, Cambodian, Malaysian, Filipino/a), West Asian or Arab (eg. Iranian, Afghani, Lebanese, Egyptian, Iraqi, Armenian, Israeli), Latin, South or Central American
- Historically/indigenous Black Nova Scotian (AFNS) counts are a subset of this figure

### Dalhousie FCP Employee Classifications

- Historical data for employees is limited to Employment and Social Development Canada (ESDC) Federal Contractors Program (FCP) reports
- DPMG, DFA, Faculty Non-Union, NSGEU Local 99 Salary, Supplementary Staff (not exception payments), Professional, NSGEU Local 77, Research DPMG, Research Faculty DFA, Research Faculty Non-Union, Research NSGEU 77, Research Temporary, Research Senior Mgmt Faculty, Research Senior Mgmt Staff, Confid Clerical Secretarial, Senior Management Faculty, Senior Management Staff
- ECLS\_CODE: AM, DM, FM, IB, KM (not 999986), MM, NM, RA, RD, RE, RF, RH, RX, RZ, SM, XM, YM

ESDC Guidelines: <https://www.canada.ca/en/employment-social-development/programs/employment-equity/federal-contractor-program.html>

### Legend

F	Female
RV	Racially Visible
AB	Aboriginal & Indigenous Peoples
PD	Persons with Disabilities
SOGI	Sexual Orientation and Gender Identity minorities
AFNS	African Nova Scotian
MK	Mi'kmaq

## **APPENDIX 3**

DIVERSITY AND INCLUSIVENESS STRATEGY  
PROGRESS REPORT  
(March 7, 2019)

# DIVERSITY AND INCLUSIVENESS STRATEGY PROGRESS REPORT

5.2 To foster a collegial  
culture grounded in diversity  
and inclusiveness

March 7, 2019

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# A MESSAGE TO ALL MEMBERS OF THE DALHOUSIE UNIVERSITY COMMUNITY

We want to extend a warm thank you to everyone who has taken the time to contribute and remain committed to working towards creating a more equitable, diverse and inclusive environment at Dalhousie University. Wela'lin. We know this is not easy work to do and at times it may not go as fast as everyone would like. We are reminded of an African Proverb that says, *"If you want to go fast, go alone; if you want to go far, go together."* We want to go far and we hope that everyone will join us on that journey.

Each year, when we prepare this report, we are extremely impressed by how much work has been done at Dal over the past four years. That is not to say we don't recognize there is still work to do, there is; but we are moving in the right direction. The report speaks to our progress on the key tasks that we committed to perform under Dalhousie's first Diversity and Inclusiveness Strategy. The strategy was built from five foundational reports and their recommendations. There is lots more great work happening on all of our campuses. This report does not capture all of it, but it provides an excellent representation of the path we are on. We hope you all see yourselves reflected in these initiatives in some way.

Nationally, Dalhousie is a leading institution in diversity and inclusion, and we continue to strive to *build a collegial culture grounded in diversity and inclusiveness*. We may not get everything right all the time, but we are committed to continuing to learn from our mistakes, our history, and you, members of our Dal community.

Our strategy continues to focus on four primary pillars of campus activity: 1. Climate, 2. Student Access & Success, 3. Education & Research, and 4. Structures. All four are critically important to ensuring that our work touches all that we do as an institution. The report is organized under those pillars for ease of seeing the direction we are moving.

We encourage you to take your time going through the report. Make notes, ask yourself questions and share those questions with us. Dalhousie is OUR University. There is an ancient Iroquois philosophy that the decisions we make today should result in a sustainable world seven generations into the future. We want our equity, diversity and inclusiveness efforts to make us stronger for our students, faculty and staff seven generations from now, and beyond.

Sincerely,

Strategic Priority Co-leads

Jasmine Walsh, Assistant Vice President, Human Resources

Barb Hamilton-Hinch, PhD Assistant Professor, School of Health and Human Performance

# PRINCIPLES

The development, implementation and evaluation of all equity, diversity and inclusiveness (EDI) initiatives to advance Dalhousie's Diversity and Inclusiveness Strategy must be guided by the following principles:

- **Inclusive Excellence:** EDI must be integrated into institutional (academic and administrative) excellence or quality efforts.
- **EDI Lens:** Equity, diversity and inclusiveness are related but distinct goals which must be addressed together, not in isolation. (For definitions of equity, diversity and inclusiveness, see below.)
- **Community Engagement:** Equity, diversity and inclusiveness cannot be understood in the absence of knowledge of the lived experiences of community members, both internal and external to Dalhousie, and so consultation with diverse members of communities seeking equity and inclusion is essential.
- **System-wide Attention:** A commitment to addressing equity, diversity and inclusiveness at the individual, institutional and cultural levels is required.
- **Coordinated Centralization:** Both bottom-up and top-down approaches are needed, and unit-level plans are necessary to support the institutional strategy.
- **Continuous Improvement:** We are committed to ongoing learning, evaluation and progress.

# DEFINITIONS

**Equity** is an approach or process that calls for the acknowledgement of systemic power and privilege and the (re)distribution of resources to enhance access, opportunity and success of historically underrepresented members of a diverse community.

**Diversity** is a state or condition, identifying differences across multiple and intersecting dimensions of identity.

**Inclusiveness** is a feeling or experience of engagement with and across diverse communities to increase the capacity to enhance inclusive excellence and to facilitate educational equity.

**Historically underrepresented groups:** groups historically, and still currently, under-represented in higher education. These include racialized persons, especially African Nova Scotians, persons of Aboriginal/Indigenous ancestry, especially Mi'kmaq persons; persons with disabilities; female-identified persons; and, persons with minority sexual orientation or gender identity.

# PILLARS

The four pillars of Dalhousie's Diversity and Inclusiveness Strategy are:

**1. Climate and Intergroup Relations:** Dalhousie University will foster a systemic, intentional and holistic approach to diversity and inclusiveness to ensure welcoming, respectful and inclusive communities and campuses.

**2. Student Access and Success:** Dalhousie University will engage in strategic activities to admit, engage, support and graduate a diverse student body, with attention to enhancing access and success of historically underrepresented students.

**3. Education and Research:** Dalhousie University will promote teaching and research about diversity and inclusiveness. In addition, Dalhousie University will promote the inclusion of diverse perspectives across all disciplines.

**4. Structures—Institutional Viability and Vitality:** Dalhousie University will build institutional capacity for diversity and inclusiveness through:

- A. Recruiting and retaining a diverse workforce with emphasis on historically underrepresented groups;
- B. Integrating diversity, inclusiveness and equity goals into systems, structures, policies and practices;
- C. Regularly monitoring, assessing and reporting diversity and inclusiveness performance metrics.

# 1. CLIMATE AND INTERGROUP RELATIONS

Dalhousie University will foster a systemic, intentional and holistic approach to diversity and inclusiveness to ensure welcoming, respectful and inclusive communities and campuses.

# CLIMATE AND INTERGROUP RELATIONS

## OBJECTIVE 1

Increase opportunities for undergraduate and graduate students to participate in intercultural / intracultural learning

---

**TASK: Develop and promote a suite of curricular and co-curricular opportunities for intercultural and international engagement.**

---

- a. Capacity built among university staff (and others) to deliver co-curricular educational workshops on intercultural competencies. Currently five staff members are certified Intercultural Development Inventory educators.
- b. Diversity training has been incorporated for student leaders in paid and unpaid positions (Residence Assistants, Peer Mentors, Varsity Team Captains, etc.). Training subject areas include critical reflection, dialogue across difference, social justice leadership, allyship and coalition building.
- c. Planning is underway for a facilitated student discussion on inclusion, which will be open to all students.
- d. **NEW:** Worked with Youth Bridge Foundation in Ghana to support and promote international opportunities for students of African descent who attend Dalhousie University.

---

**TASK: Prepare a Scholarly Panel to examine Lord Dalhousie's legacy concerning the Black community and Dalhousie University's historic links to the institution of slavery.**

---

- a. The panel was struck with established Terms of Reference in 2016.
- b. **NEW:** The panel presented preliminary results in November 2018.
- c. **NEW:** The full scholarly report is due to be published in 2019.

---

**TASK: Ongoing non-credit education program for students, faculty and staff.**

---

- a. Baseline training program for students, faculty and staff was approved by Provost Committee in March 2018 .
- b. Institutional training program will be carried out by HRES, Human Resources and the Centre of Learning and Teaching.
- c. **NEW:** 16 Faculties and Administrative units, the Board of Governors, Senate and Dalhousie Senior Administration have engaged in EDI training.

# CLIMATE AND INTERGROUP RELATIONS

## OBJECTIVE 2

Increase visibility and communication of university faculty and administrative unit statements and symbols which serve to enhance campus climate and interpersonal relations with regard to diversity, inclusiveness and equity.

---

**TASK: Official graduation regalia recognizing Indigenous students and students of Black (African) descent.**

---

- a. Task completed.
  - I. Elders in Residence will provide medicine pouches to graduating Indigenous students.
  - II. Kente sashes are available to graduating students of Black (African) descent.

