



# DALHOUSIE COMMUNITY EQUITY DATA REPORT

2019

---

# TABLE OF CONTENTS

<b>Introduction</b>	<b>1</b>	Persons with Disabilities	15
<b>A Note from Dalhousie's Vice-Provost, Equity and Inclusion</b>	<b>2</b>	2SLGBTQ+	15
<b>Methodology</b>	<b>3</b>	First in Family	15
<b>Key Findings</b>	<b>4</b>	International	15
<b>Community Diversity - Students, Faculty and Staff at Dalhousie</b>	<b>6</b>	<b>Senior Administration, Faculty and Staff</b>	<b>16</b>
Equity-Deserving Groups at Dalhousie	8	Trends in Senior Administrator, Faculty and Staff Diversity	17
Women	8	Women and Intersectionality	17
Racialized Persons	8	Racialized Persons	19
Historical Black/African Nova Scotian ancestry	8	Indigenous Persons	21
Indigenous Persons	8	Persons with Disabilities	22
Mi'kmaw Ancestry	9	2SLGBTQ+	23
Persons with Disabilities	9	Diversity Across Faculties and Support Units	24
2SLGBTQ+	9	Women	24
<b>Students</b>	<b>10</b>	Racialized Persons	25
Trends in Student Diversity	10	Indigenous Persons	26
Women and Intersectionality	11	Persons with Disabilities	27
Racialized Persons	12	2SLGBTQ+	27
Indigenous Persons	12	International	27
Persons with Disabilities	13	Diversity of Faculty by Rank	28
2SLGBTQ+	13	Faculty to Student Diversity	30
First in Family	13	<b>Conclusion</b>	<b>31</b>
International	13	<b>References</b>	<b>32</b>
Student Diversity by Faculty	14	<b>Appendices</b>	<b>33</b>
Women	14	Legend	33
Racialized Persons	14	Definitions	33
Indigenous Persons	15	Tables	34

# INTRODUCTION

Thank you for taking time to look through our first Community Equity Data Report for Dalhousie University. Through our annual census, and community analysis provided to the Government of Canada Federal Contractors Program, we strive to improve the resources, supports and services for our diverse campus community. This work is a priority of the university's Diversity & Inclusiveness Strategy, introduced in 2017.

In this report, you will see progress the university has made in equity, diversity and inclusiveness. We have closed important gaps for racialized persons and women in senior leadership roles and have made meaningful progress towards a more racially diverse professoriate. The percentage of Dalhousie students who identify as women and Indigenous persons is now comparable to both the general Canadian population, and the university student population across Canada. We also saw a significant increase in the number of students who self-identified as 2SLGBTQ+.

The report also identifies areas where more work is required for greater inclusion of historically underrepresented groups. For employees, our current goals include increased representation of persons with disabilities, racialized professionals, and African Nova Scotian and Mi'kmaq employees. For students, we aim to increase representation of racialized students (especially African Nova Scotians and Mi'kmaq), students with disabilities, and others. Our priority is to build a community where everyone wants to work and study, by creating and maintaining supportive classrooms, workplaces and campus communities.

This report will be provided to all units' Equity, Diversity and Inclusiveness (EDI) committees and leaders. In addition to overall institutional data, leaders also receive further unit-specific data that allows for measures of success and development of specific strategies and plans. We hope that you also find this report useful and informative. We remain committed to transparency in our reporting of our equity data. As always, Dalhousie faculty, staff and students can complete the census any time by visiting [dal.ca/BeCounted](http://dal.ca/BeCounted).



Jasmine Walsh, Assistant Vice-President, Human Resources



Theresa Rajack-Talley, Vice-Provost, Equity and Inclusion



Verity Turpin, Vice Provost, Student Affairs (Acting)

# A NOTE FROM DALHOUSIE'S VICE-PROVOST, EQUITY AND INCLUSION



I am pleased to present Dalhousie's Community Equity Data Report to you.

I am pleased to present Dalhousie's Community Equity Data Report to you. Evidence-based measures are essential to fulfilling Dalhousie's ongoing commitment to equity, diversity, and inclusion (EDI). Our ability to engage in deliberate actions that foster inclusivity and equity rely on having an accurate understanding of our current demographics and reliable means of measuring the progress of our efforts. This report is exactly that.

While the information offered in this report provides a detailed look at Dalhousie today, it is also intimately tied to our past and our future. Through reports such as the Report on Lord Dalhousie's History on Slavery and the Breaking Barriers: Report of the Task Force on Access for Black and Native People, the university publicly recognized its role in the discrimination and disadvantage that continues to this day for certain historically underrepresented groups, specifically the African Nova Scotian and Mi'kmaw communities. This report serves, in part, as an ongoing recognition of this legacy and helps us ensure that history does not repeat itself.

By accurately and openly communicating our demographic make-up to the wider community, we follow through on our commitment to being accountable and transparent. In this time of reconciliation, Dalhousie must be courageous to speak the truth and describe how equity-deserving groups including 2SLGBTQ+, racially visible, persons with disabilities, and first-in-family are represented on campus. Moreover, as Dalhousie extends

its global reach, we remain grounded in our historical relationship with local Indigenous communities.

Dalhousie wholeheartedly embraces this responsibility. We strive to be a flagship university in the province, the Atlantic Region and Canada. And we are unwavering in our efforts to provide our graduates not only with a foundation of academic excellence but with values, skills and sensitivities that enable them to practice equity and inclusivity throughout their lives and careers.

Equity, diversity and inclusion priorities are integrated into Dalhousie's strategic plan. They are being implemented throughout our academic programs, including curriculum, teaching and learning design, pedagogy, research and innovation. We understand that a diverse demographic of students, faculty, staff and administrators simultaneously drive these plans and are also integral to their successful implementation. There is work to be done at Dalhousie and challenges to overcome, but we are confident in the road map that we continue to craft with clear EDI markers tied to this Community Equity Data Report.

A handwritten signature in black ink that reads "Theresa Rajack-Talley". The signature is written in a cursive, flowing style.

Dr. Theresa Rajack-Talley, Vice-Provost, Equity and Inclusion



# METHODOLOGY

Dalhousie has collected demographic data since 1989. In 2015 the university launched its annual census, which is strictly voluntary and open to all faculty, staff and students. Since its launch, 5,591 faculty and staff and 107,148 students have completed the census.

The population represented in this report includes full-time and permanent part-time employees (90% have provided self-identification information), alongside full-time and part-time students (80% have provided self-identification information) as of December 1 each year. Since some may choose not to self-identify, the proportion of a given group may be higher than our surveys indicate.

## **This report measures against available national statistics from the following sources:**

- Dalhousie University Federal Contractors Program Employment Equity Report 2019
- Employment and Social Development Canada 2016 Employment Equity Data Report
- Government of Canada 2014 Canadian Community Health Survey
- Government of Canada 2016 Census and 2017 Canadian Survey on Disability
- Universities Canada Report on the 2019 National Survey (refers to undergraduate and graduate students separately; Dalhousie data is based on the entire student body and is compared to UC's data on undergraduates)

## **To note:**

- To protect privacy, the university brings self-identification data together using unique identification numbers based on an individual's most recent survey completion and reports this data in summary or aggregate form (never including counts less than five).
- Dalhousie's student body is also compared to the general Canadian population by Universities Canada (UC).
- Dalhousie employees belonging to historically underrepresented groups are compared to the labour market availability (LMA) data for each group where available. (The Federal Contractors Program does not collect LMA data for 2SLGBTQ+ persons.)



## KEY FINDINGS

Dalhousie is pleased to report that representation of employees across all historically underrepresented groups has increased over the last five years (2015-2019).

Employees who self-identified as women, racialized, or 2SLGBTQ+ was **greater** than the labour market availability (in the case of 2SLGBTQ+, the Canadian population).

Indigenous employee representation was **equal** to labour market availability, and gaps at the occupational level decreased.

Labour market gaps **decreased** for employees with disabilities.

## WHERE WE'VE IMPROVED:

### SENIOR LEADERSHIP

the number of persons with disabilities was greater than the labour market availability, the number of women was equal, and the gap of racialized persons decreased

### FACULTY

the number of women was higher than labour market availability, and the gap in Indigenous faculty members was closed

representation of racialized faculty is comparable with other Canadian universities

representation of 2SLGBTQ+ faculty was higher than in the general population of Canada

### STAFF

representation of women, racialized persons, and 2SLGBTQ+ was higher than labour market availability

### STUDENTS

representation of women and Indigenous students is on par with universities across Canada

## WHERE WE STILL HAVE WORK TO DO:

### MI'KMAQ AND AFRICAN NOVA SCOTIAN

increase representation of Mi'kmaq and African Nova Scotian faculty, staff and students at Dalhousie

### RACIALIZED STUDENTS AND STUDENTS WITH DISABILITIES

increase representation of racialized students and students with disabilities

### WOMEN, INDIGENOUS, AND RACIALIZED PERSONS

women, Indigenous, and racialized persons remain underrepresented in staff positions, especially in certain occupational groups

### PERSONS WITH DISABILITIES

greater representation of persons with disabilities, especially among faculty members

### 2SLGBTQ+ SENIOR LEADERS

representation of 2SLGBTQ+ senior leaders is lower than other Canadian universities



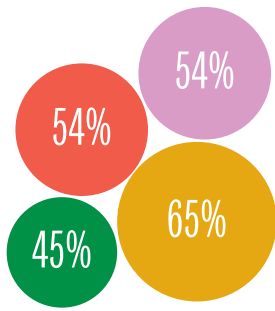


## **COMMUNITY DIVERSITY - STUDENTS, FACULTY AND STAFF AT DALHOUSIE**

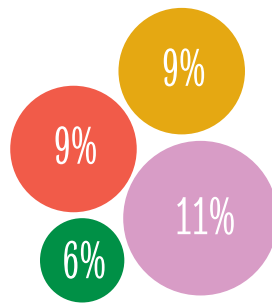
Dalhousie strives to meet statistical thresholds in the numbers of historically underrepresented group members in our faculty, staff, and student populations. However, we also recognize that this is not enough, and that improvements must be made not only to numbers, but to the experience and wellbeing of these community members.

The following charts give a snapshot of the current representation at Dalhousie of historically underrepresented groups. We define these groups below and break down their numbers throughout this report.

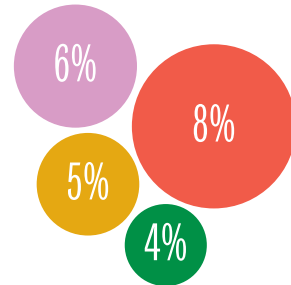
WOMEN



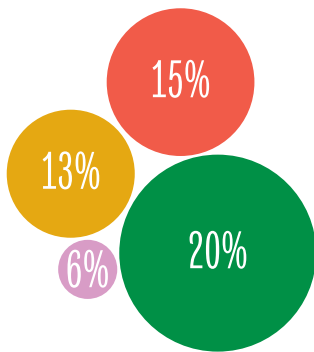
PD



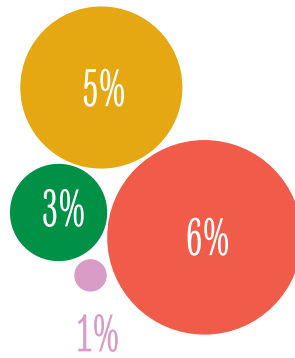
2SLGBTQ+



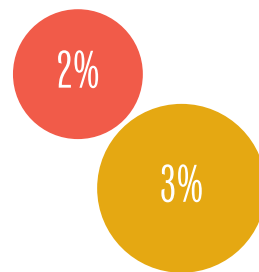
RV



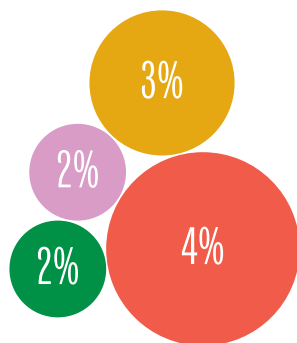
BK



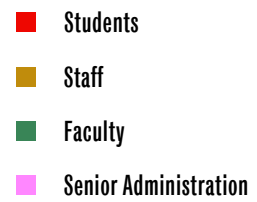
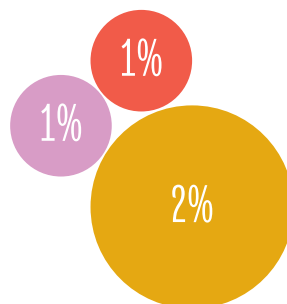
ANS



AB



MK





## EQUITY-DESERVING GROUPS AT DALHOUSIE

Dalhousie strives to meet statistical thresholds in the numbers of historically underrepresented group members in our faculty, staff, and student populations. However, we also recognize that this is not enough, and that improvements must be made not only to numbers, but to the experience and wellbeing of these community members.

The following table gives a snapshot of the current representation at Dalhousie of historically underrepresented groups. We define these groups below and break down their numbers throughout this report.

### Women

Women are people who self-identify as women.

