

# Community Equity Data Report 2022



**DALHOUSIE**  
UNIVERSITY



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# INTRODUCTION

In a rapidly changing and increasingly diverse world, fostering equity and inclusion within the academic community is not only a fundamental ethical imperative but also a strategic advantage. The commitment to creating an inclusive environment at our institution extends from our senior leadership to every corner of our campus. As we navigate the complex landscape of higher education in Canada, we believe in providing a learning environment that mirrors the rich diversity of our society, where every student, staff and faculty member has the chance to contribute, be valued, and thrive.

Demonstrating our commitment to these ideals, Dalhousie University actively engages with the Truth and Reconciliation Commission's Calls to Action and our commitment to addressing historical and contemporary issues impacting Indigenous communities, the Scarborough Charter's mandate to address anti-Black racism and promote Black flourishing in higher education, the Dalhousie University Indigenous Strategy, the African Nova Scotian Strategy, the Lord Dalhousie Report, the Accessibility Plan, as well as other internal reports and the 2SLGBTQIA+ communities on our campus. In addition, the university conducted a university-wide Employment Systems Review (ESR) in 2021 and subsequently developed an Employment Equity Plan that provides the university with a set of overarching priorities and concrete actions to enhance access, opportunity, and success for equity-deserving groups of employees across the institution.

We are pleased to present this Community Equity Data Report (CEDR) as part of our commitment to these various reports and communities.

This report offers a comprehensive analysis of equity data within the Dalhousie University community from

2018 to 2022. Sections addressing racialized persons are compared with national labour market and post-secondary education benchmarks; however, these benchmarks are often not disaggregated, limiting a more detailed analysis. Data from 2023 is not included, as the information from the 2023 Census is still being collected and analyzed. It will be included in the next CEDR, along with data from the 2024 Census.

The analysis, however, goes beyond simple demographics to focus on the important aspects of intersectionality and disaggregated perspectives concerning educational attainment, employment, campus climate, and community engagements within the university context. It also places the meaning of the analyzed data where possible within the context of Canadian higher education, the Federal Government Contractors Program, and Canada's labour force statistics and benchmarks. It also highlights in addition to our initiatives that of the government and others that promote diversity and inclusion, capturing the broader framework within which our institution operates.

We have expanded our analysis from the first CEDR in 2019 to engage in more intersectional data analysis to explore and report on the impact of the



interconnectedness of identities based on race, gender, academic rankings, employee staff positions, and other social characteristics. This approach helps to illuminate the complexities deeply embedded with having more than one social identity. It is critically important, to show where there is a lack of diversity within and across social demographics at different levels of the university.

The role of this Report cannot be overstated as it serves as a lens through which we gain deeper insights into the experiences and challenges of individuals and groups who make up our diverse campus. It also provides a more profound understanding of the dynamics, changes (positive and/or negative), and possibilities within the unique context of our university.

The CEDR is a collaborative effort between the Offices for Equity and Inclusion, People and Culture, Student Affairs, and Planning and Analytics and embodies our shared vision for a more equitable, diverse, and inclusive future within our academic community. We look forward to the utilization of the report's data and analysis by faculties, administrative and service units, and all sectors of Dalhousie in generating actionable initiatives, recommendations, and guidance in our ongoing journey toward greater diversity, equity, inclusion and accessibility.

Special thanks go to Brenda Bliss and Meghan Wagstaff, Planning and Institutional Effectiveness who were the data analysts and primary authors of this Report, and Design Services for their creativity and graphics.



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## KEY FINDINGS

Dalhousie is proud of the increase in the representation of students and employees from equity-deserving groups between 2018 and 2022.

Dalhousie has closed labour market gaps for employees who identify as women, racialized, Indigenous, or persons with disabilities. Additionally, the percentage of employees identifying as 2SLGBTQIA+ is higher than that of the Canadian population

## WHERE WE'VE IMPROVED:

### SENIOR ADMINISTRATION

The representation of racialized persons, Black and African Nova Scotians, persons with disabilities, and 2SLGBTQIA+ communities has steadily grown.

### SENATE

The representation of racialized and Black persons, persons with disabilities, and 2SLGBTQIA+ communities surpassed national benchmarks.

### FACULTY

Dalhousie has successfully addressed racialized and Indigenous representation gaps, with 2SLGBTQIA+ faculty surpassing the Canadian population.

### STAFF

The representation of women, racialized persons, and Indigenous peoples is higher than labour market availability, and the representation of 2SLGBTQIA+ staff is also above the Canadian population.

### STUDENTS

The representation of women, Indigenous peoples, persons with disabilities, and 2SLGBTQIA+ students exceeds national benchmarks.