---

**TASK: Redesign of the ceremonial object to replace the Mace.**

---

- a. The committee has been struck. A new ceremonial object is expected to be unveiled in spring 2019.

---

**TASK: Review the visual art and artifacts on display across the university and consider a plan for the acquisition of new work that might support a more inclusive environment.**

---

- a. Inaugural Mi'kmaq Grand Council and Pan African flags are flying on Dalhousie campus in the recommended locations as of 2018.
- b. **NEW:** Inaugural Mi'kmaq Grand Council flag flying on Agricultural Campus in 2018.
- c. **NEW:** IDEA Building Mi'kmaq & African Nova Scotia Art Installation officially opened in October 2018 in two locations, the Design building second floor and the IDEA building atrium.

- 
- d. **NEW:** Indigenous Student Centre has enhanced space through art and artifacts.
- 

- e. EDI built into plans for the 2017 Bicentennial Plaza.
- 

- f. **NEW:** Mural installed at Faculty of Agriculture recognizing Mi'kmaq territory.
- 

---

**TASK: Develop a high-profile EDI speaker series featuring high profile presenters.**

---

- a. **NEW:** Belong Speaker series presenters were signature events in Dalhousie's 200 Anniversary celebrations.
  - b. **NEW:** Angela Davis was featured as the Inaugural Viola Desmond lecture, with the lecture series to continue annually.
- 

---

**TASK: Rename River Road on Agricultural Campus using Mi'kmaq language.**

---

- a. **NEW:** Road renamed *Sipu Awti*.
-

# CLIMATE AND INTERGROUP RELATIONS

## OBJECTIVE 3

Increase diversity and inclusiveness outreach, collaboration, partnerships and learning programs to initiate and strengthen relationships with community groups and to enhance opportunities for faculty, student and staff engagement in community service.

---

**TASK: Establish an Indigenous Centre as a space for Indigenous students to receive holistic and culturally relevant advising and support and as a resource for campus support.**

---

- a. A permanent advisor for the Indigenous Student Centre has been hired.

---

- b. The Edward Street house has been renovated and is now home to the Indigenous Student Centre and the Black Student Advising Centre.

---

- c. Funding has been secured to increase representation of Peer Wellness mentors of African descent and to augment the Elders in Residence program.

---

**TASK: Establish Task: Articulate commitment to the UN Declaration of the Decade of People of African Descent with related action.**

---

- a. **NEW:** The commitment was articulated by the President at the Inaugural Viola Desmond lecture featuring Angela Davis.

---

**TASK: Work with African Nova Scotian faculty, staff and students to develop an embedded institutional strategy.**

---

- a. **NEW:** Consultation on this work has begun.

---

**TASK: Develop an independent wellness strategy for equity seeking groups at Dalhousie University where need is identified under the Quality of Work Life Survey.**

---

- a. **NEW:** Consultations have begun with identified groups.

---

**TASK: Relocate and invest in Imhotep Legacy Space infrastructure.**

---

- a. **NEW:** Unveiled Imhotep's Legacy Space in Winter 2019.

# 2. STUDENT ACCESS AND SUCCESS

Dalhousie University will engage in strategic activities to admit, engage, support and graduate a diverse student body, with attention to enhancing access and success of historically underrepresented students.

# STUDENT ACCESS AND SUCCESS

## OBJECTIVE 1

Increase strategic and targeted outreach to and recruitment of students from historically underrepresented communities into undergraduate, graduate and professional programs with particular emphasis on Mi'kmaq and African Nova Scotian students.

---

**TASK: Develop and implement a strategic student success plan.**

- a. Strategic Student Success framework and campus consultation is complete.
- b. New student applicant self-ID survey was developed and used in November 2016 *BeCounted* census.
- c. **NEW:** Two new outreach/ liaison roles have been hired for the Indigenous Student Centre and Black Student Advising Centre.
- d. **NEW:** Inventory of Educational Equity policies (ie. equitable admission policies) is complete.
- e. **NEW:** Targeted outreach to African Nova Scotian and Indigenous students and communities with facilitated follow-up processes designed to remove barriers to access were implemented.

---

**TASK: Develop video resource for students, faculty and staff highlighting Dalhousie's EDI commitments.**

- a. **NEW:** Underway. Video expected to be released in spring 2019.

## OBJECTIVE 2

Enhance pathway programs for historically underrepresented student populations.

---

**TASK: Enhance pathway programs for historically underrepresented students.**

- a. Inventory of existing pathways program is complete.
- b. **NEW:** Indigenous Student Access Pathway launched September 2018 for first students.

# STUDENT ACCESS AND SUCCESS

## OBJECTIVE 3

Enhance entrance and in-program needs based bursary and merit-based scholarship offerings for historically underrepresented students.

---

**TASK: Review entry and in-program scholarships and bursaries to optimize and where strategic enhance disbursements with a view to enhance recruitment and retention of historically underrepresented students.**

---

- a. New donor funds for bursaries have been secured.
- b. **NEW:** Revisions are in progress for bursary and scholarship disbursement plans.
- c. **NEW:** Employers who participate in the Student Enrolment Program are being surveyed to explore opportunities to target historically underrepresented students for employment.

## OBJECTIVE 4

Enhance academic transition and support services to meet the needs of underrepresented and marginalized students.

---

**TASK: Analyze existing and collect new data to understand and assess the needs and experiences of historically underrepresented and marginalized students.**

---

- a. Increased representation of designated and equity-seeking groups in Counselling & Psychological Services, as well as the Student Success Centre (including Indigenous, racialized and LGBTQ+ Advisors)
- b. **NEW:** The Black Student Advising Centre has begun work with South House to offer self care and wellness sessions for students.

---

**TASK: Increase number of Student Affairs staff among designated and equity-seeking groups and increase equity, diversity and inclusiveness competencies of all staff across the division.**

---

- a. A focused employment equity plan was developed (ie. designated hires) to increase representation of Counsellors / Psychologists.
- b. Social justice and holistic advising to all Student Success Centre advisors has been delivered.
- c. Equity, diversity and inclusiveness training to Student Affairs senior leadership team has been delivered.
- d. Plans are underway to deliver equity, diversity and inclusiveness training to all Health & Wellness staff.
- e. Targeted recruitment for Vice Provost Student Affairs.

# STUDENT ACCESS AND SUCCESS

---

**TASK: Support and enhance academic transition and support services for underrepresented students.**

---

- a. Inclusion Team in Student Affairs was formed with Terms of Reference established in 2017. Continuous review is in place to determine direction and activity. Inclusion Team will provide ongoing opportunities to hear from students.

---

- b. Meetings with Indigenous and African Canadian groups took place in 2017, 2018 and 2019

---

- c. **NEW:** The Bissett Student Success Centre hosted a campus-wide Advising and Social Justice Symposium in 2018 and 2019.

---

- d. **NEW:** Student Affairs is developing a studio course on Social Justice and Advising.

# 3. EDUCATION AND RESEARCH

Dalhousie University will promote teaching and research about diversity and inclusiveness. In addition, Dalhousie University will promote the inclusion of diverse perspectives across all disciplines.

## OBJECTIVE 1

Develop initiatives that enable all instructors and program leaders to infuse diverse issues, perspectives, knowledge and ways of knowing into curricular and program development projects.

---

**TASK: Promote diverse ways of knowing, teaching and research into academic career development.**

---

- a. The Centre for Learning and Teaching hired a Senior Education Developer (Inclusivity & Diversity).
- b. **NEW:** Training is ongoing for academic leaders and search committees regarding the importance of diversity considerations in academic career development.
- c. **NEW:** DFA Collective agreement language was negotiated recognizing diverse ways of knowing, teaching and research.
- d. **NEW:** DFA Collective agreement language was negotiated to ensure that collegial committees (ex. T&P) are culturally competent.
- e. **NEW:** Discussions are underway to develop a University-level program for embedding EDI into curricula.

---

**TASK: Embed into the draft Senate Policy for Faculty led reviews in academic programs a policy statement relating to reviewing through the lens of diversity and inclusiveness, including curricular content, methods of delivery and assessment of learners' knowledge and skills.**

---

- a. Complete — December 2018 with implementation ongoing.

---

**TASK: Support the approval processes for the reviewed Senate Reviews of Faculties Policy to include an additional policy statement relating to diversity and inclusiveness.**

---

- a. Complete.

---

**TASK: Create a Dalhousie Guideline for Inclusive Classrooms.**

---

---

**TASK: Develop a Teaching Award for Excellence in Education for Diversity**

---

- a. **NEW:** First award was presented in 2018 at Dalhousie inaugural Legacy awards.

## OBJECTIVE 2:

Develop initiatives to enhance understanding of the scholarly merits of and uptake of diverse rigorous research methods and ways of knowing.

---

**TASK: Develop faculty to support and continue to resource the minor in Black and Diaspora Studies.**

---

- a. Funding application was submitted to Dalhousie Diversity Faculty Award (DDFA) support for 2018 or 2019.