### Racialized Persons

Racialized persons are persons who are non-white in colour (other than Indigenous persons) living in predominantly white cultures, regardless of their place of birth or citizenship.

### HISTORICAL BLACK/AFRICAN NOVA SCOTIAN ANCESTRY

As defined in the Dalhousie University preliminary report *Toward an African Nova Scotia Strategy for Dalhousie University*, "African Nova Scotians (who may also self-identify as 'Indigenous Black', 'Scotian' or 'Africadian') are a distinct population with collective rights tied to over 52 land-based communities in that part of the unceded territory of Mi'kma'ki known as Nova Scotia. African Nova Scotians have been present in this region for 400 years, with their contributions to the

region beginning more than 150 years before Canada became a country. African Nova Scotians were 'settled' in the province through enslavement or through fleeing enslavement elsewhere, and continue to experience structural, systemic, and individual discrimination." (Williams, Adams, Hamilton-Hinch & Patrick, 2018, p. 1).

### Indigenous Persons

In Canada, the terms "Indigenous" and "Aboriginal" refer to the original inhabitants of North America/Turtle Island and their descendants (CIRNAC, 2020). The Canadian Constitution recognizes three Indigenous groups—Inuit, First Nations, and Métis—with each of them having unique languages, cultures, and traditions that can vary by region.

Catherine Martin, Director of Indigenous Community Engagement at Dalhousie, explains that Indigenous persons have historically not fully participated in government censuses. A distrust of self-identifica-

tion in the Indigenous community grew from racist political, socioeconomic, and environmental policies. The Dalhousie Census and the Community Equity Data Report seek to amplify the voices of those silenced, and demonstrate the need for change in the cultural fabric of the university. We are aware that many groups—including African Nova Scotians, persons with disabilities, and 2SLGBTQ+ persons—may feel a similar distrust in self-identification. However, participation in the census is critical for past, present, and future generations to be seen and heard.

### **MI'KMAW ANCESTRY**

Dalhousie's Nova Scotia campuses are situated in Mi'kmaki, the unceded territory of the Mi'kmaq. The Mi'kmaq people are the original inhabitants of this region. There are eight Mi'kmaq communities on mainland Nova Scotia and five on Cape Breton.

### **Persons with Disabilities**

Persons with a disability are persons who have a chronic, long-term or recurring physical, sensory, mental, intellectual or learning impairment, which, in interaction with a barrier, hinders that person's full and effective participation in society. This includes, but is not limited to, persons whose functional limitations due to their impairment have been accommodated in their current job or workplace by the use of technical aids, changes to equipment, or other working arrangements.

### **2SLGBTQ+**

2SLGBTQ+ is an acronym used to refer to persons, as a group, who identify as two-spirit, lesbian, gay, bisexual, pansexual, transgender, gender independent, queer, and/or questioning, among other identity markers. This group is also referred to at Dalhousie as persons of a minority sexual orientation or gender identity (SOGI). Language, particularly in relation to sexual orientation, gender identity and gender expression, involves social constructs that evolve over time, and definitions of this group are not standardized and may be used differently by different people.

### **A Note about Intersectionality**

Many Dalhousie faculty, staff, and students have identities that intersect between and among the groups mentioned above. Intersectionality at Dalhousie merits further study, and this report begins by exploring intersectionality between women and other historically underrepresented groups.



# STUDENTS

## TRENDS IN STUDENT DIVERSITY

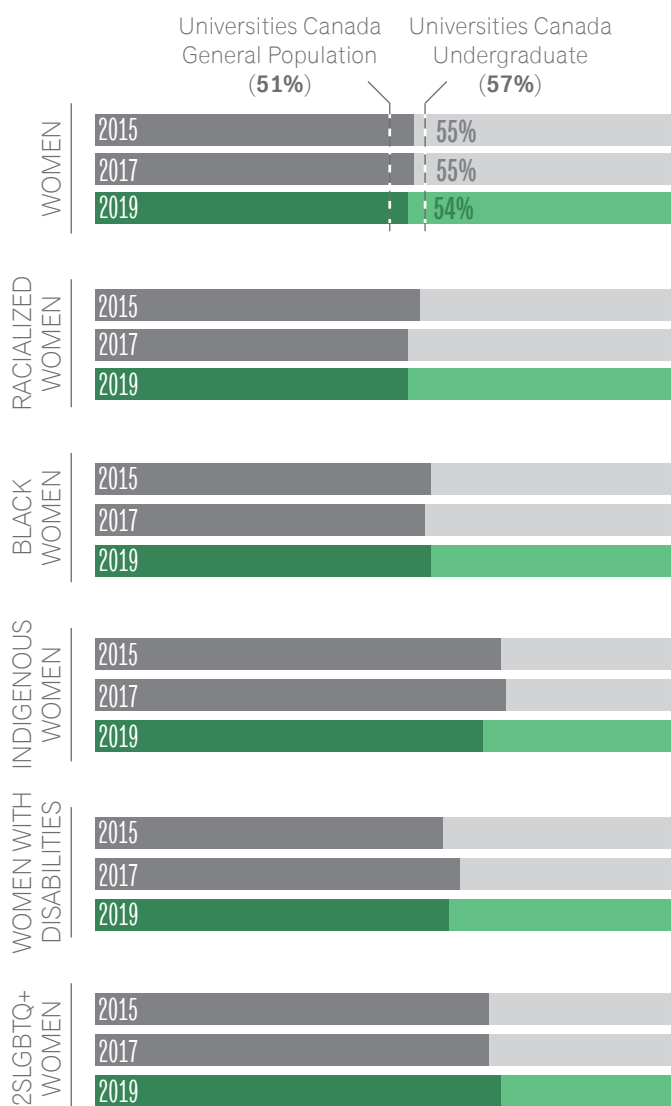
Since 2015, total student enrollment has increased. The graphic below shows the percentage of students who returned self-identification data in each of the last five years. The return rate has increased over time, providing a good representation of our student population.



*“It’s essential that Dalhousie focuses on incorporating EDI into the university—not only as one-off discussions or sessions, but as an area that is deeply ingrained in the daily operations of the university. Dalhousie needs to show its students and surrounding community that these are topics that are important to our university on a continuous basis, and to support its students who come from diverse backgrounds. Focusing on, and promoting, EDI initiatives and resources should be a priority for the university to educate well-rounded students.*”

*Seeing that a university supports EDI initiatives at a deeper level other than empty statements, is of huge value to many current and prospective students. If Dalhousie wishes to continue to attract and retain top students from across the globe, showing the university’s support of these initiatives is absolutely necessary.”*

—Sierra Sparks, 4th year Electrical Engineering student



## WOMEN AND INTERSECTIONALITY

In 2019, there were 10,609 women registered as students at Dalhousie. Over the last five years, women have comprised approximately half of the total student population. Dalhousie's student body reflects the gender demographics of both the general population and undergraduate student population in Canada (Universities Canada, 2019).

From an intersectional lens, the majority of students who belong to other historically underrepresented groups are also women, and their representation has also been consistent over the last five years. The charts illustrate in 2019, 54% of racialized students were women, 67% of Indigenous students were women, and so on. Dalhousie has a substantial population of students whose experiences may be affected by their intersecting identities.

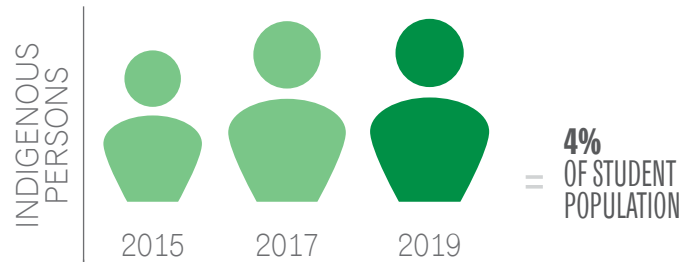
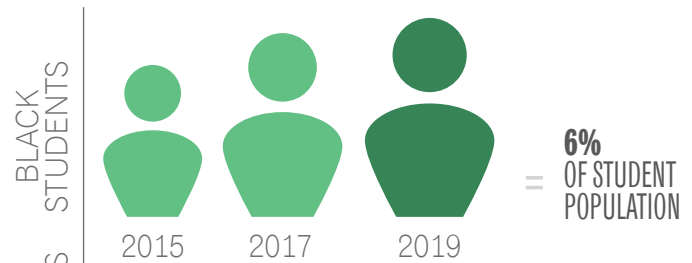
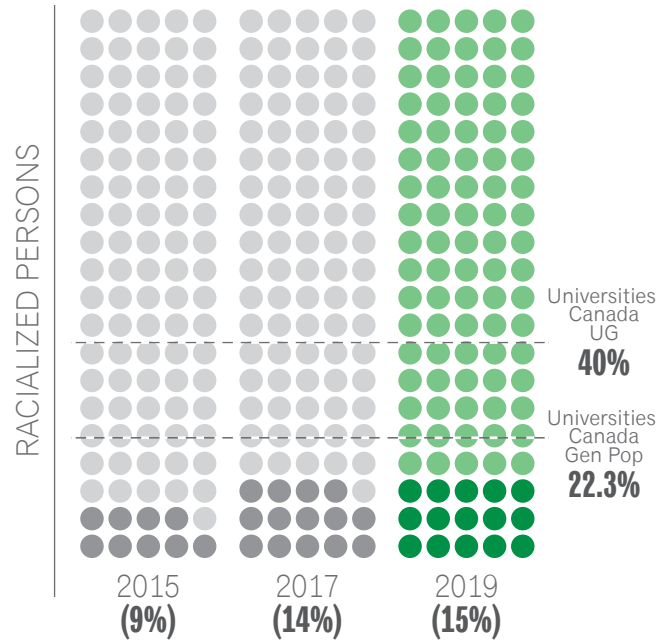
## RACIALIZED PERSONS

The number of racialized students enrolled at Dalhousie has increased between 2015 and 2019, from 9% to 15%, or 2,303. While enrollment of racialized students has increased, it remains below the 22% average of the general racialized population (Gen Pop) of Canada, and is significantly below the 40% of racialized undergraduate students (UG) enrolled at Canadian universities (Universities Canada, 2019).

In the last five years, Dalhousie has seen major increases in the number of students who self-identify as being of African descent (Black), as well as those who self-identify as Historic African Nova Scotian: the first group increased by 205 (to 867) and the second by 121 (to 232). Overall, African Nova Scotians comprise less than 2% of total student enrollment. Although no direct comparator data is available, the upward trajectory of this student population is encouraging.

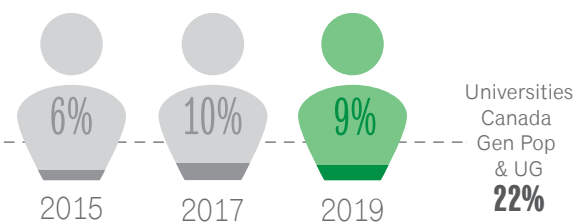
## INDIGENOUS PERSONS

The percentage of Indigenous students over the last five years has been 4-5% of total enrollment, higher than the national average of 3% Indigenous undergraduate students, and reflective of the 5% of the general population (Universities Canada, 2019). While the percentage of Indigenous students at Dalhousie hasn't changed, the number has increased by 108. In 2019 there were 626 Indigenous students at Dalhousie. The number of Mi'kmaw students has also been slowly increasing. Although Mi'kmaw students make up less than 2% of Dalhousie's total enrollment, approximately 203 students self-identified as Mi'kmaw in 2019, up from 66 in 2015.

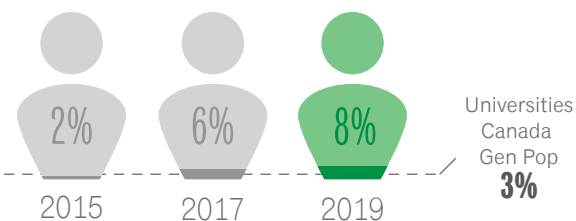




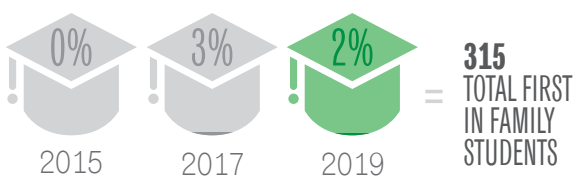
PERSONS WITH DISABILITIES



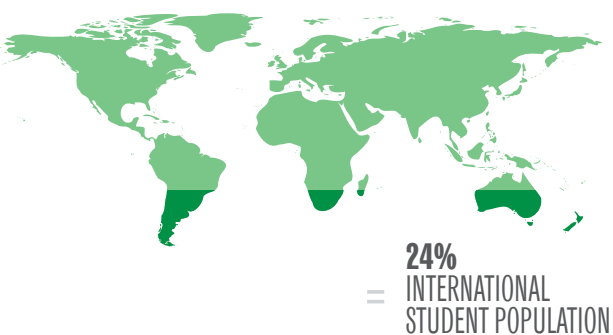
2SLGBTQ+



FIRST IN FAMILY



INTERNATIONAL STUDENTS



## PERSONS WITH DISABILITIES

In 2019, there were 1,467 students with disabilities at Dalhousie, two-thirds of whom were women. Despite increases over the last five years, the proportion is well below both the general Canadian population (22%) and undergraduate students at Canadian universities (22%) (Universities Canada, 2019).