## WHERE WE STILL HAVE WORK TO DO:

### MI'KMAQ AND AFRICAN NOVA SCOTIAN

Increase the representation of Mi'Kmaq, Black and especially African Nova Scotian individuals in leadership, faculty, staff, and student populations.

### INDIGENOUS LEADERSHIP

Address the absence of Indigenous leadership at the level of Dean or higher, an issue that has persisted for over a decade.

### WOMEN, INDIGENOUS, RACIALIZED PERSONS AND PERSONS WITH DISABILITIES

Tackle gaps in specific job categories, including:

- Women in leadership, faculty, semi-professional, and technician roles
- Racialized individuals in leadership, middle management, and non-academic professional roles
- Indigenous leaders, middle managers, semi-professionals, and technicians
- Employees with disabilities in supervisory, sales, and service roles

# DALHOUSIE COMMUNITY OVERVIEW

The equity data for Dalhousie University from 2018 to 2022 show gradual improvements in the representation of many equity-deserving groups, except for women, whose representation stayed mostly the same. Even though progress has been made, these groups still make up a relatively small portion of the overall university population, especially when factoring in gender.

Women accounted for 54% of the student body in 2022, a percentage that remained steady over the five years. Among academics, women represented 45% of the faculty, slightly lower than in previous years. However, women were overrepresented in administrative units, making up 64% of staff on average. Senior administration was 57% women, and 50% of Senate members were women, showing balanced gender representation in leadership. Despite this, women from Black, inclusive of African Nova Scotian, and Indigenous backgrounds are still notably underrepresented in academic and leadership roles.

Racialized students made up 24% of the student population in 2022, increasing steadily over the past five years. Among academics, racialized persons accounted for 23%, and 20% of staff identified as racialized. Senior administration had 11% racialized representation, while the Senate had a higher percentage, with 35% identifying as racialized. However, Black individuals, particularly African Nova Scotians, continue to be underrepresented, especially in leadership positions.

Among racialized groups, Black students made up 7% of the student population, and 2% identified as African Nova Scotian. In the faculty, Black academics represented 3%, with 0.5% identifying as African Nova Scotian. Among staff, Black individuals accounted for 7%, with 3% African Nova Scotian. Senior administration had 4% Black representation and 1% African Nova Scotian. Within the Senate, 10% were Black,

though no African Nova Scotians were represented, highlighting gaps in governance and leadership.

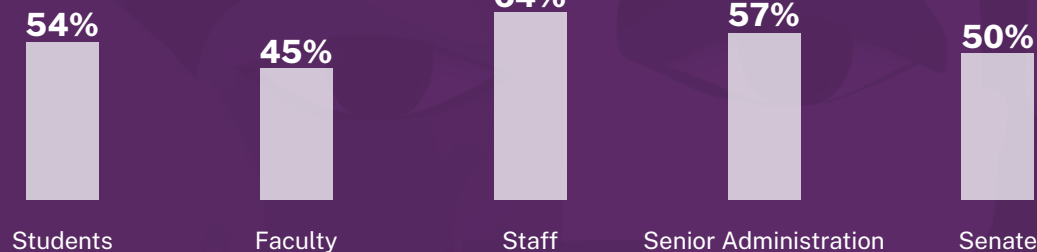
Indigenous students made up 5% of the student population, with 2% identifying as Mi'kmaq. Indigenous academics accounted for 3%, and Mi'kmaq representation was 1%. Staff had similar figures, with 5% Indigenous and 2% Mi'kmaq. In senior administration, Indigenous representation was 2%, with no Mi'kmaq representation. The Senate had 1% Indigenous and Mi'kmaq representation, showing the need for continued efforts to increase Indigenous participation.

The number of persons with disabilities at Dalhousie has grown over the five years. By 2022, 19% of students, 8% of academic staff, and 15% of other staff identified as having a disability. Senior administration included 13% persons with disabilities, and 14% of Senate identified as such. While these numbers show progress, ongoing work is needed to create more inclusive and accessible environments.