---

**TASK: Develop faculty to support and continue to resource the minor in Indigenous Studies.**

---

- a. A PPT faculty member was hired in 2015.
- b. A LTA faculty member was hired on a three-year term in 2016.

---

**TASK: Develop and present panel for the MacEachern Institute for Public Policy and Governance.**

---

- a. Discussions completed with Kevin Quigley, Scholarly Director, MacEachern in 2017.
- b. The first panel was held the afternoon following the discussion with Kevin Quigley with post graduate students on the topic of Equity Myth. Additional panels are planned for 2018 and onward.
- c. **NEW:** MacEachern Institute's Public Policy Speaker series contains regular EDI content.

---

**TASK: Develop fellowship award for pre-tenure faculty in equity seeking groups.**

---

- a. **NEW:** Complete — Inaugural awards granted to five faculty members in 2018/19.

## OBJECTIVE 3

Expand / implement diversity and inclusiveness, either through new program development of review processes to reflect the University's commitment to diversity, inclusiveness and cultural proficiency.

---

**TASK: Add criteria around diversity and inclusiveness to all program reviews.**

---

- a. Complete — This is included in the Policy and Procedures for Faculty Reviews of Academic Programs.

## OBJECTIVE 4

Ensure that program reviews and reports support the enhancement of students' knowledge, awareness and skills of diversity and inclusiveness.

---

**TASK: Preparation of procedures document to complement the in-progress Senate Policy for Academic Program Reviews.**

---

- a. Complete — Passed by Senate in December 2018.

# 4. STRUCTURES–INSTITUTIONAL VIABILITY AND VITALITY

Dalhousie University will build institutional capacity for diversity and inclusiveness through:

- A. Recruiting and retaining a diverse workforce with emphasis on historically underrepresented groups.
- B. Integrating diversity, inclusiveness and equity goals into systems, structures, policies and practices.
- C. Regularly monitoring, assessing and reporting diversity and inclusiveness performance metrics.

# STRUCTURES—INSTITUTIONAL VIABILITY AND VITALITY

## A. RECRUITING AND RETAINING A DIVERSE WORKFORCE WITH EMPHASIS ON HISTORICALLY UNDERREPRESENTED GROUPS.

### OBJECTIVE 1

Increase the diversity of faculty and staff at all levels through deliberate actions to achieve percentages aligned with labour market availability.

---

**TASK: Develop equity strategies in each faculty and unit that accelerates progress on achieving targets committed to Federal Contractors Program (FCP).**

---

- a. Plans are in place for Faculties and Administrative units.

---

- b. Annual review process has commenced.

---

- c. Integration of Employment Equity planning into institutional planning work has commenced.

---

- d. **NEW:** 18 of 22 identified FCP equity gaps have been reduced or closed.

---

**TASK: Train for and implement the integrated use of a diversity and equity assessment and planning tool.**

---

- a. The electronic Diversity & Equity Assessment Planning (DEAP) Tool was purchased from Queen's University.

---

- b. Human Rights & Equity Services (HRES) are exploring ways to customize the DEAP Tool.

---

- c. Online equity dashboard is complete to assist leaders with equity planning.

---

**TASK: Develop and implement working strategy on overcoming barriers to accessing employment.**

---

- a. Funding has been secured for an Advisor position for Temporary Staffing Program.

---

- b. A Talent Pathways Advisor was hired and started January 2018.

---

- c. **NEW:** Significant outreach work with community groups has begun.

---

- d. **NEW:** Database of candidates is developing and first hires have occurred.

### OBJECTIVE 2

Increase diversity and representation in leadership and management positions.

---

**TASK: Develop professional and managerial hiring and retention program.**

---

- a. Funding has been secured.

---

- b. **NEW:** The consultation committee struck through the 5.2 Advisory Committee to develop a suite of best practices for the program.

---

**TASK: Develop a working strategy to support accessibility of leadership opportunities for designated community members.**

---

- a. The consultation committee was struck through the 5.2 Advisory Committee to develop a plan.

---

- b. **NEW:** Revisions to the *Senior Administrative Appointments Policy* are being considered.

---

- c. **NEW:** Faculty of Medicine struck a Diversity in Leadership task force to explore professional pathways to leadership positions.

# STRUCTURES—INSTITUTIONAL VIABILITY AND VITALITY

## A. RECRUITING AND RETAINING A DIVERSE WORKFORCE WITH EMPHASIS ON HISTORICALLY UNDERREPRESENTED GROUPS.

### OBJECTIVE 3

Align HR practices and policies with diversity and inclusiveness goals.

---

**TASK: Conduct an Employment Equity Policy Review.**

---

- a. Complete – there have been updates to Equity Policy, as well as inclusion of Sexual Orientation & Gender Identity (SOGI) as an equity seeking group.

### OBJECTIVE 4

Initiate learning events and activities to engage various community groups with the University's recruitment and retention efforts for faculty and staff.

---

**This task will fall within the accountabilities of the Talent Pathways Advisor.**

# STRUCTURES–INSTITUTIONAL VIABILITY AND VITALITY

## B. INTEGRATING DIVERSITY, INCLUSIVENESS AND EQUITY GOALS INTO SYSTEMS, STRUCTURES, POLICIES AND PRACTICES.

### OBJECTIVE 1

Develop and establish training and professional development opportunities on diversity and inclusiveness for senior leadership, governance bodies, all faculty and all staff.

---

**TASK: Develop and implement comprehensive diversity professional development program in all Faculties and Departments.**

---

- a. **NEW:** A program has been developed and was approved by the Provost Committee in March 2018.
- b. **NEW:** EDI training has taken place in 16 Faculties and administrative units as well as with Senior Administration, the Board of Governors and Senate.

### OBJECTIVE 2

Assist senior leaders and managers to establish, implement and review metrics associated with professional development participation within their units and ensure a cycle of reporting.

---

**See Institutional Viability and Vitality – Structures Objective B (1).**

---

**See Institutional Viability and Vitality – Structures Objective B (3).**

# STRUCTURES—INSTITUTIONAL VIABILITY AND VITALITY

## B. INTEGRATING DIVERSITY, INCLUSIVENESS AND EQUITY GOALS INTO SYSTEMS, STRUCTURES, POLICIES AND PRACTICES.

### OBJECTIVE 3

Improve both proactive accessibility initiatives and responsiveness to accommodation requests influencing education, employment and environment.

---

**TASK: Conduct a full review of all human rights and related policies.**

- a. The *Employment Equity Policy* review and updates is complete.
- b. **NEW:** Dalhousie's first *Sexualized Violence Policy* is complete.
- c. **NEW:** Dalhousie's first Gender Affirmation Policy is complete.
- d. **NEW:** Dalhousie Athletics has adopted the *U Sports Policy for Transgender Student Athletes*.

---

**TASK: Develop a strategy to ensure inclusive washrooms in every building on Dalhousie campuses.**

- a. Campus planning work with Facilities Management is underway.
- b. **NEW:** 55 new accessible washrooms have been installed or renovated on Dalhousie campuses.
- c. **NEW:** Dalplex universal change room and accessible washrooms are now available.

---

**TASK: Ensure accessibility, including wheelchair accessibility, in every building.**

- a. Campus accessibility planning work with Facilities Management is underway, in alignment with Dalhousie's responsibilities under the new provincial Accessibility legislation.
- b. **NEW:** New position created and hired for Accessibility Planning Specialist.

- 
- c. **NEW:** Accessibility audit of 3.3 million square feet on Dalhousie campuses complete, with an additional 2.5 million square feet outstanding.

---

**TASK: Update the design of all signage and symbols to prompt a greater sense of inclusion.**

- a. Accessible multilingual signage installed on Dalhousie campuses.

---

**TASK: Provide multi-faith prayer spaces on every campus.**

- a. Complete – further development of prayer spaces is ongoing with new construction projects on campus.

---

**TASK: Develop and implement a strategy to support breastfeeding parents.**

- a. Complete is complete.

### OBJECTIVE 4

Actively acknowledge individuals and efforts from a variety of backgrounds who meaningfully influence the integration for diversity and inclusiveness within Dalhousie's systems, structures and policies.

---

**TASK: Create an annual award for individuals, faculties and units who demonstrate commitment to diversity in our community.**

- a. An award was developed to reside in President's office.
- b. **NEW:** The first annual award was granted in 2018 to Imhotep's Legacy as one of Dalhousie's inaugural Legacy Awards event.

# STRUCTURES—INSTITUTIONAL VIABILITY AND VITALITY

## C. REGULARLY MONITORING, ASSESSING AND REPORTING DIVERSITY AND INCLUSIVENESS PERFORMANCE METRICS.

### OBJECTIVE 1

Improve data collection methods to enhance accuracy of demographic statistics to better identify and address diversity gaps in recruitment and retention of faculty, staff and students.

---

**TASK: Implement an annual diversity census and share results.**

---

- a. Complete – the fourth annual census was completed November 2018. Results are posted annually on the HRES website.