## 2SLGBTQ+

The rate of 2SLGBTQ+ students has grown substantially since 2015, up to 8% or 1,287 students in 2019. 2SLGBTQ+ data is reported as 3% of the general population of Canada, but is not available for Canadian undergraduate or graduate students.

## FIRST IN FAMILY

The number of students at Dalhousie who identify as being the first in their family (FIF) to attend university (i.e., no parents/guardians attended a college or university) was consistently low at 2%. In 2019, this represented 315 students. This information is only available for about 20% of Dalhousie students because not very many students have answered this question and comparative national data is not available.

## INTERNATIONAL

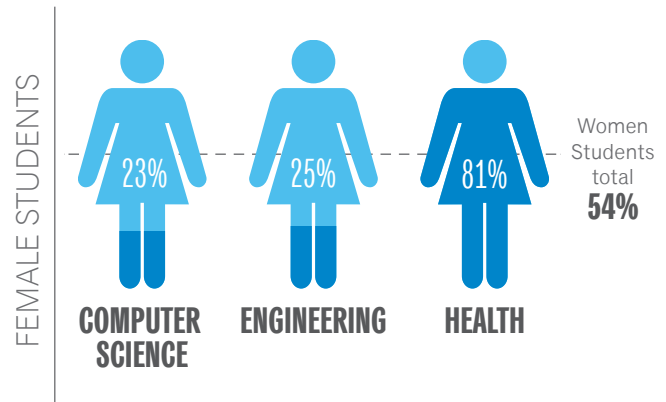
Of the 19,557 students enrolled at Dalhousie, the demographic data show that nearly one-quarter are international students.

## STUDENT DIVERSITY BY FACULTY

The demographic makeup of the university's student population varies from faculty to faculty, as shown below.

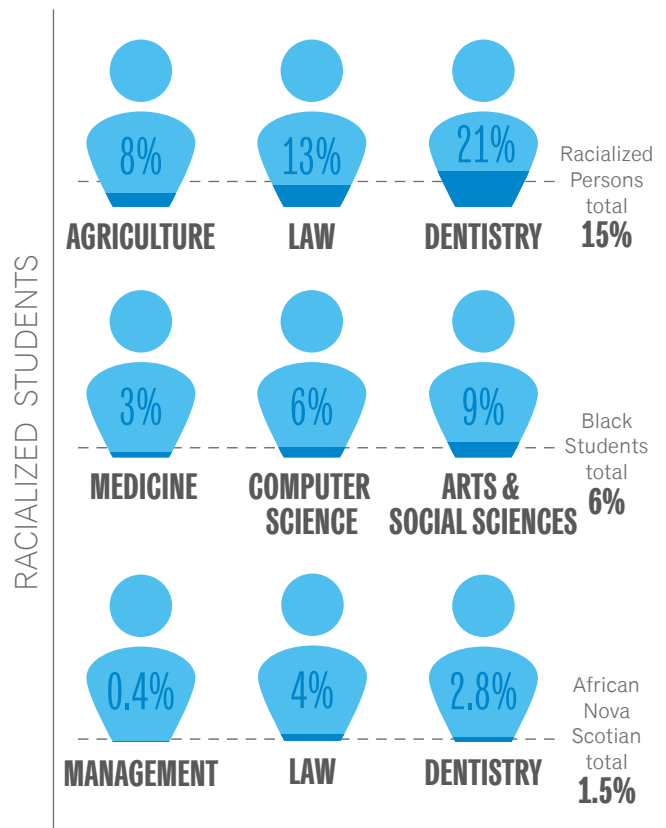
### Women

The percentages of women students across the different faculties reflects general patterns in the Canadian workforce. For example, the percentage of women per faculty varied from 23% (Computer Science) and 25% (Engineering) to 81% (Health). Eight faculties report equal or higher percentages of women enrolled compared to the overall Dalhousie average of 54%.

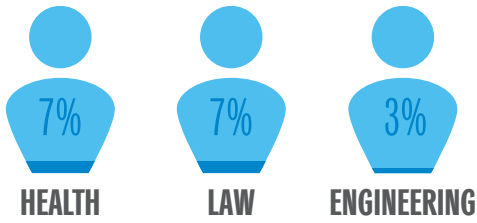


### Racialized Persons

Racialized students make up approximately 15% of Dalhousie's student population. By faculty, this group ranges from 8% of total enrollments to 21%. The proportion of racialized students in most faculties is between 12% and 17%. Within this category, four faculties have a greater proportion of African Nova Scotian students than the overall university average of 1.5%: Law (4%), which encourages African Nova Scotian students through the Indigenous Blacks & Mi'kmaq Initiative (IB&M); Dentistry (3%) and Health (2%), which houses the Promoting Leadership in Health for African Nova Scotians program (PLANS). Arts and Social Sciences (3%) may be linked to the Transition Year Program (TYP) for Black and Indigenous students.



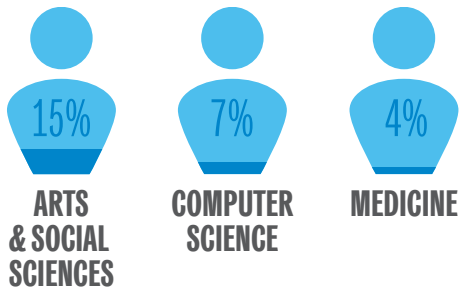
INDIGENOUS PERSONS



MI'KMAW PERSONS



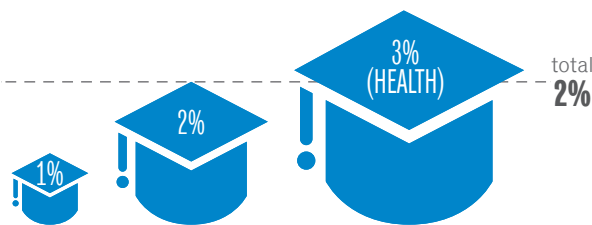
PERSONS WITH DISABILITIES



2SLGBTQ+ STUDENTS



FIRST IN FAMILY



INTERNATIONAL STUDENTS



## INDIGENOUS PERSONS

The enrollment of Indigenous students remains low, comprising 4% of the total student population. Across faculties, the highest enrollments are in Health and Law (7% for each). Both faculties have initiatives to recruit and support Indigenous students (i.e., the Schulich School's IB&M initiative, and Health's Indigenous Health in Medicine program (IHIM)). Five faculties report Mi'kmaq student enrollment above the overall university average of 1.3%, with the highest percentages in Law (5%) and Dentistry (4%).

## PERSONS WITH DISABILITIES

Students with disabilities comprise 9% of Dalhousie's student population. Five faculties report below the 9% average and five others above the 9% average with the largest enrollment of students with disabilities enrolled in the Faculty of Arts and Social Sciences (15%).

## 2SLGBTQ+

Students who self-identify as **2SLGBTQ+** comprise 8% of the total student population at Dalhousie. The faculties of Arts and Social Sciences and Architecture and Planning have the highest percentages of students in this group, at 14% of their total enrollments. The faculties of Agriculture, Health, Law, and Science also have percentages of 2SLGBTQ+ students above the Dalhousie average of 8%.

## FIRST IN FAMILY

The percentages of first in the family (FIF) students (i.e., no parents/guardians attended a college or university) across faculties were generally low, falling close to Dalhousie's overall average of 2%. The Faculty of Health was the only faculty that showed above average, with 3% of its student population having self-identified as FIF.

## INTERNATIONAL

The distribution of international students across the faculties shows the largest range. Close to two-thirds (61%) of Computer Science students are international, while faculties such as Health and Law have the lowest percentages (3% to 4%). Of the remaining faculties, four have higher percentages than the Dalhousie average of 24% (or 4,694 students).

# SENIOR ADMINISTRATION, FACULTY AND STAFF

Dalhousie is committed to recruiting and supporting a thriving, diverse workforce. Below are a few examples of recent and ongoing EDI initiatives to recruit, retain, and support historically underrepresented group members at Dalhousie.

In the past five years, Dalhousie has increased the number of faculty searches restricted to applicants from historically underrepresented populations. This includes the Dalhousie Diversity Faculty Awards (DDFA), which in 2011 began providing funding for tenure-stream positions designated for faculty from historically underrepresented groups and to date has resulted in 19 appointments. In addition to the DDFA's and other targeted searches, nearly all of Dalhousie's Canada Research Chair positions since 2018 have been restricted.

A university-wide Faculty Mentorship program was piloted in 2019 with a focus on Canada Research Chairs and new or junior tenure-stream faculty in historically underrepresented groups. This initiative aims to improve the wellbeing, career success, and retention of these faculty members. In the first year of the program, 25 junior faculty were matched with mentors. Over the next few years, the university will increase the number of faculty who benefit from this program.

In 2018, the Belong Research Fellowship Awards were introduced, an internally sponsored research grant program that recognizes exceptional research initiatives from historically underrepresented junior scholars. Eight awards have since been presented to pre-tenure researchers (five in 2018 and three in 2019).

With regards to non-academic staffing, the Talent Pathways Program (TPP) was created in 2018 to increase employment opportunities for members of historically underrepresented groups. The TPP is a temporary staffing program that gives candidates experience in various areas at Dalhousie, positioning them for longer-term employment at the university. Outreach for the program has focused on communities such as Indigenous, immigrant, and African Nova Scotian groups.

In 2019, Dalhousie appointed an Executive Recruiter to focus on recruitment of senior administrators and other influential positions with a particular mandate to increase the diversity of Dalhousie's senior administration. As well, a Strategic Project Advisor has been appointed to work exclusively over the next year on reviewing Dalhousie's employment systems and developing a new employment equity plan for staff and faculty.

Faculty and staff are encouraged to complete the annual university census to provide a more accurate landscape of the workforce at Dalhousie. While there is an annual campaign for the census, the survey can be completed at any time. In addition, the biennial *Your Voice* workplace survey has increased its focus on demographic data and its relationship to wellness at Dalhousie, including experiences of discrimination, harassment, and belonging.

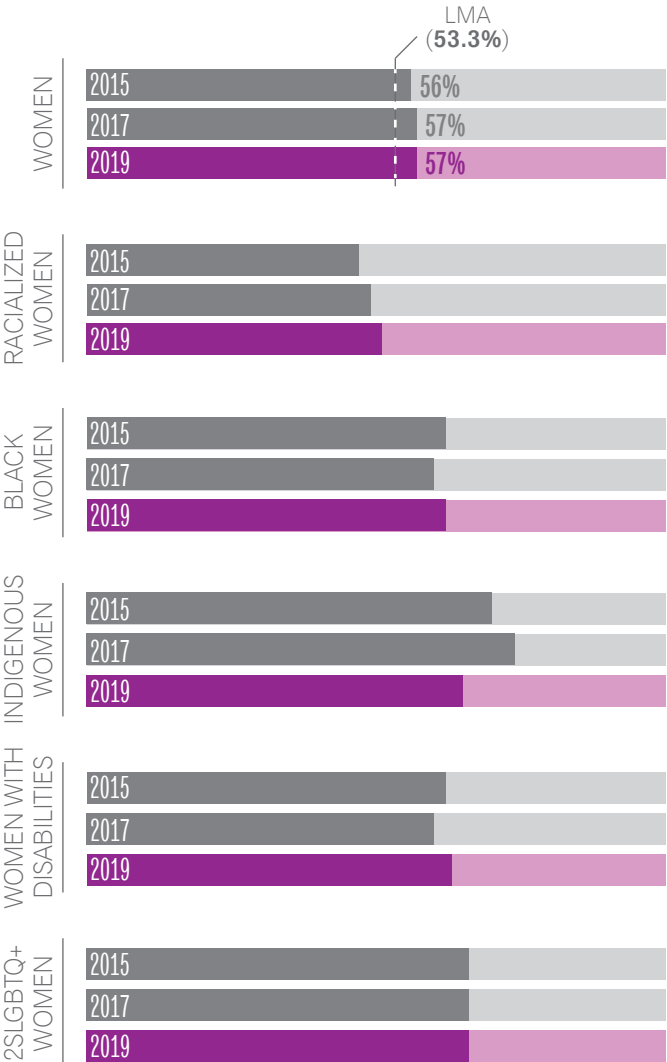
# TRENDS IN SENIOR ADMINISTRATOR, FACULTY AND STAFF DIVERSITY

Since 2015, there has been a net increase of 49 employees at Dalhousie, with 3,351 full-time and permanent part-time employees in 2019. The percentage of employees who provided self-identification information (from either recruitment or the census) increased to 90% in 2019.

Since 2015, there has been a net increase of 49 employees at Dalhousie, with 3,351 full-time and permanent part-time employees in 2019. The percentage of employees who provided self-identification information (from either recruitment or the census) increased to 90% in 2019.