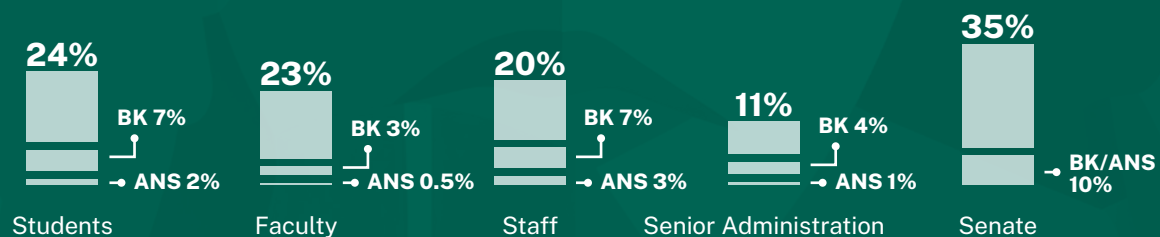
Representation of 2SLGBTQIA+ students also grew significantly. In 2022, 17% of students, 9% of academic staff, and 13% of other staff identified as 2SLGBTQIA+. Senior administration had 7%, and the Senate had 13%. It is not clear whether these increases in persons with disabilities and 2SLGBTQIA+ communities reflect more individuals from these groups joining Dalhousie, a higher willingness to self-identify, or improved data collection and reporting methods.



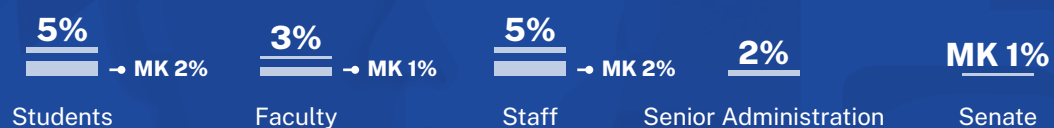
## WOMEN



## RACIALIZED PERSONS



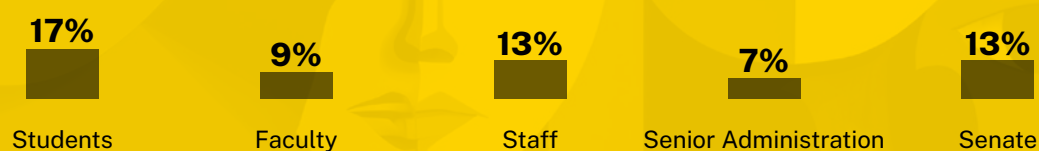
## INDIGENOUS PEOPLES OF TURTLE ISLAND



## PERSONS WITH DISABILITIES



## 2SLGBTQIA+ COMMUNITIES



# DEFINITIONS OF EQUITY-DESERVING GROUPS

Language is significantly influenced by the evolution of social constructs and Dalhousie's adherence to regulatory requirements, as outlined in programs like the Federal Contractors Program. The definitions presented below are functional descriptors developed through engagement with communities across campus. They are designed to assist rather than label individuals. It's crucial to recognize that these descriptors lack standardization and may vary in usage among different individuals. For these reasons, definitions are dynamic and subject to ongoing updates.

## Women ▼

Women are people who self-identify as women. Gender identity refers to one's internal and individual experience of gender—it is their sense of being a woman, man, both, neither or anywhere along or outside of the gender spectrum. A person's gender identity may be the same as, or different from, the gender typically associated with their sex assigned at birth.

## Racialized Persons ●

Racialized persons, excluding Indigenous Peoples, are those historically and contemporarily defined as non-European in race and/or non-white. This definition is based on factors such as appearance, ancestry, culture, ideology, and/or place of origin. They reside in predominantly white cultures, irrespective of their place of birth or citizenship.

## BLACK/AFRICAN DESCENT

Those who identify as African descendants and are part of the African diaspora. The collection of African-descent communities spread throughout the Americas, the Caribbean, the African Continent,

Europe and globally. In Canada Black Canadian or African Canadian are terms often used.

## AFRICAN NOVA SCOTIANS

African Nova Scotians are a distinct people who descend from free and enslaved Black Planters, Black Loyalists, Black Refugees, Maroons, and other Black people who inhabited the original 52 land-based Black communities in that part of Mi'kma'ki known as Nova Scotia.

## Indigenous Peoples of Turtle Island ♦

In the context of Turtle Island, which spans North America encompassing Canada and the United States, Indigenous peoples and their descendants are recognized as the original inhabitants. This collective term, and less commonly Aboriginal, includes First Nations, Inuk, and Métis communities, each characterized by distinct languages, cultures, and traditions that vary across Nations, language groups, and regions.

## MI'KMAQ

The Mi'kmaq are the original inhabitants of this region, and their rich heritage and presence significantly contribute to the cultural fabric of the area. The Mi'kmaq are part of a larger network of Indigenous nations, and their connection to the Wabanaki Confederacy highlights the shared histories and relationships that shape the region. There are eight Mi'kmaw communities on mainland Nova Scotia and five on Cape Breton, each with its distinct history, traditions, and contributions to the collective identity of the Wabanaki Confederacy. This acknowledgment emphasizes the importance of understanding and respecting the diversity and interconnectedness of Indigenous communities in the region.