### OBJECTIVE 2

Develop a set of key diversity, inclusiveness and equity performance indicators and monitor progress on a regular basis to assess the effectiveness of efforts.

---

**TASK: Development of high level metrics to evaluate success of strategy.**

---

- a. Work is in progress to develop KPIs aligned with the D&I Strategy, with anticipated completion in winter 2018.
- b. KPIs have been developed.
- c. **NEW:** First annual campus climate survey is in development to capture community perspectives on EDI, anticipated launch in Spring 2019.

### OBJECTIVE 3

Improve data collection methods to enhance efficacy of complaint response and follow up as well as accuracy of reporting.

---

**TASK: Develop an HRES client record management system.**

---

- a. Complete – new Perspective database has been implemented.

---

**TASK: Develop HRES complaint intake and response protocols.**

---

- a. There is new Sexual Assault Response protocol.
- b. New intake forms are available.
- c. New Complaint Triage and Response protocol has been developed.

### OBJECTIVE 4

Regularly share progress and publish reports on various diversity / inclusiveness initiatives and outcomes.

---

**TASK: Develop and maintain accessible diversity data.**

---

- a. The first campus wide progress report on the Diversity & Inclusiveness Strategy was published winter 2018.
- b. **NEW:** The second campus wide progress report on the Diversity and Inclusiveness Strategy was published winter 2019.
- c. **NEW:** FCP and *Be Counted* employment equity data has been annually published on the HRES website since 2016.
- d. Progress is underway toward a web based progress tool that can be publicly accessed.

# GLOSSARY OF ACRONYMS AND INITIALISMS

BFSC	Black Faculty and Staff Caucus
DDFA	Dalhousie Diversity Faculty Award
DEAP	Diversity and Equity Assessment Planning
DISC	Dalhousie Indigenous Students Collective
EDI	Equity, Diversity and Inclusiveness
FASS	Faculty of Arts and Social Sciences
HR	Human Resources
HRES	Human Rights & Equity Services
IAC	Indigenous Advisory Council
IB&M	Indigenous Blacks & Mi'kmaq
LGBTQ2S+	Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Two spirited and others
SAPRC	Senate Academic Programs and Research Committee
SEM	Strategic Enrolment Management
SOGI	Sexual Orientation and Gender Identity



## **APPENDIX 4**

EMPLOYMENT EQUITY COUNCIL  
Terms of Reference



## **Employment Equity Council (EEC) Terms of Reference**

### **1. Purpose**

The Employment Equity Council shall work through, and with, the Human Rights & Equity Services to effectively implement, monitor and evaluate, through the use of measurable indicators of success, Dalhousie's Employment Equity Policy and Plan.

### **2. Responsibilities**

The Council shall:

- i Receive and evaluate the inventories of designated and Equity-Seeking Group members employed at Dalhousie and the external workforce data compiled, collected and analyzed by the Equity Data Analyst in the Human Rights & Equity Services.
- ii Provide consultation to the UA/AVP, Equity & Inclusion in the Human Rights & Equity Services who will determine and propose to the President and Provost measurable indicators of employment equity success (e.g., goals and timelines).
- iii Receive periodic updates on progress regarding the implementation of its goals and timelines from the UA/AVP, Equity & Inclusion.
- iv Provide consultation to the UA/AVP, Equity & Inclusion, who will devise and recommend outreach, recruitment, hiring, training and development, career progression, promotion and tenure, and retention strategies for members of Equity-Seeking Groups.
- v Request that the UA/AVP, Equity & Inclusion audit, on behalf of the Council, information relevant to employment equity at Dalhousie.
- vi Provide consultation to the UA/AVP, Equity & Inclusion, who will recommend to the President and Provost, and other levels of administration, strategies for improving Dalhousie's performance in achieving employment equity goals.
- vii Support the UA/AVP, Equity & Inclusion, to develop annually progress reports on employment equity goals to the Board of Governors, the Senate, the President, the Provost, and the Dalhousie community, including Equity-Seeking Groups.

### **3. Operation**

The Council shall meet four times per year, typically twice in the fall and twice in the winter academic terms, or more frequently at the request of the Chair. Notice of meeting and the meeting agenda will be circulated electronically in advance of the meeting. The material will be provided in an alternate format upon request.

The business of Council will be conducted only when a quorum of 50% of Council members are present.

A majority vote of Council members who are present and voting will be required to carry any motion of Council. The Chair will only vote in instances where it is necessary to break a tie.

At any regular meeting the Council may establish a committee, standing or ad hoc, as needed to accomplish its mandate. The Council may invite resource people to join its deliberations, including a representative from the Nova Scotia Human Rights Commission, as needed.

#### **4. Membership**

The Council shall include the following voting members:

- a. Chair, to be selected from among the membership for a two to three year term,
- b. Ex-officio representatives (5):
  - i. University Advisor & Assistant Vice-President, Equity & Inclusion
  - ii. Assistant Vice-President, Human Resources (or designate),
  - iii. Provost & Vice-President Academic (or designate),
  - iv. Vice-Provost, Student Affairs (or designate), and
  - v. President of the Dalhousie Student Union (or designate);
- c. Employee group representatives (6):
  - i. Dalhousie Faculty Association (DFA),
  - ii. Dalhousie Professional Management Group (DPMG),
  - iii. Canadian Union of Public Employees (CUPE), Local 3912,
  - iv. Nova Scotia Government Employees Union (NSGEU), Local 77 (3 year term),
  - v. Nova Scotia Government Employees Union (NSGEU), Local 99 (3 year term), and
  - vi. Public Service Alliance of Canada (PSAC), Local 86001;
- d. Equity-Seeking group representatives:
  - i. Indigenous Mi'kmaq employee representative (1);
  - ii. Historic African Nova Scotian employee representative (1);
  - iii. Sexual Orientation and/or Gender Identity (SOGI) minority employee representative (1);
  - iv. Dis/Abilities employee representative (1); and
  - v. Employee representative from any other Equity-Seeking Group approved by the Employment Equity Council.

The Council shall include the following non-voting members:

- Council Secretary, Administrative and Intake Coordinator, Human Rights & Equity Services
- Equity Data Analyst, Human Rights & Equity Services
- Other relevant campus advisors, scholars and/or experts as determined by the Council

The Council shall represent the Dalhousie community and strive to ensure its membership includes representation from each of the Equity-Seeking Groups, as defined in the Employment Equity Policy.

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

The Council shall select from its membership an individual to fill the role of Chair for a two year term. The member selected to Chair must be recommended to and endorsed by the President and Provost.

Members of the Council will be chosen by, and serve at the pleasure of, the constituency they represent. Their term on Council is determined by the constituency that they represent. These constituencies should notify the Council as soon as possible of their representative on Council upon making a designation.

When the need arises for new membership, the members of Council representing targeted equity-seeking groups, will be chosen through a Call for Nominations/Applications for Membership process.

#### **5. Call for Nominations/Applications for Membership Process**

The Employment Equity Council will call for nominations and applications for membership on the Council by February 1 of every year, for two or three year term vacancies expected in September of the same year.

The call for nominations and applications will be posted online at [https://www.dal.ca/news/today/2015/09/04/call\\_for\\_nominations\\_applications\\_council\\_on\\_employment\\_equity.html](https://www.dal.ca/news/today/2015/09/04/call_for_nominations_applications_council_on_employment_equity.html) and widely communicated to the campus community by the Human Rights & Equity Services.

The deadline for receiving nominations and applications will be April 1. Decisions will be made and communicated by May 1.

The call for nominations and applications will include the membership seat for which there is a vacancy and the term of the position.

The call will also encourage nominations and applications from designated and equity-seeking groups to maximize diversity across all membership seats.

Letters of nomination and applications, directed to the Council, should outline both interest and experience in employment equity work, demonstrated through any of the following: volunteer or paid work; teaching, research or scholarship; experiences within a community of interest; work or experiences at the university, in the broader Nova Scotian community, in other Provinces or abroad.

Submission of a resume or curriculum vitae is not required. Nominations and applications should be sent to the Administrative & Intake Coordinator in the Human Rights & Equity Services, [respect@dal.ca](mailto:respect@dal.ca).

#### **6. Review**

The Council Terms of Reference will be reviewed every 5 years or earlier as required.

Last Updated: June 5, 2017

## **APPENDIX 5**

DALHOUSIE DIVERSITY FACULTY AWARDS

## Dalhousie Diversity Faculty Awards (DDFA) Program: Summary Report

To date, seventeen DDFA's have been awarded to faculties. Twelve faculty members have been recruited, with five searches still underway as of December 2018.