Under the Government of Canada Federal Contractors Program, the university's employee data is compared to data from the larger labour market across a number

of occupational groups. Depending on the position, Dalhousie's employee numbers are compared with national (e.g., faculty), regional (e.g., semi-professionals and technicians) and municipal (e.g., skilled trades) labour markets (HRDC, 2012). By comparing these data sets, we can assess whether there is greater or lesser representation at Dalhousie than in the labour market. When the university's representation is less than in the labour market, Dalhousie has a 'gap' and we set goals to eliminate these gaps through equity planning.



## WOMEN AND INTERSECTIONALITY

Overall, there were 1,915 women employees at Dalhousie in 2019, or 57% of the workforce, an increase of 1% since 2015. This is higher than the labour market availability of 53% (Dalhousie University, 2019). Women comprise the majority of employees from other historically underrepresented groups at Dalhousie and have done so consistently over the last five years, with a small increase in the number of racialized women and a small decrease in the number of Indigenous women.

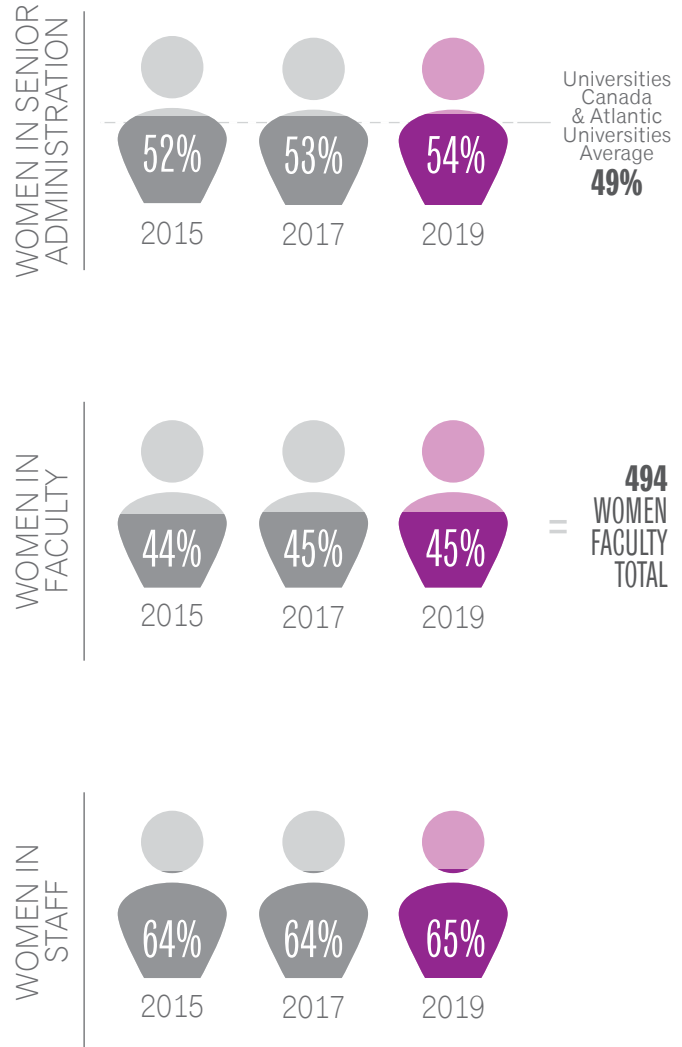


The university has been working to increase the number of women in **senior administration**. Dalhousie's representation of women in leadership increased from 52% in 2015 to 54% in 2019, higher than the 49% average reported for universities both in the Atlantic region and across Canada (Universities Canada, 2019). The number of women in leadership positions also matched the representation expected in the labour market, according to the 2019 Federal Contractors Program (FCP) Report (Dalhousie University, 2019).

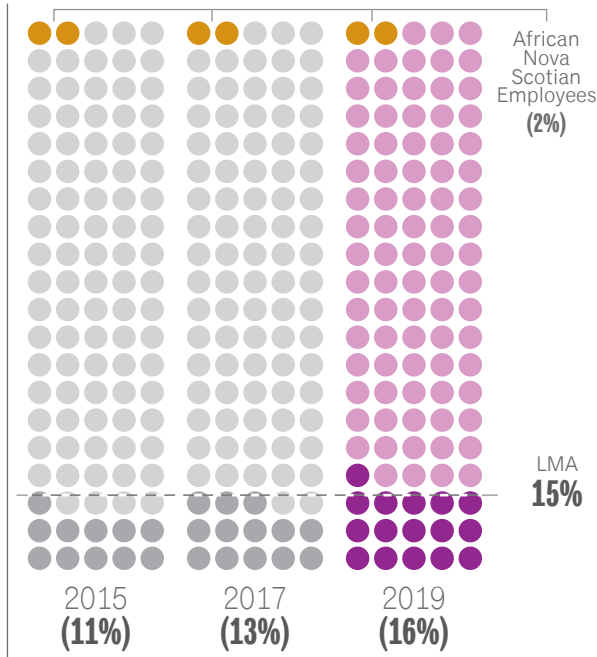
Over the last five years, the number of faculty members at Dalhousie, including counselors and librarians, had only minor fluctuations, with 1,098 employed in 2019. The demographic description below is based on a combined return rate of 86% to 96% of the self-identification surveys (recruitment and census) administered each year.

With regards to **faculty** members, including counselors and librarians, the percentage of women has remained between 44% and 45%. This equates to 494 women faculty members in 2019. This percentage is higher than the 40% full-time women faculty reported in the UC survey (Universities Canada, 2019). Since 2015, Dalhousie has also closed the gap between representation of women among our faculty and in the labour market, according to the Dalhousie FCP Report (Dalhousie University, 2019).

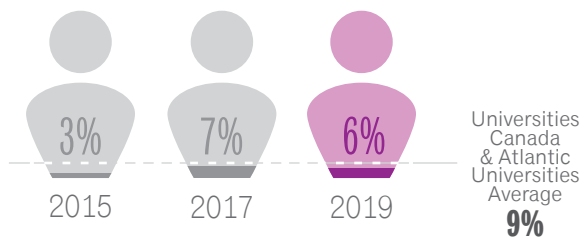
The proportion of women working in **staff positions** at the university was higher than the general population, and increased from 64% to 65% between 2015 and 2019 (Universities Canada, 2019). However, women remain highly underrepresented in the semi-professional and technician occupational group defined in the FCP Report, and this labour market gap is increasing (Dalhousie University, 2019).



RACIALIZED EMPLOYEES



RACIALIZED SENIOR ADMINISTRATION



## RACIALIZED PERSONS

Overall, there was an increase in racialized employees at Dalhousie from 11% to 16% between 2015 and 2019. This was higher than the labour market availability of 15% and closed the FCP gap for racialized persons (Dalhousie University, 2019). The number of African Nova Scotian employees also increased during this time from 47 to 51. Although a direct comparator data is not available, the proportion remained steady at 2%.

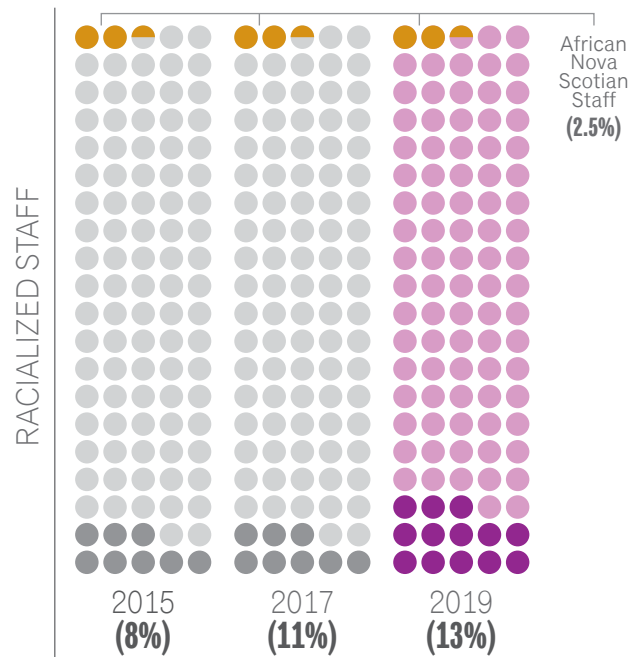
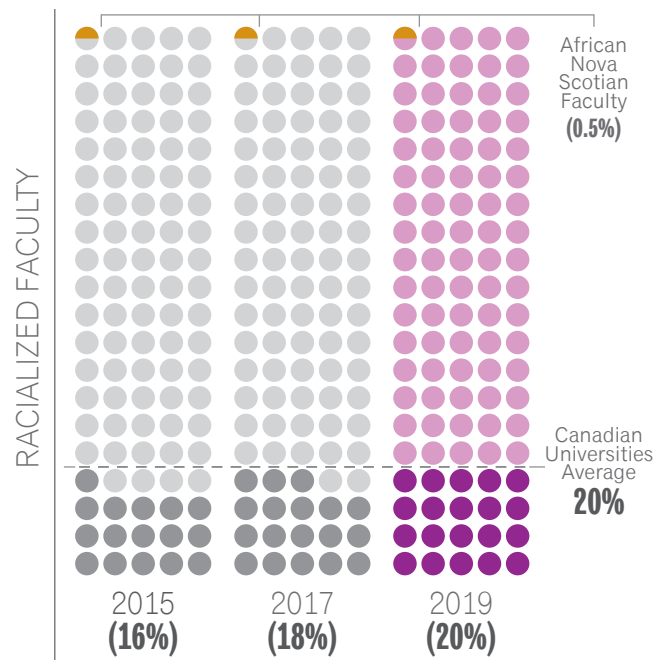
Within **senior administration**, the proportion of racialized persons doubled over the last five years, from 3% in 2015 to 6% in 2019 (for privacy reasons, the number of African Nova Scotians was too low to report). This percentage is still lower than both the 9% reported for Atlantic universities and 8% nationally (Universities Canada, 2019); however, Dalhousie has been successful in narrowing the gap with the labour market in this category from -3 in 2015 to -1 in 2019 (Dalhousie University, 2019).



University-wide, racialized **faculty**, including counselors and librarians, saw the largest increase of all historically underrepresented groups, from 16% to 20% in five years. In 2019, approximately 215 faculty members self-identified as racialized (of which 30 self-identified as having African ancestry). This is equal to the 20% full-time racialized faculty in Canadian universities reported in the UC survey, but remains below the labour market availability (Universities Canada, 2019; Dalhousie University, 2019). The FCP Report, however, shows that Dalhousie has made major strides towards closing this gap, from -53 in 2015 to -14 in 2019 (Dalhousie University, 2019).

While Dalhousie had significant progress increasing the number of racialized **faculty**, including counselors and librarians, numbers of African Nova Scotian faculty remain low, at only four in 2019. The university recognizes that the recruitment of African Nova Scotian faculty is a priority.

With regards to **staff positions** at Dalhousie, there was an increase in the percentage of racialized persons from 8% to 13% between 2015 and 2019. However, racialized persons remain underrepresented compared to the general population of Canada, and in middle managers and professional positions that are not professors and lecturers, as defined in the FCP Report (Universities Canada, 2019; Dalhousie University, 2019). The number of African Nova Scotian staff increased, from 42 in 2015 to 47 in 2019.





## INDIGENOUS PERSONS

Overall, the number of Indigenous persons **employed** at Dalhousie is equal to labour market availability (Dalhousie University, 2019). Furthermore, representation has increased from 44 to 83, or 2% to 3%, in the last five years. During the same period, the number of Mi'kmaq employees increased from 21 to 34, but the percentage of total staff remained at 1%.

The number of Indigenous persons in **senior leadership** at Dalhousie remained too low to report (for privacy reasons) and below the 3% average of Indigenous senior leaders in the UC survey (Universities Canada, 2019). The gap between Dalhousie's representation and the labour market availability has also slightly widened, according to the FCP Report (Dalhousie, 2019).

The percentage of Indigenous **faculty**, including counselors and librarians, has increased from 1% in 2015 to 2% in 2019 (eight to 18). Four of these faculty members are Mi'kmaq. The representation of Indigenous faculty is higher than the 1.3% and 1.4% labour market availability reported by the UC survey and Statistics Canada respectively (Universities Canada, 2019; Dalhousie University, 2019). Dalhousie also closed the labour market gap for Indigenous faculty members in 2019 (Dalhousie University, 2019).

The number of Indigenous persons working in **staff positions** increased from 34 to 63 between 2015 and 2019, resulting in a 1.5% gain. This representation is slightly higher than the overall labour market availability of 3.2% (Dalhousie, 2019). However, there are large gaps in occupations like semi-professionals and technicians, administrative and senior clerical personnel, and clerical as defined in the FCP Report (Dalhousie University, 2019). The number of Mi'kmaq staff members increased from 16 to 29.