## MI'KMAW LANGUAGE ACT

An important milestone in Mi'kmaw history was reached on October 1st, 2022, when Nova Scotia enacted the Mi'kmaw Language Act, officially recognizing Mi'kmaw as the province's first language. This act serves as a key step in preserving and revitalizing the Mi'kmaw language, reinforcing the cultural identity of the Mi'kmaq people and affirming their linguistic rights. By enshrining Mi'kmaw as the first language of Nova Scotia, the act also supports the ongoing efforts of Truth and Reconciliation and underscores the importance of Indigenous language preservation within broader equity and inclusion.

## Persons with Disabilities ■

Individuals with disabilities encompass those whose daily activities may be restricted by a long-term condition or health-related issue. The aim is to collect information on the type and severity of disabilities, exploring diverse topics to provide valuable insights into the social and economic well-being of this group.

For regulatory reporting, individuals with disabilities face chronic, long-term, or recurring physical, sensory, mental, intellectual, or learning challenges. When coupled with barriers, these challenges hinder their full and effective participation in society. This group includes individuals whose functional limitations, due to their challenges, have been accommodated in their current job or workplace using technical aids, adjustments to equipment, or other necessary modifications.

## 2SLGBTQIA+ Communities ★

2SLGBTQIA+ is an acronym that collectively represents individuals identifying as Two-Spirit, lesbian, gay, bisexual, pansexual, transgender, gender independent, queer, and/or questioning, intersex, and asexual, among other identity markers. This expansive category serves as an umbrella term for diverse sexual orientations and gender identities. Within this broad category, it's crucial to acknowledge and address the unique barriers, discrimination, and challenges faced by these communities.

# METHODOLOGY

This report examines equity data from Dalhousie University’s entire community—covering leadership, faculty, staff, and students. The data is collected through Dalhousie’s Census, first introduced in 2015. Participation has steadily increased, with 79% of faculty and staff and 72% of students taking part in the 2022 Census. This highlights a growing commitment to transparency and inclusivity. Since the data relies on voluntary self-identification, not everyone may choose to disclose their identity, meaning actual numbers could be higher or lower than reported.

The report analyzes Census data from 2018 to 2022, using both quantitative numbers and more detailed qualitative insights. We look at how different groups within the university are represented and how multiple identities—such as race, gender, and disability—intersect to shape people’s experiences. However, to protect privacy, data involving fewer than five individuals in smaller groups is not included.

Benchmarking—comparing Dalhousie’s data with regional and national statistics—provides important insights to help identify areas for improvement. This data helps guide decisions and improve policies to remove potential barriers for students and staff.

Beyond numbers, data collection helps shape support systems for students and employees. The aim is to create inclusive policies and a supportive academic environment, using this information to drive real change.

Figure 1: Women’s Intersectionality





## Respecting Indigenous Data Ownership

Dalhousie follows the OCAP principles (Ownership, Control, Access, and Possession), respecting the rights of Indigenous communities over their data. This ensures Indigenous Peoples are involved in data decisions and that their data is handled ethically and with care.