<b>Year</b>	<b>Faculty member</b>	<b>Department/School</b>	<b>Faculty</b>
2014	Amy Bombay	Nursing/Psychiatry	Health/Medicine
2014	Hany El Naggar	Civil & Resource Engineering	Engineering
2015	Shauntay Grant	English	Arts & Social Sciences
2015	Diana Lewis	Sociology & Social Anthropology	Arts & Social Sciences
2015	Tamara Franklin	Psychology and Neuroscience	Science
2016	Ajay Parasram	International Development Studies	Arts & Social Sciences
2016	Ren Thomas	Planning	Architecture & Planning
2017	Eric Oliver	Oceanography	Science
2017	Rita Orji	Computer Science	Computer Science
2018	Miao Zhang	Earth Sciences	Science
2018	Saurabh Chitnis	Chemistry	Science
2018	Leonardo Perez	Fountain School of Performing Arts	Arts & Social Sciences
2018	TBD	Physics	Science
2019	TBD	English/Gender & Women's Studies	Arts & Social Sciences
2019	TBD	History	Arts & Social Sciences
2019	TBD	Mathematics & Statistics	Science
2019	TBD	Schulich School of Law	Schulich School of Law

## **APPENDIX 6**

DALHOUSIE CAMPUS CLIMATE SURVEY

# CAMPUS CLIMATE SURVEY

Academic



[dal.ca/hres](https://dal.ca/hres)

# BACKGROUND TO SURVEY

## **RETURN SURVEY TO:**

### **Human Rights & Equity Services**

Macdonald Building  
Dalhousie University  
6300 Coburg Road, Rm 410  
P.O. Box 15000 Halifax, NS  
B3H 4R2

Dalhousie University is committed to fostering an environment that is respectful and inclusive of diversity. As part of this commitment, Dalhousie launched a Diversity Strategy in 2017, which is comprised of four pillars organized around a set of objectives. The First Pillar, "Climate and Intergroup Relations," seeks to create a university climate that is welcoming, respectful and inclusive of diversity. The Second Pillar, "Student Access and Success," aims to ensure that historically underrepresented groups have access to the programs, supports and services required to meet their needs. The goals of the Third Pillar, "Education and Research," include promoting diversity and inclusiveness teaching and research, as well as encouraging the integration of a wide range of perspectives across the disciplines. The Fourth Pillar, "Institutional Viability and Vitality," aims to build institutional capacity for diversity and inclusiveness through recruitment, the implementation of policies and practices and the monitoring of progress through performance metrics.

The Campus Climate Survey addresses the First Strategic Pillar and is designed to help us better understand faculty, staff and student experiences, beliefs and perceptions of equity, diversity and inclusion at Dalhousie University. The information collected will be used to develop programs and strategies to help foster a more welcoming university environment.

This survey is anonymous and voluntary. If you choose to participate, certain questions can be skipped and the survey exited at any time. The results will be kept confidential and will not form part of any academic, medical, employment or disciplinary record. Self-identifying information will also not be reported. The survey should take 10 – 15 minutes to complete.

**TRIGGER WARNING:** This survey asks about sexualized violence and discrimination. Dalhousie's Human Rights and Equity Services offers reporting options for those who have experienced sexualized violence, harassment and discrimination and/or are impacted or engaged in associated processes, and provides support in accessing and navigating resources, accommodations and support systems. They can be contacted at 902.494.6672 or HRES@dal.ca and resources are also found online at:

[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/hres/brochures/Where%20to%20go%20for%20HELP%20\(HFX\).pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/hres/brochures/Where%20to%20go%20for%20HELP%20(HFX).pdf)

[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/hres/brochures/Where%20to%20go%20for%20HELP%20\(AC\).pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/hres/brochures/Where%20to%20go%20for%20HELP%20(AC).pdf)

The Employee and Family Assistance Program (EFAP) also provides services that can help. Please see <https://www.workhealthlife.com/> or call **1.844.880.9137**.

As a token of our appreciation for your participation and time, if you complete the survey you will be entered into a random draw to win a \$50.00 gift card from the Dalhousie Bookstore or the University Club. If you would like to be included in the draw for the \$50.00 prize, please enter your e-mail address or contact information here: \_\_\_\_\_. Note that if you include your information here, the subsequent information on the survey will still be kept anonymous.

If you have any further questions or concerns about the survey, please e-mail [climate@dal.ca](mailto:climate@dal.ca).

**DIVERSITY:** A state or condition, identifying differences across multiple and intersecting dimensions of identity.

**EQUITY:** An approach or process that calls for the acknowledgement of systemic power and privilege and the (re)distribution of resources to enhance access, opportunity and success of historically underrepresented members of a diverse community.

**HISTORICALLY UNDERREPRESENTED GROUPS:** Groups historically, and still currently, under-represented in higher education. These include racialized persons; persons of African ancestry, especially African Nova Scotians; persons of Aboriginal/Indigenous ancestry, especially Mi'kmaq persons; persons with disabilities; female-identified persons; and, persons with minority sexual orientation or gender identity.

**INCLUSIVENESS:** A feeling or experience of engagement with and across diverse communities to increase the capacity to enhance inclusive excellence and to facilitate educational equity.

# SELF-IDENTIFYING QUESTIONS

## 1. WHAT FACULTY DO YOU WORK IN?

- Agriculture
- Architecture and Planning
- Arts and Social Sciences
- Computer Science
- Continuing Education
- Dentistry
- Engineering
- Graduate Studies
- Health
- Law
- Management
- Medicine
- Science
- Prefer not to specify
- Other (Please Specify): \_\_\_\_\_

## 2. IF YOU ARE A FACULTY MEMBER, WHAT IS YOUR POSITION?

- Assistant/Associate/Full Professor
- Counsellor
- Instructor
- Librarian

## 3. IF YOU ARE NOT A FACULTY MEMBER, WHAT IS YOUR POSITION?

- Part-time or sessional instructor
- Teaching or laboratory assistant
- Marker
- Post-doctoral Fellow
- Research assistant

## 4. DO YOU CONSIDER YOURSELF TO BE AN ABORIGINAL OR INDIGENOUS PERSON?

For the purposes of this survey, "Aboriginal or Indigenous persons" are individuals who identify as First Nations (Status, non-Status, Treaty), Métis or Inuit.

- Yes
- No
- Prefer not to respond

## 5. DO YOU CONSIDER YOURSELF TO BE MI'KMAQ?

- Yes
- No
- Prefer not to respond

## 6. DO YOU CONSIDER YOURSELF TO BE A RACIALIZED PERSON?

For the purposes of this survey, "racialized persons" are individuals (other than Aboriginal or Indigenous people) who are non-white in colour and non-Caucasian in race, regardless of their place of birth or citizenship.

- Yes
- No
- Prefer not to respond

## 7. PLEASE INDICATE WHICH RACIAL/ETHNIC GROUP BEST APPLIES TO YOU? CHECK ALL THAT APPLY.

- Person of African ancestry (Black)  
If checked: do you consider yourself a person of Historical Black/African Nova Scotian ancestry?
- Person of European ancestry (White)
- East Asian (e.g., Chinese, Taiwanese, Japanese, Korean, etc.)
- South Asian (e.g., Bangladeshi, Pakistani, Indian, Sri Lankan, Punjabi)
- South East Asian (e.g., Vietnamese, Thai, Cambodian, Malaysian, Filipino/a, etc.)
- West Asian or Arab (e.g., Iranian, Afghani, Lebanese, Egyptian, Iraqi, Armenian, Israeli, etc.)
- Latin, South or Central American
- Not listed above. Specify:  
\_\_\_\_\_

## 8. DO YOU CONSIDER YOURSELF TO BE A PERSON WITH A DISABILITY OR DIFFERING ABILITY?

For the purposes of this survey, "persons with a disability or differing ability" are individuals who have a long term physical, mental, psychiatric or learning impairment and includes people whose functional limitations due to their impairment have been accommodated in their current job or workplace (for example, by use of technical aids, changes to equipment or other working arrangements).

- Yes
- No
- Prefer not to respond

---

**9. DO YOU SELF-IDENTIFY AS A WOMAN?**

- Yes
- No
- Prefer not to respond

---

**10. DO YOU CONSIDER YOURSELF TO BE A PERSON WHO IS TWO- SPIRITED, LESBIAN, GAY, BISEXUAL, QUEER, OR A SIMILAR TERM?**

For the purposes of this survey, persons with "2SLGBTQIA+ status" characterizes individuals who identify as two-spirited, lesbian, gay, bisexual, transgender, queer, intersexed, asexual, queer and/or questioning.

- Yes
  - No
  - Prefer not to respond
  - Preferred response not listed (Please Specify):
- 

---

**11. DO YOU CONSIDER YOURSELF TO BE A PERSON WHO IS TRANS, TRANSGENDER, TRANSSEXUAL, GENDER QUEER OR SIMILAR TERM?**

For the purposes of this survey, persons with "2SLGBTQIA+ status" characterizes individuals who identify as two-spirited, lesbian, gay, bisexual, transgender, queer, intersexed, asexual, queer and/or questioning.