## PERSONS WITH DISABILITIES

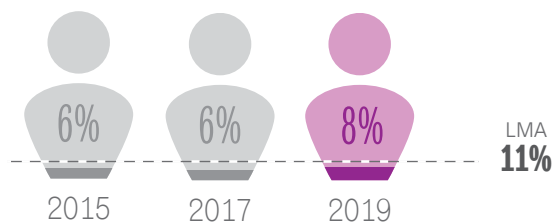
Overall, the percentage of Dalhousie **employees with disabilities** increased from 6% to 8% between 2015 and 2019, but remains lower than the labour market availability of 11% (Dalhousie University, 2019). Updated Statistics Canada data caused gaps to widen for all historically underrepresented groups in 2018, with the greatest change seen in the persons with disabilities group (ESDC, 2019; Government of Canada, 2018a).

The percentage of **senior administrators** who self-identify as persons with a disability almost doubled in the last five years, from 6% to 11%. The Dalhousie percentage is higher than that of universities both in the Atlantic region (5%) and nationally (4%) (Universities Canada, 2019). Dalhousie has had similar improvements in relation to the labour market availability (Dalhousie University, 2019).

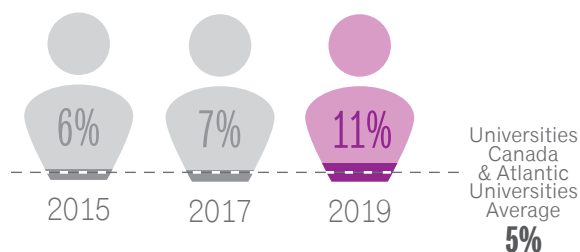
The number of **faculty members**, including counselors and librarians, who self-identify as persons with disabilities remains very low, with a 1% increase over the last five years. In 2019, only 6% of faculty members at Dalhousie self-identified as persons with a disability. This percentage is significantly lower than the 22% reported at Canadian universities (Universities Canada, 2019). The gap between Dalhousie's representation of this group and the labour market has widened in the last five years, according to the FCP Report's numbers (Dalhousie University, 2019).

Similarly, the percentage of **persons with disabilities working in staff positions** between 2015 and 2019 increased from 6% to 9% but remained under labour market availability. Large gaps in relation to persons with disabilities persist across several occupational groups, including skilled crafts and trades, clerical, and sales and service personnel (Dalhousie University, 2019).

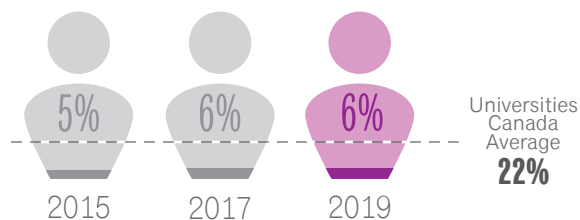
EMPLOYEES WITH DISABILITIES



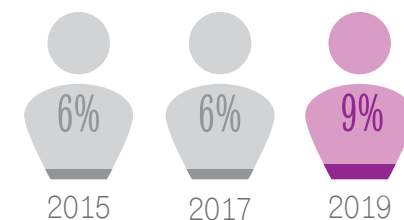
SENIOR ADMIN WITH DISABILITIES



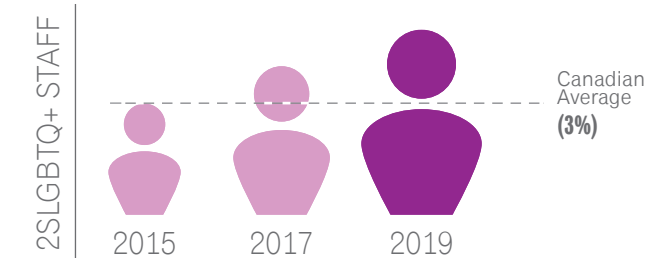
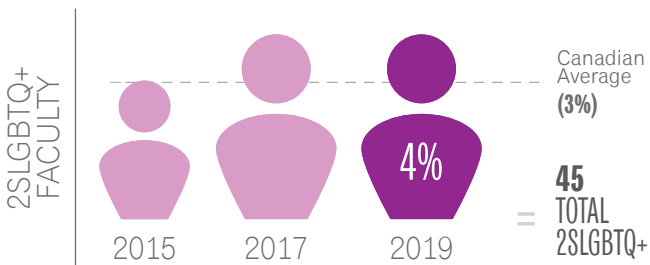
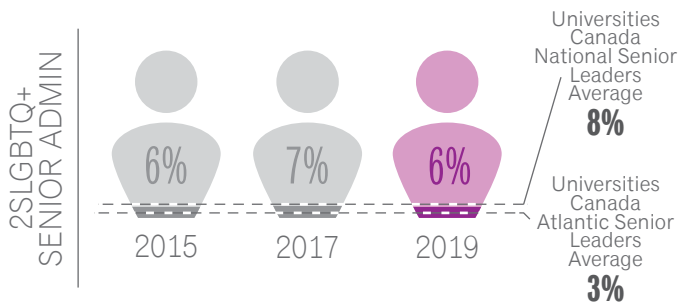
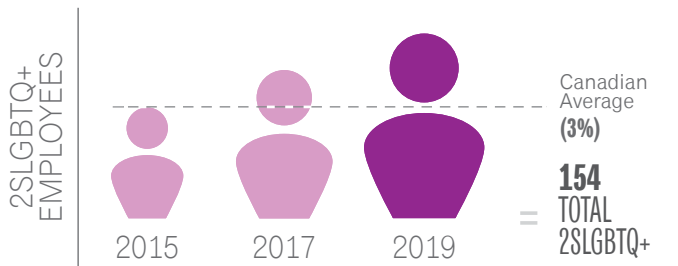
FACULTY WITH DISABILITIES



STAFF WITH DISABILITIES







## 2SLGBTQ+

Dalhousie began collecting data for **2SLGBTQ+ faculty and staff** in 2015. Since then, numbers have grown every year, but they may not yet reflect the true representation of the Dalhousie community.

Many universities still do not collect demographic information about this group. Statistics Canada data from the 2014 Canadian Community Health Survey show that 3% of Canadians identify as lesbian, gay, or bisexual and the Universities Canada survey shows that 8% of senior university leaders identify as 2SLGBTQ+ (Government of Canada, 2017; Universities Canada, 2019). However, Statistics Canada does not provide labour market data breakdowns for this community (Government of Canada, 2018). This means Dalhousie has fewer tools with which to analyze this group in terms of our employment equity work.

Within Dalhousie, the percentage of employees who self-identified as 2SLGBTQ+ between 2015 and 2019 increased from 3% to 5%, which is higher than the general population of Canada as described above (Government of Canada, 2017; Universities Canada, 2019).

The percentage of **senior administrators** who self-identify as 2SLGBTQ+ remained at 6%, with some minor fluctuations along the way. This percentage is higher than the 3% of LGBTQ2S+ leaders reported for universities in the Atlantic region, but slightly lower than the 8% identified nationally (Government of Canada, 2017; Universities Canada, 2019).

The total number of **faculty members**, including counselors and librarians, who self-identify as 2SLGBTQ+ continues to be higher than in the general population of Canada, with a 1% increase over the last five years (Government of Canada, 2017; Universities Canada, 2019). In 2019, 4% of faculty members at Dalhousie self-identified as 2SLGBTQ+. Neither Universities Canada nor Statistics Canada reports data for this group.

As with overall employees, the proportion of 2SLGBTQ+ **non-academic staff members** at the university increased from 3% to 5% between 2015 and 2019, which is higher than in the general population of Canada as described above.

## DIVERSITY ACROSS FACULTIES AND SUPPORT UNITS

Diversity trends in the demographic makeup of Dalhousie faculty members, including counselors at Student Affairs and librarians varied across faculties and support units with some distinct patterns.

For example, the Faculty of Health and the University Libraries had the highest percentages of women and Indigenous persons in faculty positions. Law had a high percentage of Indigenous persons and persons with disabilities in faculty positions. The Faculties of Engineering and Computer Science had the highest percentages of racialized faculty. Overall, most faculties had low percentages of two or more of the underrepresented groups.

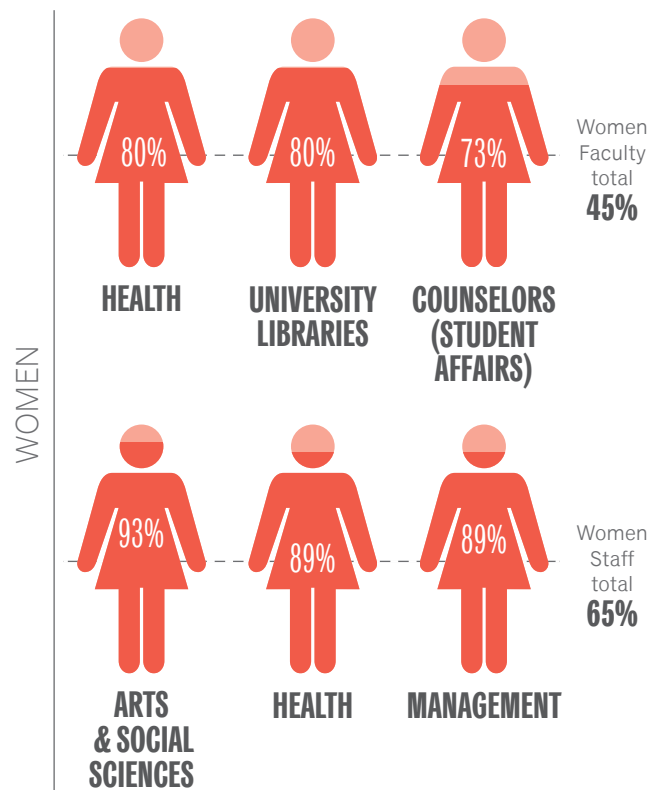
The diversity of staff across faculties and support units also varies, and shows some different patterns. For instance, the percentage of women in staff positions is extremely high in nearly all units, and the percentage of 2SLGBTQ+ staff is above the national population average in all but three units. For other historically underrepresented groups, the majority of faculties and administrative units are below the labour market availability.

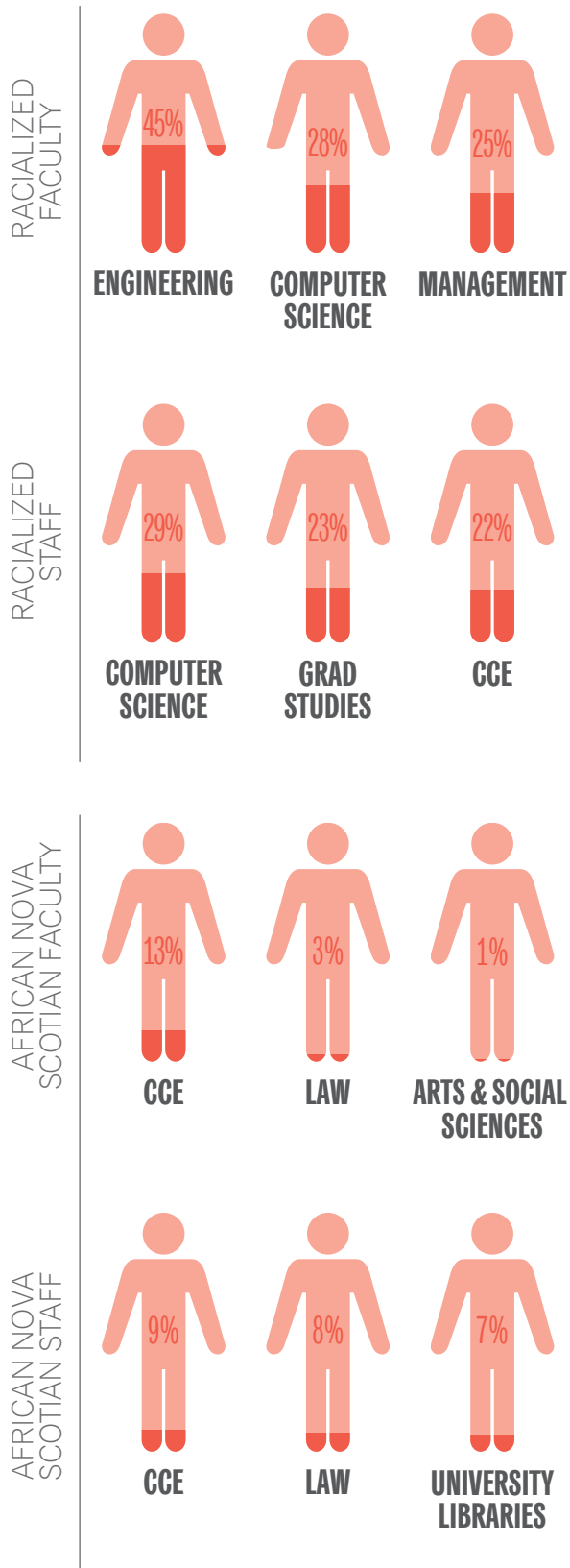
Some notable standout statistics include the highest percentage of Indigenous staff in the Faculty of Law, the highest percentage of racialized staff in Computer Science, and the highest proportions of staff with disabilities in Graduate Studies.