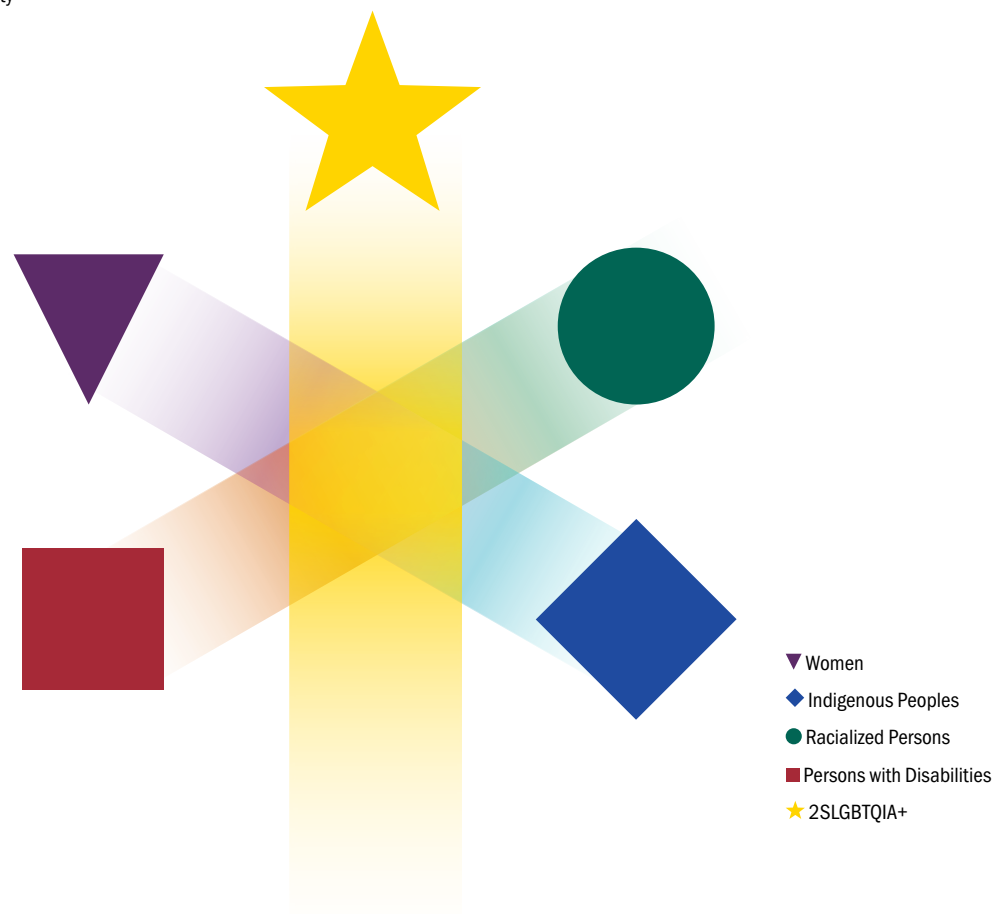
## Disaggregation and Intersectionality

To fully understand the experiences of Dalhousie's community, we break down the data into smaller groups (disaggregation) to reveal patterns that may otherwise remain hidden. We also use intersectionality to examine how different identities overlap, such

as race and disability, or Indigeneity and gender. This approach helps us recognize the unique challenges faced by individuals with multiple identities.

By using this method, we can create better-targeted interventions that meet the specific needs of our diverse community. This helps Dalhousie become a more inclusive place and supports the goal of achieving equity across the university.

Figure 2: Intersectionality



A woman in a dark blazer and trousers stands at the front of a lecture hall, holding a microphone and gesturing. She is addressing a large audience of students seated in rows of chairs. The hall has a wooden stage and a large wooden cabinet with a handrail behind the speaker. The image is overlaid with a semi-transparent purple filter.

## DEMOGRAPHIC PROFILE OF THE UNIVERSITY COMMUNITY

Between 2018 and 2022, Dalhousie University experienced robust growth across its academic community. The student population grew by adding 2,001 students for a total of 21,150 by 2022. Over the same period, academic staff saw a net increase of 194 full-time and permanent part-time members, bringing the total to 1,477. Similarly, full-time and permanent part-time staff increased by 185, reaching 2,128. There was also a notable rise in postdoctoral fellows, growing from 142 to 197, while the number of senior administrators (academic and staff) remained relatively stable around 100.

Amid this growth, Dalhousie's faculties are actively addressing equity and inclusion. The Faculty of Science is working to close gaps in the instructor and professor streams for racialized groups and women, participating in the **Inclusive Excellence Cluster** hire to attract Black scholars. The Faculty of Health is focusing on reducing disparities for racialized professionals and

persons with disabilities in administrative roles, while also hiring two student advisors to support Indigenous and African Nova Scotian students. The Faculty of Computer Science has made strides in gender equity, hiring five women to faculty positions, with three ongoing searches for equity-deserving candidates.

## Women ▼

### STUDENTS

The distribution of students identifying as women at Dalhousie has remained balanced, with representation consistently around 54%. The number has increased from 10,412 to 11,480, paralleling the university's growth trend and surpassing the national average for both undergraduate and graduate students.

- ▼ **Racialized women comprise the most substantial intersection among student identities, increasing from 9% (1,341) to 13% (1,903).** Within this group, **Black representation grew from 3% (509) to 4% (625)** and **African Nova Scotians remained at 1% but increased from 169 to 208 individuals.**
- ▼ **Indigenous women consistently make up 3%; however, their numbers decreased from 489 to 464.** While **Mi'kmaw women account for 1%, their numbers increased from 139 to 188.**
- ▼ **Women with disabilities increased from 6% (916) to 12% (1,771).**
- ▼ **2SLGBTQIA+ women increased from 5% (757) to 11% (1,738).**

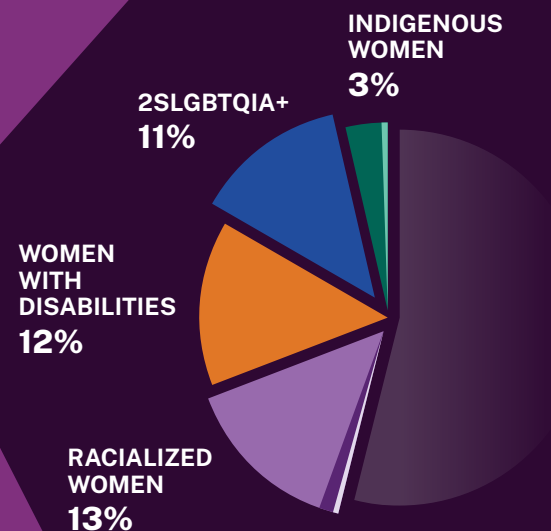
Among women students in 2022, seven faculties exceeded the university average, while five fell below. Overall representation ranged from 22% (520) in Computer Science to 79% (2,413) in Health