- Yes
  - No
  - Prefer not to respond
  - Preferred response not listed (Please specify)
-

# PART 1: PERSONAL EXPERIENCES

## 12. MY IDEAS, CONTRIBUTIONS AND EXPERIENCES ARE VALUED IN MY FACULTY OR DEPARTMENT.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

## 13. I FEEL RESPECTED IN MY FACULTY OR DEPARTMENT.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

## 14. I FEEL COMFORTABLE EXPRESSING MY \_\_\_\_\_ TO MY DEAN, DEPARTMENT HEAD, IMMEDIATE SUPERVISOR OR MANAGER.

	Not Applicable	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Indigenous/Aboriginal Status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnicity or Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability or Differing Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2SLGBTQIA+ status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation and/or Gender Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 15. I HAVE EXPERIENCED BARRIERS TO ACCESSIBILITY (IN TERMS OF OVERALL DESIGN, SERVICES AND/OR ENVIRONMENT) ON DALHOUSIE UNIVERSITY CAMPUS(ES).

- Never
- Rarely
- Occasionally
- Sometimes
- Frequently
- Everyday

## 17. DALHOUSIE SUPPORTS MY MENTAL HEALTH.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

## 16. I FEEL ANXIOUS ABOUT COMING TO WORK.

- Never
- Rarely
- Occasionally
- Sometimes
- Frequently
- Everyday

## 18. I FEEL \_\_\_\_\_ ON DALHOUSIE UNIVERSITY CAMPUS(ES).

- Very safe
- Safe
- Somewhat unsafe
- Very unsafe
- Extremely unsafe

**19. I HAVE EXPERIENCED HARASSMENT OR DISCRIMINATION IN MY FACULTY OR DEPARTMENT, BASED ON MY:**

	Not Applicable	Never	1 - 2 Times	3 or More Times
Indigenous/Aboriginal Status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African Ancestry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnicity or Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability or Differing Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2SLGBTQIA+ status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation and/or Gender Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unknown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**20. I HAVE EXPERIENCED HARASSMENT OR DISCRIMINATION AT DALHOUSIE UNIVERSITY, BASED ON MY:**

	Not Applicable	Never	1 - 2 Times	3 or More Times
Indigenous/Aboriginal Status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African Ancestry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnicity or Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability or Differing Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2SLGBTQIA+ status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation and/or Gender Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unknown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**21. I HAVE EXPERIENCED SEXUALIZED VIOLENCE ON DALHOUSIE UNIVERSITY CAMPUS(ES).**

Sexualized violence is defined as an act of violence, whether the act is physical or psychological in nature, that is characterized by an attempt to threaten, intimidate, coerce or engage in any unwelcome behaviour of a sexual nature against a Member of the University Community without that Member's consent.

- Never
- 1 – 2 Times
- 3 or More Times

Dalhousie's Human Rights and Equity Services offers reporting options for those who have experienced sexualized violence, harassment and discrimination and/or are impacted or engaged in associated processes, and provides support in accessing and navigating resources, accommodations and support systems. They can be contacted at 902.494.6672 or [HRES@dal.ca](mailto:HRES@dal.ca).

The Employee and Family Assistance Program (EFAP) also provides services that can help. Please see <https://www.workhealthlife.com/> or call 1.844.880.9137.

## PART 2: GROUP INTERACTIONS

### 22. I HAVE HEARD OFFENSIVE LANGUAGE OR REMARKS MADE IN MY FACULTY OR DEPARTMENT, REGARDING:

	Never	1 - 2 Times	3 or More Times
Indigenous/Aboriginal Status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African Ancestry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnicity or Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability or Differing Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2SLGBTQIA+ status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation and/or Gender Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 23. I HAVE HEARD OFFENSIVE LANGUAGE OR REMARKS MADE ON DALHOUSIE UNIVERSITY CAMPUS(ES), REGARDING:

	Never	1 - 2 Times	3 or More Times
Indigenous/Aboriginal Status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African Ancestry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnicity or Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability or Differing Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2SLGBTQIA+ status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation and/or Gender Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# PART 3: PERCEPTIONS OF THE INSTITUTION

## 24. DALHOUSIE UNIVERSITY IS COMMITTED TO DIVERSITY, EQUITY, AND INCLUSION.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

## 26. THERE ARE ENOUGH PROGRAMS AND RESOURCES AT DALHOUSIE UNIVERSITY TO SUPPORT A DIVERSE ACADEMIC POPULATION.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

## 25. I HAVE CONSIDERED LEAVING DALHOUSIE UNIVERSITY BECAUSE I FELT ISOLATED OR UNWELCOME.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

## 27. SELECT THE DEGREE TO WHICH YOU EXPERIENCE DALHOUSIE'S CAMPUS CLIMATE AS:

For the purposes of this survey, **“ableism”** refers to a system of oppression that includes discrimination and social prejudice against people with intellectual, emotional, and physical disabilities, their exclusion, and the valuing of people and groups that do not have disabilities.

For the purposes of this survey, **“xenophobia”** refers to a system of oppression based on the fear, hatred or mistrust of that which is foreign, especially strangers or people from different countries or cultures.

Hostile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Friendly
Homogeneous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Diverse
Disrespectful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Respectful
Unsupportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Supportive
Unwelcoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Welcoming
Isolating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inclusive
Racist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Racist
Xenophobic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Xenophobic
Ableist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Ableist
Sexist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Sexist
Homophobic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Homophobic





# **APPENDIX 7**

WORKING CLIMATE SURVEY  
For  
Canada Research chairs at Dalhousie

## Working Climate Survey for Canada Research Chairs at Dalhousie University

As a compliment to institutional initiatives, this survey has been developed to inform Dalhousie's CRC Equity, Diversity and Inclusion Action Plan. The information gathered from this survey will be presented in aggregate form only and will serve to identify areas for improvement and action items to be addressed relating to equity, diversity and inclusion across the institution.

The survey will take approximately 15 minutes to complete. All responses will be anonymous.

### SECTION 1 - PROFESSIONAL CLIMATE:

1. Please indicate your level of agreement with the following statements:

(Strongly disagree, Somewhat disagree, Neutral, Somewhat agree, Strongly agree, N/A)

- I feel treated with respect (by my colleagues, head/director, staff members, students)
- I am comfortable raising concerns about my department/Faculty without fear of it affecting my advancement
- I feel valued for my teaching
- I feel valued for my research
- I have to work harder than my colleagues in order to be perceived as a legitimate scholar.
- I have a voice in the decision-making that affects the climate and direction of my department/Faculty
- Commitment to diversity is demonstrated by my department/Faculty/University

2. Thinking about harassment, have you ever experienced/observed, and reported cases of harassment against yourself or someone else at Dalhousie in the last 5 years?

(Yes, No, N/A)

- I have experienced harassment in my department/faculty
- I have observed harassment in my department/faculty
- Reporting harassment and discrimination is encouraged
- I have reported harassment that I experienced or observed to my department head, faculty office or the Dalhousie Human Rights and Equity Services office
- For harassment that I reported, I was satisfied with the extent to which the case(s) was/were resolved
- I have felt uncomfortable reporting harassment that I observed or experienced

3. Have you ever perceived discrimination in your department or faculty (against you or someone else) based on grounds such as ethnicity/race, gender, gender identity, sexual orientation, physical/mental disability, religion/atheism, age or other?

(Yes, No, Prefer not to answer)

4. If you answered yes to question #3, please indicate the areas in which the discriminatory behaviors were perceived to occur (e.g., hiring, tenure or promotion, salary, access to space/equipment/resources or to administrative staff, graduate student or teaching assistant assignments, mentor availability (formal or informal), leadership opportunities, or other):

5. How much effort has your department/faculty made to attract qualified candidates for faculty positions who are women, indigenous, racially visible, persons with disabilities (visible or invisible) and/or persons of minority sexual orientation or gender identity?

(No effort at all, Some effort, A lot of effort, Don't know)

6. Regarding formal policies/procedures in your department/faculty/Dalhousie, please rate the extent to which you feel they are clear and fair:

(Don't have a formal policy, Policy is unclear, Policy is clear but inadequate, Policy is clear but applied unfairly, Policy is clear and applied fairly, Don't know)

- Sabbatical/administrative leave
- Maternity/parental/adoptive leaves
- Leave without pay or benefits
- Allocation of resources for teaching
- Allocation of resources for research support
- Teaching assignment (number and size of classes)
- Teaching releases
- Mentoring program for faculty

7. If you answered "unclear", "applied unfairly" or "inadequate" for any of the above in question #6 please provide details below:

8. Since joining Dalhousie, have you ever considered positions outside of Dalhousie?

(Yes, No, Prefer not to answer)

9. If you answered yes to question #8, please comment on what attracted you to these positions offered by other institutions (e.g., funding opportunities, access to research facilities, spousal positions, cost of living, family support, salary, administrative opportunities, etc.).

10. If you answered yes to question #8 above please identify factors that influenced your decision to stay at Dalhousie (e.g., no suitable position found, spousal appointment offered, retention funds offered, teaching release, etc.).

## **SECTION 2 - MENTORING:**

11. Thinking of the mentoring that you received as a faculty member at Dalhousie (e.g., writing papers or grant proposals, running a lab, supervising students, committee work, work-life balance, reaching tenure and promotion, etc.), please rate your satisfaction with the informal and formal mentoring provided to you.