### WOMEN

Faculty-specific data on women faculty members, including counselors at Student Affairs and librarians, mirrored that of women students (although there is no direct comparator for the University Libraries). The highest percentages of women faculty members were in Health and the University Libraries (80% for each). In most of the other faculties, women faculty ranged between 38% and 48% except in Engineering and Computer Science.

The representation of women in staff positions is higher than 53% average labour market availability in all units except two. However, persistent gaps as defined by FCP only occurred in certain occupations like semi-professionals and technicians, and administrative and senior clerical personnel.





## RACIALIZED PERSONS

The faculty with the highest percentage of racialized faculty, including counselors at Student Affairs and librarians, was Engineering, with 45%. Along with Engineering, Computer Science (28%), Management (25%), and Agriculture (21%) also employed racialized faculty above the university average of 20%. All other faculties employed at or below this average.

Within the group of racialized faculty, many faculties had low to zero percentages of African Nova Scotia faculty members except for the College of Continuing Education which had the highest rate of 13% African Nova Scotia faculty members. Mirroring their student enrollment numbers, Arts and Social Sciences, Health, and Law, had 1-3% African Nova Scotian faculty.

The representation of racialized staff is higher than the 15% average labour market availability in the College of Continuing Education, Computer Science, Facilities Management, Finance, Graduate Studies, and the Libraries. These units also had the highest representation of African Nova Scotian staff. However, there are multiple small gaps in middle and other managers, and persistent large gaps in professional staff positions (Dalhousie University, 2019).

## INDIGENOUS PERSONS

The faculties/support units with the most Indigenous faculty, including counselors at Student Affairs and librarians, were the College of Continuing Education (13%), Counselors in Student Affairs (10%), and the Libraries (10%). The faculties of Health (4%), Law (3%), and Computer Science (3%) all employed Indigenous faculty at above the Dalhousie average.

The College of Continuing Education (13%) reported the highest proportion of Mi'kmaw faculty as well. Mirroring student enrollment, the faculties of Arts and Social Sciences, Health, and Law had 1-3% Mi'kmaw faculty. Many of the other faculties had 0%.

The representation of Indigenous staff is higher than or equal to the 3% average labour market availability in Agriculture, the College of Continuing Education, Dentistry, Facilities Management, Human Resources, Information Technology Services, Law, offices that report to the President, Student Affairs, and the Libraries. These units also had the highest representation of Mi'kmaq staff. However, there are an equal number of units where the representation of Indigenous staff is 0%.

INDIGENOUS  
FACULTY



GCE



UNIVERSITY  
LIBRARIES



COUNSELORS  
(STUDENT AFFAIRS)

INDIGENOUS  
STAFF



LAW



PRESIDENT



GCE

MI'KMAW  
FACULTY



GCE



LAW



HEALTH

MI'KMAW  
STAFF



LAW

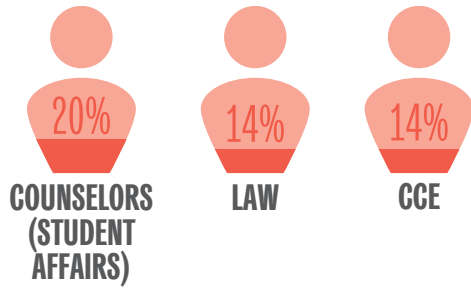


STUDENT  
AFFAIRS

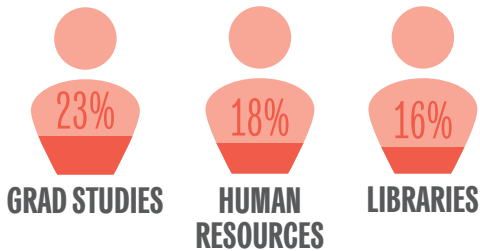


GCE

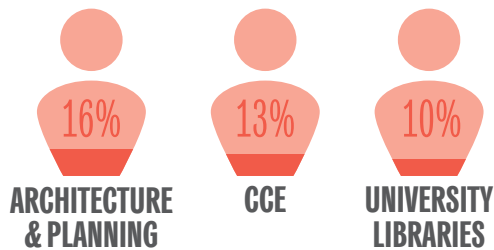
FACULTY



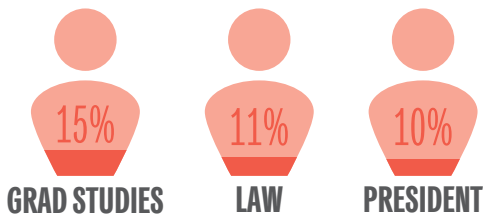
STAFF



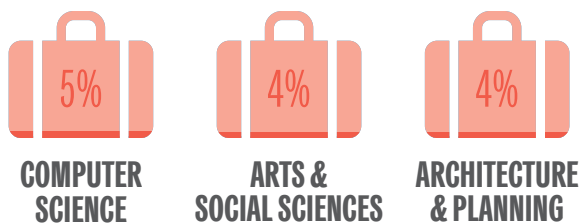
FACULTY



STAFF



INTERNATIONAL FACULTY



## PERSONS WITH DISABILITIES

The data shows a significant variation in faculty, including counselors at Student Affairs and librarians, who self-identified as persons with a disability across the faculties/support units. Percentages ranged from 20% among Counsellors in Student Affairs, 14% in Law, 13% in the College of Continuing Education, to 0-4% in some faculties.

The representation of staff with disabilities is higher than or equal to the 11% average labour market availability in Ancillary Services, the College of Continuing Education, Finance, Graduate Studies, Human Resources, Law, Management, SITE Co-op, and the Libraries. However, there are more units that have below average representation and persistent large gaps in occupations like skilled crafts and trades, clerical, and sales and service personnel (Dalhousie University, 2019).

## 2SLGBTQ+

The representation of 2SLGBTQ+ self-identified faculty, including counselors at Student Affairs and librarians, also varied greatly. The highest percentage (16%) was found in the faculty in Architecture and Planning.

In four other faculties, 8-10% of the faculty self-identified as 2SLGBTQ+, while in the others the percentages were 0-4%.

The representation of 2SLGBTQ+ staff is higher than the 3% average reported by the 2014 Canadian Community Health Survey in all units but three, two of those had 0% representation of 2SLGBTQ+ staff.

## INTERNATIONAL

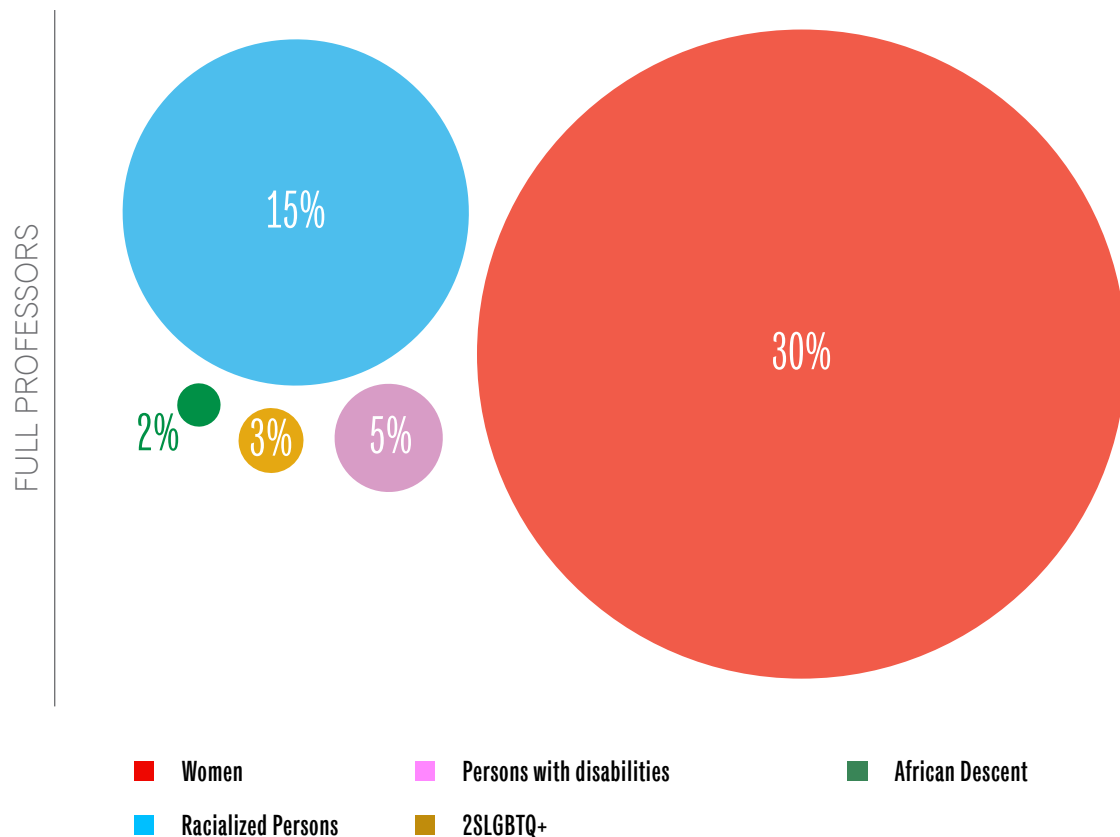
Overall, faculty, including counselors at Student Affairs and librarians, who are not currently Canadian citizens or permanent residents average 2% of Dalhousie's faculty. Five faculties employ international faculty members at higher averages, with 5% in Computer Science, and 4% in both Arts and Social Sciences and Architecture and Planning.

Overall, less than 1% of staff are currently not Canadian citizens or permanent residents. Units with representation greater than or equal to 1% include Facilities Management, Finance, Human Resources, Information Technology Services, Management, Science, and the Libraries.

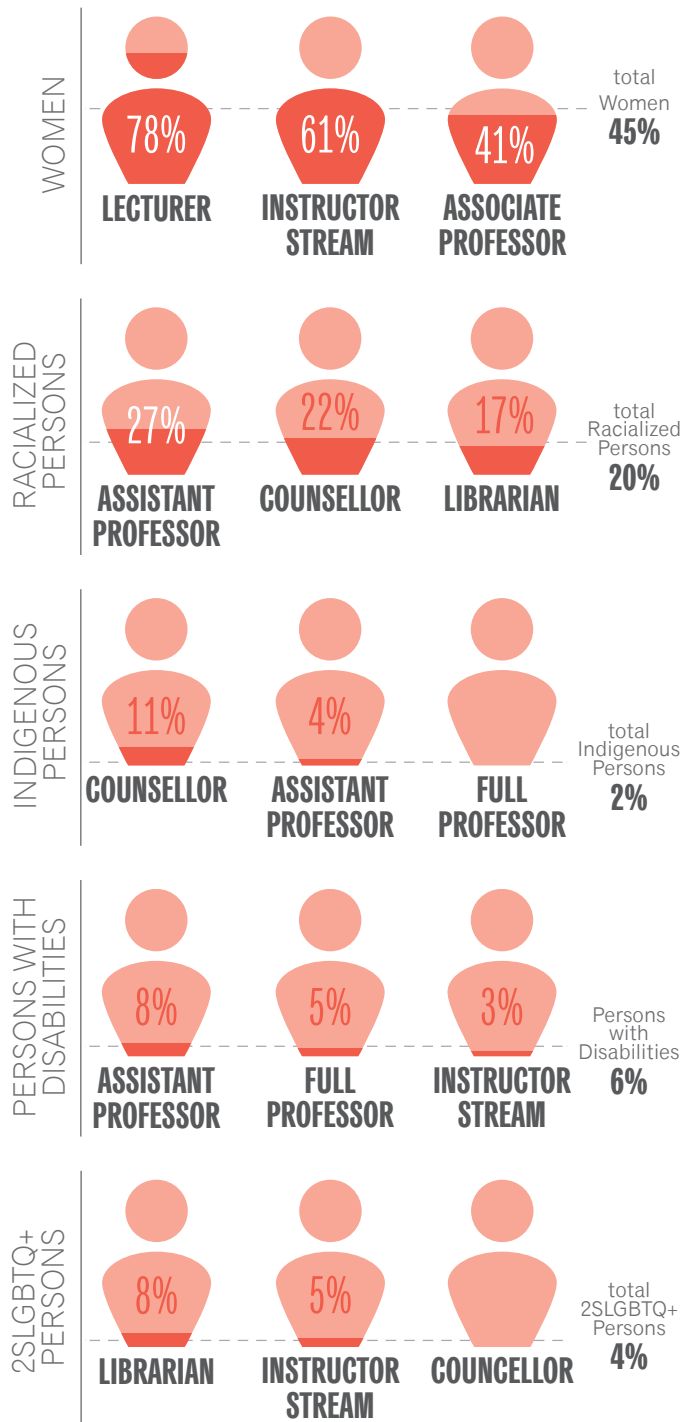
## DIVERSITY OF FACULTY BY RANK

The demographic data by diversity and rank, including counselors and librarians, at Dalhousie mirrors data from other institutes of higher learning. Full Professors remain the least diversified group with the majority being white and male. This rank is slower to diversify in part since most academic hiring takes place at more junior levels (Assistant, Associate professor) and turnover within our career stream professoriate ranks is very low.