### ACADEMIC STAFF

The representation of women in academic staff positions experienced a slight decline, decreasing from 46% (585) to 45% (670), below both labour market availability and student body representation.

- ▼ **Racialized women comprise the most substantial intersection among academic staff identities, increasing from 8% (79) to 9% (98).** Within this group, **Black and African Nova Scotian women remained at approximately 1% and less than five respectively, with the number of Black women growing from 11 to 14 over recent years.**

### Women students:

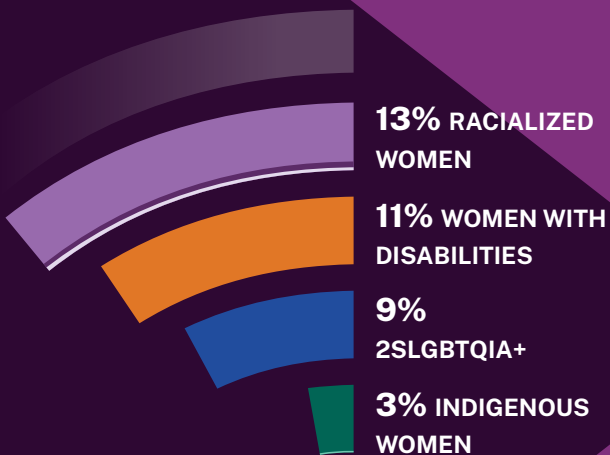


### Women academic staff:





## Women staff:



- ▼ The number of Indigenous women grew from 16 to 21; however, representation remained at about 2%. Similarly, Mi'kmaw women increased from fewer than five to 0.8% (9) academics.
- ▼ Women with disabilities increased from 3% (31) to 5% (59).
- ▼ 2SLGBTQIA+ women increased from 3% (34) to 5% (58).

In 2022, the representation of women among academics varied from 21% (11) in Computer Science to 83% (19) in the Libraries. Except for Libraries and Health, all faculties reported less than 50% women.

## STAFF

Historical trends suggest a consistent overrepresentation of support staff in academia identifying as women, reflecting long-standing patterns that have shaped the composition of the workforce in this sector. At Dalhousie, the number of women in staff roles increased from 1,257 to 1,368 but representation remained at about 65%.

- ▼ Racialized women comprise the most substantial intersectional identity, increasing from 8% (130) to 13% (224). Within this group, Black women increased from 4% (59) to 5% (85) and African Nova Scotian women remained at 2% but individuals increased from 36 to 41.
- ▼ The representation of Indigenous women increased from 2% (36 individuals) to 3% (53 individuals), while the representation of Mi'kmaw women remained steady at 1% (19 individuals), with no net growth.
- ▼ Women with disabilities increased from 4% (68) to 11% (187).
- ▼ 2SLGBTQIA+ women also increased from 3% (51) to 9% (159).

Women are underrepresented in three administrative units as of 2022 (Athletics & Recreation, Facilities Management, and Information Technology Services) ranging from fewer



than five women to 34% (139). This underrepresentation is particularly evident in semi-professional and technician roles, where women account for 0 to 40% (less than five) across most units, with significant gaps in the Libraries and Information Technology Services. These figures highlight persistent gender disparities, emphasizing the need for continued efforts to address imbalances across the academic landscape.

## LEADERSHIP

Women in senior administration (academic and staff) have shown positive trends, with representation starting at 53% (53) and increasing to 57% (56). A closer look at senior administration shows that women hold 51% of leadership roles at the Dean level or higher, compared to 53% reported by Universities Canada and 57% labour market availability for academic and non-academic roles.