(Very dissatisfied, Somewhat dissatisfied, Somewhat satisfied, Very satisfied, N/A)

- Informal Mentoring
- Formal Mentoring

12. If you checked “very dissatisfied” or “somewhat dissatisfied” for any of the above in question #11, please provide details below:

## **SECTION 3 - RESOURCES AND SUPPORT:**

13. Regarding the accessibility, quality and quantity of resources provided to you by your department/faculty, rate your satisfaction with each of the following:

(Very dissatisfied, Somewhat dissatisfied, Somewhat satisfied, Very satisfied, N/A)

- My physical office (quality, suitability, location, size)
- My physical lab
- Permanence of my lab space
- Level of support for securing research grants
- Other resources to support research (i.e. technical support, clerical/administrative assistance, etc.)

14. If you answered “very dissatisfied” or “somewhat dissatisfied” for any of the above in question #13, please comment on why:

15. Thinking about the time before you started as a faculty member in your department/faculty, did you discuss/negotiate terms of your positions with your department head/faculty dean?

(Yes, No, Prefer not to answer)

16. Reflecting on your own initial faculty appointment discussions/negotiations, please indicate whether the following were offered to you:

(Yes, No, N/A)

- Course release time

- Lab equipment
- Lab space
- Renovation of lab space
- Research assistant
- Clerical/administrative assistance
- Start-up funds
- Moving expenses
- Partner/spouse position

17. If applicable, please indicate any other relevant factors:

**SECTION 4 - SERVICE, LEADERSHIP, & RECOGNITION:**

18. Over the past five years (not counting sabbatical/administrative leaves), approximately how many committees have you served on in service to your department/faculty?

19. Compared to your peers in the department and in the last five years, how much time do you perceive you have spent on committees (or other service):

(A smaller amount of time, The same amount of time, A greater amount of time, Don't know)

20. Have you received recognition/credit from your department/faculty for any of your service (i.e., committee work, mentoring, etc.)?

(Yes, No, Don't know)

21. Regarding nominations for service, teaching or research awards, please answer the following:

(Yes, No, Don't know)

- Does your department/faculty have formal procedures or a committee on award nominations for faculty?
- Are you satisfied with the process (formal or informal) around award nominations in your department/faculty?
- Has your department/faculty handled the nomination of faculty members fairly?

22. If applicable, please provide comments with regards to nominations for service, teaching or research awards:

23. Thinking about leadership opportunities (e.g., committee chair, department head, program director, etc.) in your department or faculty, please rate your responses to the following statements:

(Strongly disagree, Somewhat disagree, Neutral, Somewhat agree, Strongly agree)

- Opportunity/ies for a leadership position in my department/faculty is/are open to me
- The criteria for gaining a leadership position in my department/faculty are clear
- The process for recruiting and appointing leaders within my department/faculty is transparent
- There is sufficient diversity amongst leadership positions in my department/faculty (including women, racially visible persons, persons with a disability, indigenous people, and persons of minority sexual orientation or gender identity)

24. If you answered “strongly disagree” or “somewhat disagree” to any of the above in question #23, please provide details below:

25. Please provide any other comments or relevant details below:

#### **SECTION 5 - CANADA RESEARCH CHAIR:**

26. Do you currently hold a Canada Research Chair?

(Yes/No)

27. If you answered yes to question 27, please indicate Tier:

(Tier 1/Tier 2)

#### **SECTION 6 - DIVERSITY SELF-IDENTIFICATION**

Instructions: You may self-identify in more than one category. You may decline to answer any or all of the questions in this section.

(Yes/No/Prefer not to respond, for each of the following)

28. Aboriginal Persons: For the purposes of this survey, aboriginal persons are people who identify as First Nations (Status, non-Status, Treaty), Métis, Inuit or North American Indian.

- Do you consider yourself to be an aboriginal person?
- Do you consider yourself to be Mi'kmaq?

29. Racially Visible Persons: For the purposes of this survey, racially visible persons are people (other than Aboriginal persons) who are non-white in colour and non-Caucasian in race, regardless of their place of birth or citizenship.

- Do you consider yourself to be a racially visible person?

30. If you answered yes to question 29, please indicate the group(s) below which best applies to you.

- Historically/indigenous Black Nova Scotia?
- Person of African (Black) heritage?
- East Asian (Chinese, Japanese, Korean, etc.)?
- South Asian (Indian, Pakistani, Bangladeshi, etc.)?
- South East Asian (Cambodian, Filipino, Thai, Vietnamese, etc.)?
- West Asian or Arab (Iranian, Lebanese, Afghan, etc.)?
- Latin, South or Central American?

31. Persons with a disability: For the purposes of this survey, persons with a disability are people who have a long term or recurring physical, sensory, mental, psychiatric or learning impairment and includes people whose functional limitations due to their impairment have been accommodated in their current job or workplace (e.g., by the use of technical aids, changes to equipment or other working arrangements).

- Do you consider yourself a person with a disability?

32. Gender: Do you self-identify as a woman?

33. Sexual Orientation, Gender Identity and Expression:

- Do you consider yourself to be a person who is lesbian, gay, bisexual, queer, two-spirited or a similar term?
- Do you consider yourself to be a person who is trans, transgender, transsexual, gender queer or a similar term?

## **APPENDIX 8**

DALHOUSIE'S EMPLOYMENT EQUITY POLICY

 <b>DALHOUSIE UNIVERSITY</b>  <b>Employment Equity Policy</b>	<i>Policy Sponsor:</i> President	<i>Approval Date:</i> October 10, 2017
	<i>Responsible Unit:</i> Human Rights & Equity Services	<i>Amendments:</i>

### **A. Background & Purpose**

Under Canada's *Employment Equity Act* and the Federal Contractors Program, as a federal contractor, Dalhousie is required to develop, implement, and monitor the progress of an employment equity policy and plan. Actions undertaken by Dalhousie to discharge that obligation and steps it takes to fulfill its commitment to employment equity generally are consistent with applicable provincial human rights legislation in that they seek to address systemic discrimination by improving the conditions of employment of disadvantaged classes of individuals.

Dalhousie is committed to employment equity and wishes to institute active measures to eliminate discrimination and to reverse the historic under-representation of Indigenous peoples (especially Mi'kmaq), members of racialized minority groups (especially historic African Nova Scotians), persons with disabilities, women and persons belonging to sexual orientation and/or gender identity (SOGI) minority groups within its workforce.

The purpose of this Policy is to identify institutional commitments to recognize and redress historical and current-day inequities experienced by certain groups in relation to employment at Dalhousie. It is also to identify institutional accountabilities and procedures for enacting and sustaining campus-wide strategic initiatives to achieve employment equity goals. More specifically, Dalhousie will seek to:

1. Remove barriers to and in employment by eliminating or modifying policies, practices, and systems that are not authorized by law;
2. Introduce positive policies and practices, as well as establish internal goals and timetables to achieve employment equity through hiring, training, promotion, and retention of members of Equity-Seeking Groups;
3. Improve the meaningful participation and engagement of Equity-Seeking Groups throughout Dalhousie; and
4. Improve workplace environments and climate for Equity-Seeking Groups through individual and organizational capacity building and ensuring timely responses to complaints of inequitable systems and practices.

## **B. Application**

This Policy applies to all aspects of employment at Dalhousie, including, but not limited to, recruitment, interviewing, selection, hiring, training and professional development, career progression, promotion and tenure, transfers, terminations, salaries, benefits, and workplace conditions. It does not eliminate any other obligations Dalhousie may have under applicable human rights legislation nor does it displace its obligations under another policy or any applicable collective agreement.

## **C. Definitions**

1. In this Policy:
  - a. “Designated Groups” means the groups designated under the Federal Contractors Program, as that list may be amended from time to time and which list currently includes Indigenous peoples, members of racialized minority groups, persons with disabilities (visible and invisible), and women.
  - b. “Dalhousie’s Employment Equity Plan” is a comprehensive strategy and action plan for achieving equity in employment at Dalhousie.
  - c. “Equity-Seeking Groups” means Designated Groups, groups made up of individuals who are members of sexual orientation and/or gender identity (SOGI) minority groups, and any other groups who experience barriers in employment that have been approved by the Employment Equity Council.
  - d. “Unit-Specific Employment Equity Plan” is a plan that is developed by an Academic or Administrative Unit within Dalhousie that seeks to achieve employment equity within the Unit. Each such Plan shall be consistent with and informed by Dalhousie’s Employment Equity Plan.