Our efforts to engage in targeted hiring of candidates from historically underrepresented groups including the Canada Research Chairs (CRC) program will help to close this gap more quickly. Focused efforts regarding career development and retention of junior faculty are also designed to ensure that our academic colleagues who are hired at junior levels progress through the ranks. At the rank of Full Professor, 30% are women, 16% racialized, 0% Indigenous, 5% persons with disabilities, 3% 2SLGBTQ+, and 2% of African descent, with no African Nova Scotians or Mi'kmaq.







Across all other ranks, especially at the entry-level, there have been slow but steady increases of faculty from historically underrepresented groups (except for African Nova Scotians and Mi'kmaq). It should be noted that the ranks of Counsellor, Lecturer, and Librarian are small groups of less than 30 individuals each. The highest numbers of women are found in the ranks of Librarian, Lecturer, Counsellor, Instructor, and Assistant Professor. A similar pattern is observed for racialized persons, with about one-quarter of all Associate Professors, Assistant Professors, Instructors, and Counsellors identifying as racialized.

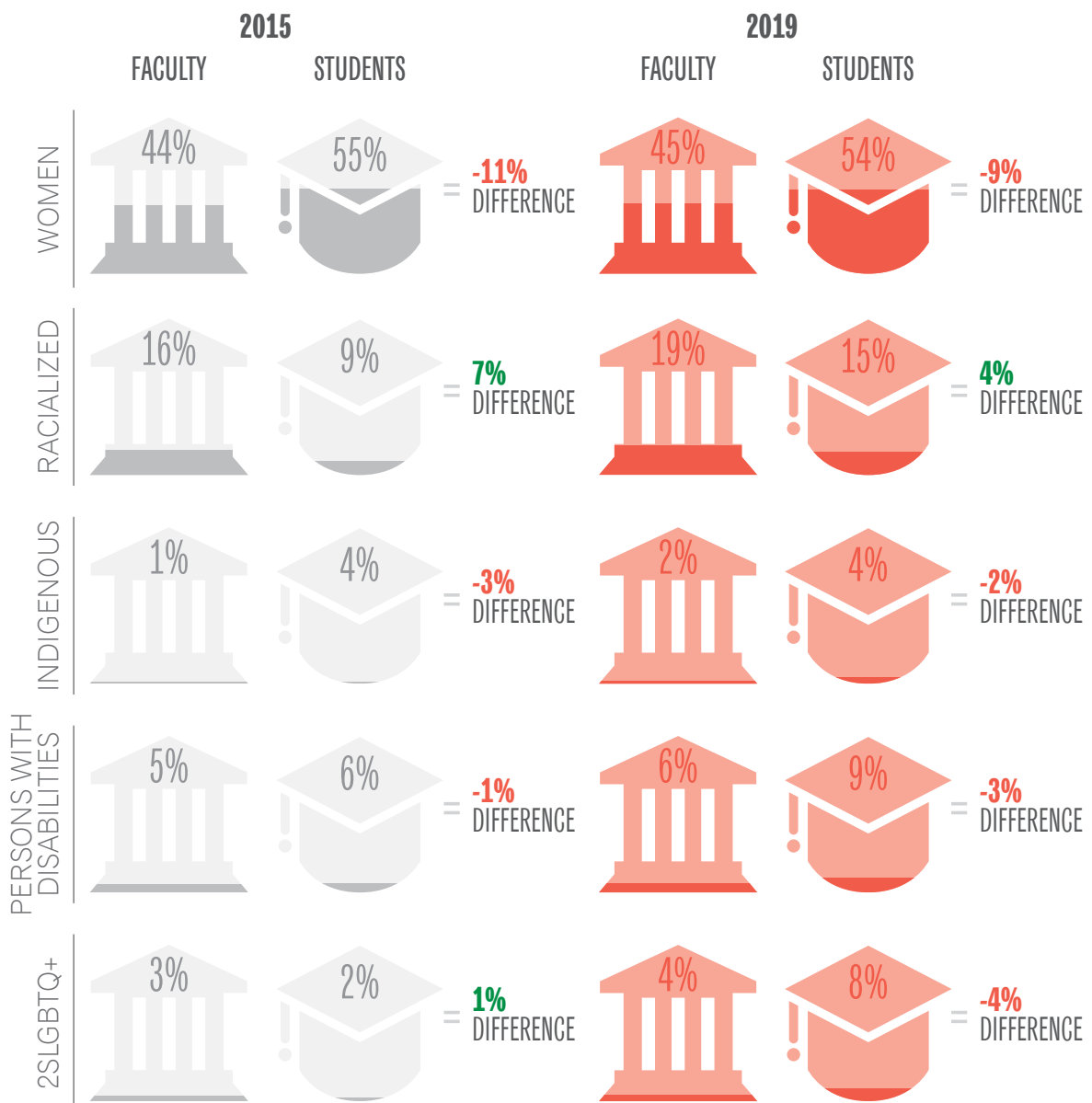
In 2019, the largest percentage of Indigenous faculty were Counsellors (11%), Librarians (8%), and Assistant Professors (4%), of which 1% identified as Mi'kmaq.

The largest percentage of faculty with a disability (22%) are working as Counsellors. Five percent of 2SLGBTQ+ faculty are Assistant Professors and 5% are Instructors.

## FACULTY TO STUDENT DIVERSITY

The ratio of historically underrepresented group members who are faculty, including counselors and librarians, to those who are students has shifted in all categories over the last five years.

While the proportion of women within Dalhousie's faculty has increased significantly, the gap between faculty and students for this group remains the widest, due to the high number of women enrolled as students. With regards to racialized persons, the gap between faculty and students has narrowed from 7% to 4%, and for Indigenous persons from 3% to 2%. For all other underrepresented populations, the faculty member-to-student ratio widened.



## CONCLUSION

Dalhousie has made steady progress towards a more diverse, inclusive, and equitable university community. However, this report also shows where there are areas of opportunity for greater inclusion of historically underrepresented groups.

Among students, those who identify as women and as Indigenous persons are now on par with both the general Canadian population and the student populations of universities across Canada.

Dalhousie has also seen a significant increase in the number of students who self-identify as 2SLGBTQ+. At the same time, we see the need to increase the representation of all student groups in particular racialized students and students with disabilities.

For employees, the university closed important gaps for women and racialized employees in senior leadership roles and took strides towards a more racially diverse professoriate. Further, in keeping with our employment equity goals, Dalhousie will work towards the increased representation of persons with disabilities, racialized professionals, and African Nova Scotian and Mi'kmaw employees across all occupational groups.

With more information from groups like postdoctoral fellows and close attention to the way faculty demographics change over time, we will be able to improve the experience for all Dalhousie's students and employees.

Dalhousie remains committed to the recruitment and retention of candidates and employees from historically underrepresented groups, and to an increase in the

diversity of our student population. This report and the data it contains will continue to inform our work towards these goals. Grounded in a culture of equity, diversity and inclusion, we look forward to continuing to build a working and learning environment where everyone belongs.

---

*Data and analysis provided by Dalhousie Analytics under the supervision of Meghan Wagstaff, Senior Institutional Analyst.*

# REFERENCES

- Dalhousie University. (2019). *Federal Contractors Program Employment Equity Report 2019*. Retrieved from [https://www.dal.ca/dept/hres/equity--inclusion/employment\\_equity/federal\\_contractors\\_program.html](https://www.dal.ca/dept/hres/equity--inclusion/employment_equity/federal_contractors_program.html)
- Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC). (2020). *Indigenous peoples and communities*. Retrieved from <https://www.rcaanc-cirnac.gc.ca/eng/1100100013785/1529102490303>
- Employment and Social Development Canada (ESDC). (2019). *2016 Employment Equity Data Report*. Retrieved from <https://www.canada.ca/en/employment-social-development/services/labour-standards/reports/employment-equity-data-report-2016.html>
- Government of Canada. (2017). *Same-sex couples and sexual orientation... by the numbers*. Retrieved from [https://www.statcan.gc.ca/eng/dai/smr08/2015/smr08\\_203\\_2015#a3](https://www.statcan.gc.ca/eng/dai/smr08/2015/smr08_203_2015#a3)
- Government of Canada. (2018a). *Designated Groups Workforce Population by Employment Equity Occupational Groups*. Retrieved from <https://open.canada.ca/data/en/dataset?q=Designated+groups+by+NOC&sort=>
- Government of Canada. (2018b). *Workforce Population by Designated Groups, Employment Equity Occupational Groups and National Occupational Classification Unit Groups*. Retrieved from <https://open.canada.ca/data/en/dataset?q=Designated+groups+by+NOC&sort=>
- Human Resources and Skills Development Canada (HRDC). (2012). *Implementing Employment Equity in Your Workplace Step 2-1: Conducting a Workforce Analysis*. Retrieved from <https://equity.esdc.gc.ca/sgiemt-weims/emp/WeimsMaintLogin.jsp>
- Universities Canada. (2019). *Equity, diversity and inclusion at Canadian universities: report on the 2019 national survey*. Retrieved from <https://www.univcan.ca/media-room/publications/equity-diversity-and-inclusion-at-canadian-universities-report-on-the-2019-survey/>
- Williams, M.Y., Adams, Q., Hamilton-Hinch, B., & Patrick, M. (2018, December 12). *Toward an African Nova Scotia Strategy for Dalhousie University*. Internal Dalhousie University report: unpublished.

# APPENDICES

## LEGEND

<b>W</b>	Women
<b>RV</b>	Racialized and Racially Visible Persons
<b>AB</b>	Aboriginal & Indigenous Persons
<b>PD</b>	Persons with Disabilities
<b>2SLGBTQ+</b>	Persons of Sexual Orientation and Gender Identity minorities
<b>BK</b>	Persons of African ancestry (Black)
<b>ANS</b>	Historical Black/African Nova Scotians
<b>MK</b>	Mi'kmaq
<b>FIF</b>	First in Family students (no parent/guardian attended college/university)
<b>INTL</b>	Persons with International Citizenship
<b>LMA</b>	Labour Market Availability from Employee and Social Development Canada

## DEFINITIONS

**Racialized Persons (also sometimes called racially visible persons, visible minorities):** historically/indigenous Black Nova Scotian (ANS); African (Black) heritage; Aboriginal/Indigenous person from outside of North America; East Asian (e.g. Chinese, Taiwanese, Japanese, Korean); South Asian (Bangladeshi, Pakistani, Indian, Sri Lankan, Punjabi); South East Asian (e.g. Vietnamese, Thai, Cambodian, Malaysian, Filipinx); West Asian or Arab (e.g. Iranian, Afghani, Lebanese, Egyptian, Iraqi, Armenian, Israeli); Latin, South, or Central American. Black/African and Historically/indigenous Black/African Nova Scotian are subsets of the racialized group.

**Indigenous Persons:** Aboriginal/Indigenous person from North America, First Nations, Mi'kmaq (MK), Maliseet, Inuit, Metis, and not listed above. Mi'kmaq (MK) are a subset of the Indigenous group.

**Persons with a Disability/Disabilities:** a chronic, long-term or recurring physical, sensory, mental, learning or intellectual impairment, that, in interaction with a barrier, hinders that person's full and effective participation in society.

**Sexual Orientation and Gender Identity (also called 2SLGBTQ+):** transgender, gender non-conforming, two spirit, queer, lesbian, bisexual, gay, asexual, not listed above.