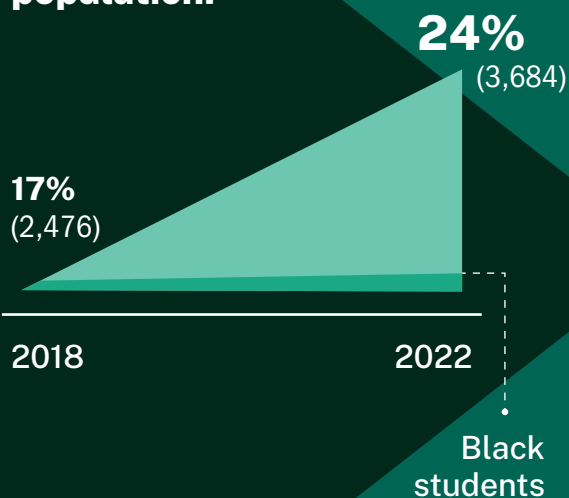
- ▼ **Racialized women in senior administration increased from fewer than five women to 7 (7%). Within this group, Black and African Nova Scotian representation increased but remained fewer than five each.**
- ▼ **Indigenous women increased but remained fewer than five, none were Mi'kmaq as of 2022.**
- ▼ **Women with disabilities saw a decrease from 10% (8) to 6% (6).**
- ▼ **2SLGBTQIA+ women increased but remained at fewer than five.**

Women's representation in the Senate remained at 50%, fluctuating between 41 and 45 senators, which is lower than the 53% reported by Universities Canada and the 57% labour market availability for academic and non-academic roles.

- ▼ **Racialized women increased from 7% (5) to 13% (11). This group included fewer than five Black women but no African Nova Scotians.**
- ▼ **Women with disabilities increased from 7% (5) to 8% (7).**
- ▼ **2SLGBTQIA+ women increased from 4% (3) to 10% (8).**



## Racialized student population:



## Racialized Persons, Black and African Nova Scotians ●

### STUDENTS

Several student pathway programs actively support diverse students, such as the Indigenous Blacks & Mi'kmaq Initiative (IB&M) in the Schulich School of Law, and the Promoting Leadership in Health for African Nova Scotians program (PLANS) in Dentistry and Health. Additionally, Arts and Social Sciences students may connect with the Transition Year Program (TYP) designed for Indigenous and Black students.

There has been an increase in the racialized student population, growing from 17% (2,476) to 24% (3,684) over the five years analyzed. However, this fell short when compared to national undergraduate and graduate student benchmarks. Within this group, the representation of Black students saw only a marginal increase rising from 6% (864) to 7% (1,126). Within Black students, the community of African Nova Scotians increased from 1.6% (243) to 2.2% (335).

- **Racialized students with disabilities and racialized 2SLGBTQIA+ students each witnessed an increase from 1% to 4%.**
- **Students identifying as both racialized and Indigenous increased from 89 to 100 students, remaining at about 0.5% representation.**

In 2022, eight faculties met or exceeded the university average for racialized students, while three (Agriculture, Arts & Social Sciences, Management) fell below. Percentages ranged from 13% (77) in Agriculture to 31% (61) in Dentistry. Similarly, eight faculties met or exceeded the average for Black student representation, with three falling below, ranging from 4% (25) in Agriculture to 9-10% in Arts & Social Sciences, Dentistry, Health, and Law. For African Nova Scotian students, five faculties met or exceeded the university average, while seven fell below, with percentages ranging from 1% in Agriculture, Computer Science, Engineering, and Management to 5-6% in Dentistry and Law.

## ACADEMIC STAFF

Over the five-year period, the percentage of racialized academic staff increased from 21% (209) to 23% (246), exceeding labour market availability and almost keeping pace with the student body. Within this group, the number of Black academic staff increased from 25 to 36, maintaining a consistent proportion of about 3% and equal to national labour market availability. Similarly, within Black academic staff, African Nova Scotians increased from five to eight but remained at approximately 0.5%.

- **Racialized academic staff who identified as Indigenous increased from fewer than five to six, persons with disabilities from five to 14, and 2SLGBTQIA+ from six to 25, representing proportions of 0.4% to 2%.**

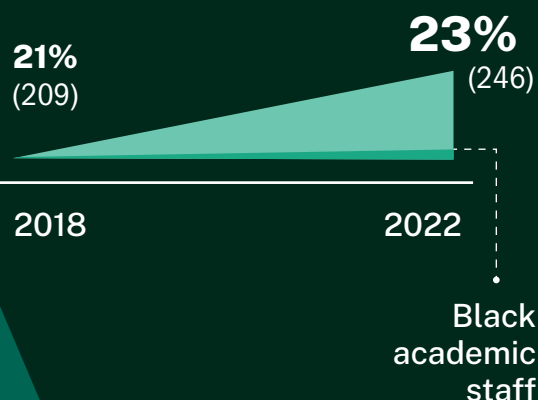
In 2022, six faculties either exceeded or met the university's average for racialized academic staff of 23%, while five fell below it. Faculty percentages ranged from less than five individuals (Architecture, Schulich School of Law) to 57% (48) in Engineering. However, most faculties had minimal to zero Black academic staff, with only three exceeding the university's 3% (36) average (Agriculture, Arts & Social Sciences, Health) and none had more than five African Nova Scotian academics.