## **D. Policy**

1. Dalhousie shall comprehensively address employment equity through the development and implementation of Dalhousie’s Employment Equity Plan and Unit-Specific Employment Equity Plans for each academic and administrative support unit.
2. Human Resources and any applicable selection/appointment committee shall ensure that all recruitment initiatives and practices around appointments are governed by the following Principles of Fair Consideration:
  - i. Units will use their best efforts to attract applicants from all Equity-Seeking Groups;
  - ii. Units will give preference to qualified self-identified candidate(s) from Equity-Seeking Groups;
  - iii. Candidates who do not self-identify as a member of an Equity-Seeking Group, will be selected only if it can be demonstrated that they are substantially better qualified for the position than any other qualified candidate who has self-identified as a member of an Equity-Seeking Group;

- iv. In the event that (a) there are qualified self-identified candidates from more than one Equity-Seeking Group and (b) some self-identified Equity-Seeking Groups are less well-represented in the applicable unit than others, a candidate from the less well-represented Group shall be given preference unless other candidate(s) are substantially better qualified for the position; and
  - v. In applying principles (i) to (iv), special consideration will be given to qualified candidates who self-identified as Mi'kmaq and/or historic African Nova Scotian.
3. The Employment Equity Council shall reflect a diverse representation of members from Equity-Seeking Groups among, with seats strategically designated for particular populations.
  4. Dalhousie's Employment Equity Plan and each Unit-Specific Employment Equity Plan shall be assessed annually to ascertain the progress made in achieving employment equity within Dalhousie's workforce and with respect to working conditions at Dalhousie.

#### **E. Administrative Structure**

1. Authority: This Policy is sponsored by and falls under the authority of the President.
2. Human Rights & Equity Services: Human Rights & Equity Services (HRES), in collaboration with Human Resources, is the unit responsible for the administration of this Policy.
3. Employment Equity Council: The Council is responsible for working through, and with, HRES to provide advice on the strategic planning, implementation, monitoring, and evaluation of this Policy and Dalhousie's Employment Equity Plan. The Council shall comprise:
  - a. Chair, to be selected from among the membership for a two to three year term,
  - b. Ex-officio representatives (5):
    - i. University Advisor & Assistant Vice-President, Equity & Inclusion
    - ii. Assistant Vice-President, Human Resources (or designate),
    - iii. Provost & Vice-President Academic (or designate),
    - iv. Vice-Provost, Student Affairs (or designate), and
    - v. President of the Dalhousie Student Union (or designate);
  - c. Employee group representatives (6):
    - i. Dalhousie Faculty Association (DFA),
    - ii. Dalhousie Professional Management Group (DPMG),
    - iii. Canadian Union of Public Employees (CUPE), Local 3912,
    - iv. Nova Scotia Government Employees Union (NSGEU), Local 77 (3 year term),
    - v. Nova Scotia Government Employees Union (NSGEU), Local 99 (3 year term), and
    - vi. Public Service Alliance of Canada (PSAC), Local 86001;
  - d. Equity-Seeking group representatives:
    - i. Indigenous Mi'kmaq employee representative (1);
    - ii. Historic African Nova Scotian employee representative (1);
    - iii. Sexual Orientation and/or Gender Identity (SOGI) minority employee representative (1);
    - iv. Dis/Abilities employee representative (1); and
    - v. Employee representative from any other Equity-Seeking Group approved by the Employment Equity Council.

4. Policy Review: This Policy will be reviewed in accordance with Dalhousie's Policy on Policies or earlier if deemed necessary by the President or Human Rights & Equity Services.

## **F. Procedures**

1. Establishment of Employment Equity Council: The Employment Equity Council will be created through a call for nominations/applications and will normally meet four (4) times per year, generally twice in each of the fall and winter academic terms, or more frequently if required. The Council may develop terms of reference, which must be consistent with this Policy and approved by the Provost, in relation to the operations of the Council and calls for nominations/applications for membership on the Council.
2. Liaison between Employment Equity Council and Human Rights & Equity Services: The Employment Equity Council will collaborate and engage with Human Rights & Equity Services as required under this Policy through the University Advisor & Assistant Vice-President, Equity & Inclusion.
3. Development of Dalhousie's Employment Equity Plan: Human Rights & Equity Services will, in consultation with Human Resources, and in collaboration with the Employment Equity Council, develop, implement, and review annually Dalhousie's Employment Equity Plan.
4. Development of Academic and Administrative Unit-Specific Employment Equity Plan: Each Academic and Administrative Support Unit will, in collaboration with Human Rights & Equity Services, develop, implement, and review annually a Unit-Specific Employment Equity Plan.
5. Collection of Information: On an annual basis, Human Rights & Equity Services will obtain information on (1) the employment of employees who are members of Equity-Seeking Groups, by occupation and salary levels, in relation to all other Dalhousie employees and (2) the representation of Equity-Seeking Groups within the Canadian workforce which Dalhousie can reasonably expect to draw employees.
6. Workplace Environment and Supports: Human Rights & Equity Services will oversee the establishment of measures to ensure a respectful, inclusive, and equitable workplace environment and related supports to promote the meaningful engagement of employees who self-identify as members of Equity-Seeking Groups within Dalhousie. This will include, but is not limited to: information from consultations implemented by Human Resources with employees' representatives and bargaining agents, where applicable; information from Human Resources quality of worklife surveys conducted; and information from employment systems reviews conducted by Human Rights & Equity Services, in partnership with Human Resources.
7. Monitoring and Reporting Progress: Human Rights & Equity Services, in consultation with the Employment Equity Council, will develop and adopt measures and procedures to monitor and evaluate the progress and results made by Dalhousie with respect to employment equity using the information collected under paragraph 5 above and the measures developed pursuant to paragraph 6 above. The UA/AVP, Equity & Inclusion will submit an annual report to the Provost & Vice-President, Academic.

## **APPENDIX 9**

### DALHOUSIE SELF-IDENTIFICATION QUESTIONNAIRE

# DALHOUSIE SELF-IDENTIFICATION QUESTIONNAIRE

Thank you for your interest in joining the Dalhousie University community. Dalhousie is committed to fostering a collegial culture grounded in diversity and inclusiveness. The university encourages applications from Aboriginal people, persons with a disability, racially visible persons, women, persons of minority sexual orientations and gender identities, and all candidates who would contribute to the diversity of our community.

Please complete the questionnaire below and return it as soon as possible. All responses are confidential. The information in Section 1 will be used to ensure compliance with federal government requirements pertaining to the recruitment of foreign nationals. The information in Section 2 will be used to inform Dalhousie's Employment Equity Through Affirmative Action Policy where applicable (i.e. questions 1 through 4), and will help Dalhousie to set equity, diversity, and inclusion goals and measure our progress.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of Position applied for:  
\_\_\_\_\_

Department/School/Administrative Unit:  
\_\_\_\_\_

## SECTION 1: Statement of Canadian status (REQUIRED INFORMATION)

Are you a Canadian citizen or Permanent Resident of Canada?

Yes  No

Signature: \_\_\_\_\_

## SECTION 2: Diversity Self-Identification (VOLUNTARY INFORMATION)

Instructions: You may self-identify in more than one category. You may decline to answer any or all of the questions in this section.

### 1. ABORIGINAL PERSONS

For the purposes of this survey, aboriginal persons are people who identify as First Nations (Status, non-Status, Treaty), Métis, Inuit or North American Indian.

Do you consider yourself to be an aboriginal person?

Yes  No  I prefer not to respond

Do you consider yourself to be Mi'kmaq?

Yes  No  I prefer not to respond

## 2. RACIALLY VISIBLE PERSONS

For the purposes of this survey, racially visible persons are people (other than Aboriginal persons) who are non-white in colour and non-Caucasian in race, regardless of their place of birth or citizenship.

Do you consider yourself to be a racially visible person? Yes  No  I prefer not to respond

If YES, please indicate the group(s) below which best applies to you.

Historically/indigenous Black Nova Scotian? Yes  No  I prefer not to respond

Person of African (Black) heritage? Yes  No  I prefer not to respond

East Asian (Chinese, Japanese, Korean, etc.)? Yes  No  I prefer not to respond

South Asian (Indian, Pakistani, Bangladeshi, etc.)? Yes  No  I prefer not to respond

South East Asian (Cambodian, Filipino, Thai, Vietnamese, etc.)? Yes  No  I prefer not to respond

West Asian or Arab (Iranian, Lebanese, Afghan, etc.)? Yes  No  I prefer not to respond

Latin, South or Central American? Yes  No  I prefer not to respond

## 3. PERSONS WITH A DISABILITY

For the purposes of this survey, persons with a disability are people who have a long term or recurring physical, sensory, mental, psychiatric or learning impairment and includes people whose functional limitations due to their impairment have been accommodated in their current job or workplace (e.g., by the use of technical aids, changes to equipment or other working arrangements)

Do you consider yourself a person with a disability? Yes  No  I prefer not to respond

## 4. GENDER

Do you self-identify as a woman? Yes  No  I prefer not to respond

## 5. SEXUAL ORIENTATION, GENDER IDENTITY AND EXPRESSION

Do you consider yourself to be a person who is lesbian, gay, bisexual, queer, two-spirited or a similar term? Yes  No  I prefer not to respond

Do you consider yourself to be a person who is trans, transgender, transsexual, gender queer or a similar term? Yes  No  I prefer not to respond

All information is strictly confidential.