## TABLES

**TABLE 1 STUDENT DIVERSITY**

Full-time and part-time students (excluding those registered at the University of King's College)

	2015	2016	2017	2018	2019
<b>Total</b>	<b>18,731</b>	<b>18,823</b>	<b>18,846</b>	<b>19,148</b>	<b>19,557</b>
<b>Return Rate</b>	72%	74%	76%	77%	80%
<b>W</b>	55%	55%	55%	54%	54%
<b>RV</b>	9%	12%	14%	15%	15%
<b>AB</b>	4%	4%	4%	5%	4%
<b>PD</b>	6%	7%	10%	10%	9%
<b>2SLGBTQ+</b>	2%	4%	6%	7%	8%
<b>BK</b>	5%	5%	6%	5%	6%
<b>ANS</b>	0.8%	1.2%	1.4%	1.4%	1.5%
<b>MK</b>	0.5%	0.7%	1.1%	1.2%	1.3%
<b>FIF</b>	0%	1%	3%	2%	2%
<b>INTL</b>	17%	19%	20%	22%	24%
<b>RV W</b>	56%	56%	54%	55%	54%
<b>BK W</b>	58%	58%	57%	60%	58%
<b>AB W</b>	70%	70%	71%	70%	67%
<b>PD W</b>	60%	63%	63%	61%	61%
<b>2SLGBTQ+ W</b>	68%	67%	68%	67%	70%



## TABLE 2 STUDENT DIVERSITY BY FACULTY 2019

Excluded: Faculty of Graduate studies which is mainly interdisciplinary and visiting students

	Total	W	RV	AB	PD	2SLGBTQ+	BK	ANS	MK	FIF	INTL
<b>Architecture &amp; Planning</b>	396	57%	14%	3%	10%	14%	3%	0.9%	0.3%	2%	14%
<b>Agriculture</b>	867	65%	8%	5%	10%	9%	3%	0.9%	2.2%	2%	22%
<b>Arts &amp; Social Sciences</b>	2,173	66%	16%	5%	15%	14%	9%	3.1%	2.1%	2%	13%
<b>Computer Science</b>	1,766	23%	16%	3%	7%	6%	6%	0.8%	0.5%	2%	61%
<b>Dentistry</b>	258	63%	21%	6%	5%	5%	4%	2.8%	3.7%	2%	25%
<b>Engineering</b>	2,689	25%	17%	3%	6%	4%	6%	0.9%	0.8%	1%	40%
<b>Health</b>	2,935	81%	15%	7%	12%	10%	7%	2.3%	1.8%	3%	3%
<b>Law</b>	494	59%	13%	7%	10%	11%	7%	3.6%	4.9%	2%	4%
<b>Medicine</b>	1,290	54%	13%	3%	4%	5%	3%	0.8%	0.6%	1%	9%
<b>Management</b>	2,343	47%	12%	2%	8%	5%	4%	0.4%	0.4%	2%	30%
<b>Science</b>	4,133	62%	15%	3%	10%	9%	5%	1.2%	1.0%	2%	23%
<b>Total</b>	<b>19,344</b>	<b>54%</b>	<b>15%</b>	<b>4%</b>	<b>9%</b>	<b>8%</b>	<b>6%</b>	<b>1.5%</b>	<b>1.3%</b>	<b>2%</b>	<b>24%</b>

## TABLE 3 EMPLOYEE DIVERSITY

Senior Administration, faculty, staff, postdoctoral fellows

	2015	2016	2017	2018	2019
<b>Total</b>	<b>3,302</b>	<b>3,328</b>	<b>3,340</b>	<b>3,337</b>	<b>3,351</b>
<b>Return Rate</b>	84%	87%	90%	91%	90%
<b>W</b>	56%	56%	57%	57%	57%
<b>RV</b>	11%	13%	13%	14%	16%
<b>AB</b>	1.6%	2.1%	2.3%	2.6%	2.8%
<b>PD</b>	6.0%	6.0%	6.0%	6.0%	8.0%
<b>2SLGBTQ+</b>	3%	4%	4%	4%	5%
<b>BK</b>	4%	4%	4%	4%	4%
<b>ANS</b>	2%	2%	2%	2%	2%
<b>MK</b>	1%	1%	1%	1%	1%
<b>RV INTL</b>	2%	2%	2%	3%	5%
<b>RV W</b>	47%	47%	49%	50%	51%
<b>BK W</b>	62%	60%	60%	60%	62%
<b>AB W</b>	70%	73%	74%	68%	65%
<b>PD W</b>	62%	62%	60%	60%	63%
<b>2SLGBTQ+ W</b>	66%	64%	66%	65%	66%

## TABLE 4 SENIOR ADMINISTRATION DIVERSITY

Research Senior Management Faculty, Senior Management Faculty, Senior Mgmt Staff (ECLS RX, XM, YM)

	2015	2016	2017	2018	2019
<b>Total</b>	<b>91</b>	<b>98</b>	<b>95</b>	<b>98</b>	<b>100</b>
<b>Return Rate</b>	97%	95%	96%	96%	96%
<b>W</b>	52%	52%	53%	52%	54%
<b>RV</b>	3%	4%	7%	7%	6%
<b>AB</b>	**	**	**	**	**
<b>PD</b>	6%	8%	7%	11%	11%
<b>2SLGBTQ+</b>	6%	9%	7%	3%	6%
<b>BK</b>	**	**	**	**	**
<b>ANS</b>	0.0%	1.1%	0.0%	0.0%	0.0%
<b>MK</b>	**	**	**	**	**
<b>RV W</b>	67%	75%	50%	43%	50%
<b>AB W</b>	50%	50%	50%	50%	50%
<b>PD W</b>	40%	71%	83%	80%	55%
<b>2SLGBTQ+ W</b>	100%	88%	100%	100%	67%

\*\* Headcounts less than 5 were redacted for privacy.

## TABLE 5 FACULTY DIVERSITY

All ranks of faculty, instructors, librarians, counsellors at Student Affairs (ECLS AU, CF, CR, CU, DM, FM, RD, RE)

	2015	2016	2017	2018	2019
<b>Total</b>	<b>1,094</b>	<b>1,111</b>	<b>1,098</b>	<b>1,097</b>	<b>1,098</b>
<b>Return Rate</b>	86%	88%	92%	94%	96%
<b>W</b>	44%	43%	45%	45%	45%
<b>RV</b>	16%	18%	18%	19%	20%
<b>AB</b>	0.9%	1.4%	1.5%	1.5%	1.7%
<b>PD</b>	5%	6%	6%	6%	6%
<b>2SLGBTQ+</b>	3%	4%	4%	4%	4%
<b>BK</b>	2.7%	2.9%	2.3%	2.3%	2.9%
<b>ANS</b>	0.5%	0.4%	0.4%	0.4%	0.4%
<b>MK</b>	0.4%	0.6%	0.5%	0.4%	0.4%
<b>RV INTL</b>	1%	1%	1%	3%	6%
<b>RV W</b>	32%	31%	34%	37%	37%
<b>AB W</b>	88%	100%	87%	88%	89%
<b>PD W</b>	52%	53%	56%	55%	61%
<b>2SLGBTQ+ W</b>	63%	63%	70%	77%	73%

## TABLE 6 FACULTY BY FACULTY 2019

All ranks of faculty, instructors, librarians, counsellors (ECLS AU, CF, CR, CU, DM, FM, RD, RE )

	W	RV	AB	PD	2SLGBTQ+	BK	ANS	MK	INTL
<b>Agriculture</b>	43%	21%	1.3%	6%	4%	5%	0%	0.0%	2%
<b>Architecture &amp; Planning</b>	38%	16%	0.0%	12%	16%	0%	0%	0.0%	4%
<b>Arts &amp; Social Sciences</b>	48%	16%	1.5%	7%	4%	4%	1%	0.7%	4%
<b>College Continuing Education</b>	38%	13%	12.5%	13%	13%	13%	13%	12.5%	0%
<b>Computer Science</b>	24%	28%	2.8%	8%	8%	3%	0%	0.0%	5%
<b>Dentistry</b>	47%	20%	0.0%	0%	0%	0%	0%	0.0%	0%
<b>Engineering</b>	18%	45%	0.0%	5%	2%	1%	0%	0.0%	1%
<b>Health</b>	80%	16%	3.8%	11%	10%	5%	1%	0.8%	3%
<b>Law</b>	50%	11%	2.8%	14%	6%	3%	3%	2.8%	0%
<b>Management</b>	45%	25%	0.0%	3%	3%	2%	0%	0.0%	3%
<b>Medicine</b>	38%	18%	1.2%	3%	3%	1%	0%	0.0%	2%
<b>Science</b>	39%	15%	1.0%	4%	1%	2%	0%	0.0%	3%
<b>Counsellors (Student Affairs)</b>	73%	20%	10.0%	20%	0%	0%	0%	0.0%	0%
<b>University Libraries</b>	80%	20%	10.0%	0%	10%	10%	0%	0.0%	0%

## TABLE 7 FACULTY BY RANK 2019

All ranks of faculty, instructors, librarians, counsellors (ECLS AU, CF, CR, CU, DM, FM, RD, RE )

	W	RV	AB	PD	2SLGBTQ+	BK	ANS	MK	INTL
<b>Full Professor</b>	30%	16%	0.0%	5%	3%	2%	0.0%	0.0%	0%
<b>Associate Professor</b>	41%	21%	0.9%	8%	4%	5%	0.0%	0.4%	2%
<b>Assistant Professor</b>	51%	27%	3.9%	8%	5%	3%	0.9%	1.3%	7%
<b>Lecturer</b>	78%	17%	0.0%	9%	4%	0%	0.0%	0.0%	4%
<b>Instructor Stream</b>	61%	21%	2.0%	3%	5%	2%	1.0%	0.0%	1%
<b>Counsellor</b>	70%	22%	11.1%	22%	0%	0%	0.0%	0.0%	0%
<b>Librarian</b>	75%	17%	8.3%	0%	8%	8%	0.0%	0.0%	0%

## TABLE 8 STAFF DIVERSITY

Dalhousie Professional & Managerial Group (DPMG), Nova Scotia Government and General Employees Union (NSGEU), confidential clerical, and other staff (ECLS AM, IB, KM, MM, NM, RA, RF, RH, RZ, SM)

	2015	2016	2017	2018	2019
<b>Total</b>	<b>1,965</b>	<b>1,993</b>	<b>2,015</b>	<b>2,000</b>	<b>1,973</b>
<b>Return Rate</b>	88%	90%	92%	93%	91%
<b>W</b>	64%	64%	64%	65%	65%
<b>RV</b>	8%	10%	11%	12%	13%
<b>AB</b>	2.0%	2.5%	2.8%	3.2%	3.5%
<b>PD</b>	6%	6%	6%	7%	9%
<b>2SLGBTQ+</b>	3%	4%	4%	5%	5%
<b>BK</b>	4.1%	4.9%	4.4%	4.8%	5.2%
<b>ANS</b>	2.4%	2.8%	2.4%	2.6%	2.6%
<b>MK</b>	0.9%	1.4%	1.5%	1.6%	1.6%
<b>RV INTL</b>	1%	2%	3%	3%	4%
<b>RV W</b>	63%	61%	62%	62%	64%
<b>AB W</b>	68%	66%	71%	63%	59%
<b>PD W</b>	68%	66%	61%	60%	65%
<b>2SLGBTQ+ W</b>	63%	62%	62%	58%	62%

## TABLE 9 STAFF BY SUPPORT UNIT 2019

Dalhousie Professional & Managerial Group (DPMG), Nova Scotia Government and General Employees Union (NSGEU), confidential clerical, and other staff (ECLS AM, IB, KM, MM, NM, RA, RF, RH, RZ, SM)

	F	RV	AB	PD	2SLGBTQ+	BK	ANS	MK
<b>Advancement</b>	87%	10%	2%	3%	0%	2%	0.0%	2%
<b>Agriculture</b>	65%	12%	3%	7%	3%	2%	0.0%	3%
<b>Ancillary Services</b>	74%	13%	0%	11%	7%	11%	6.7%	0%
<b>Architecture &amp; Planning</b>	60%	10%	0%	10%	10%	0%	0.0%	0%
<b>Arts &amp; Social Sciences</b>	93%	10%	0%	3%	7%	7%	0.0%	0%
<b>CCE</b>	88%	22%	9%	13%	4%	13%	8.7%	4%
<b>Communications, Marketing &amp; Creative</b>	62%	0%	0%	8%	4%	0%	0.0%	0%
<b>Computer Science</b>	67%	29%	0%	10%	10%	10%	4.8%	0%
<b>Dentistry</b>	87%	11%	6%	3%	3%	5%	3.0%	2%
<b>Engineering</b>	57%	5%	0%	10%	5%	2%	0.0%	0%
<b>Facilities Management</b>	36%	19%	6%	8%	4%	10%	4.4%	3%
<b>Finance</b>	65%	17%	0%	11%	4%	4%	1.9%	0%
<b>Graduate Studies</b>	86%	23%	0%	23%	15%	0%	0.0%	0%
<b>Health</b>	89%	9%	1%	5%	8%	3%	0.0%	0%
<b>Human Resources</b>	83%	11%	5%	18%	2%	5%	4.5%	0%
<b>ITS</b>	32%	14%	3%	8%	6%	1%	0.0%	1%
<b>Law</b>	87%	13%	13%	13%	11%	11%	7.9%	5%
<b>Management</b>	89%	10%	2%	14%	8%	0%	0.0%	0%
<b>Medicine</b>	78%	10%	2%	7%	5%	2%	0.9%	1%
<b>President</b>	81%	10%	9%	10%	10%	4%	3.0%	3%
<b>Research &amp; Innovation</b>	80%	8%	0%	8%	5%	0%	0.0%	0%
<b>Science</b>	62%	8%	0%	6%	0%	1%	1.4%	0%
<b>SITE Co-op</b>	77%	5%	0%	14%	5%	0%	0.0%	0%
<b>Student Affairs</b>	81%	13%	7%	10%	10%	7%	4.4%	4%
<b>University Librarian</b>	60%	18%	3%	16%	10%	11%	6.8%	1%



## HUMAN RESOURCES

**Phone** 902-494-3700

**Email** [hr@dal.ca](mailto:hr@dal.ca)

[dal.ca/hr](http://dal.ca/hr)

## HUMAN RIGHTS & EQUITY SERVICES

**Phone** 902-494-6672

**Email** [hres@dal.ca](mailto:hres@dal.ca)

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