## STAFF

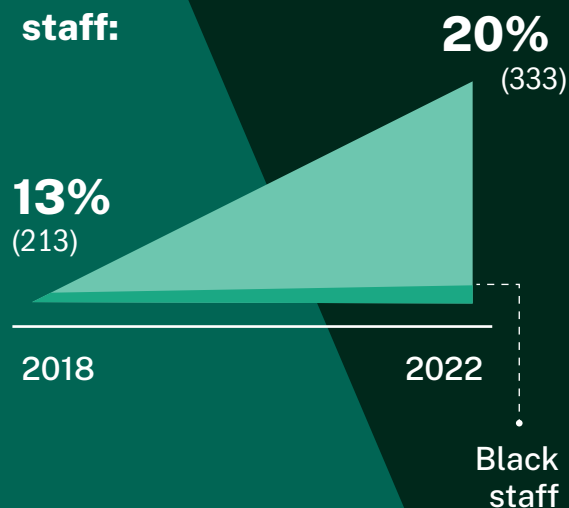
There has been a 56% increase in racialized staff, growing from 13% (213) to 20% (333), throughout five years, exceeding labour market availability overall. Within this group, Black staff saw an increase from 5% (92) to 7% (119) and representation also exceeded labour market availability in Nova Scotia. Within Black staff, African Nova Scotians only increased from 51 to 53 and remained at 3% representation.

- **Increased representation ranging from 1% to 3% was also seen in racialized 2SLGBTQIA+ staff 3% (44), racialized staff with disabilities 2% (40), and staff identifying as both racialized and Indigenous 2% (27).**

### Racialized academic staff:



### Racialized staff:







In 2022, the representation of racialized staff met or exceeded the university's average in approximately half of the administrative units while the remaining units ranged from zero in the College of Sustainability to 18% (10) in Dentistry. However, labour market gaps in middle management and non-academic professionals have persisted for at least a decade. About half of the units met or exceeded the university's average representation of Black staff while the remaining ranged from 0% to 6% (5). African Nova Scotian representation met or exceeded the university's 3% average in fewer than half of units and the remaining ranged from 0% to 2%.

## LEADERSHIP

Racialized senior administrators increased from fewer than five to seven, constituting 11% of the total in 2022. At the rank of Dean or higher, representation is lower than the 15% reported by Universities Canada and remains consistently below the national labour market availability for academic and non-academic roles. Despite a doubling in representation among Black senior administrators over the past five years and exceeding national labour market availability, the total remains fewer than five. Within Black leaders, African Nova Scotians also increased but remained below five. No racialized senior administrations identified as persons with disabilities or 2SLGBTQIA+.

Racialized senators increased from 17% (16) to 24% (29), surpassing the representation reported by both Universities Canada and the national labour market. The Black Faculty and Staff Caucus holds a designated seat on the Senate, and Black representation grew from seven to eight senators. However, there was no representation of African Nova Scotians.

- **Racialized senators with disabilities, and racialized 2SLGBTQIA+ senators each increased but each remained at less than five.**



## Indigenous Peoples of Turtle Island ♦

### STUDENTS

In addition to the previously mentioned pathway programs, Keknu'tmasiek Ta'n Tel Welo'ltimk is an Indigenous-led initiative at Dalhousie Medical School focused on recruiting and retaining Indigenous medical learners. This new cohort will be analyzed in the next Community Equity Data Report.

Indigenous students have remained relatively constant at approximately 5% exceeding national student benchmarks for both undergraduate and graduate students, increasing from 706 to 731 students. Within this group, Mi'kmaw students increased from 1% (193) to 2% (274).

- ♦ **Both Indigenous students with disabilities and Indigenous 2SLGBTQIA+ students showed growth, with the former increasing from 108 to 191 and the latter from 77 to 155, each consistently representing 1% of the student population.**

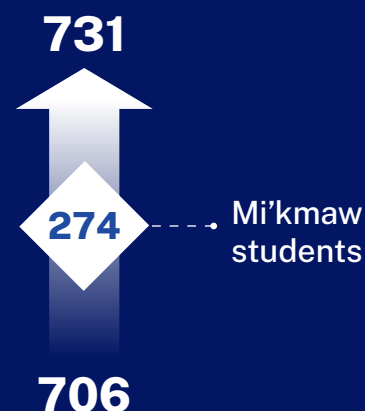
In 2022, six faculties either exceeded or met the university average for Indigenous students, while six fell below. Faculty percentages ranged from 2% (7) in Architecture & Planning to 8% (179) in Health. A similar pattern emerged within this group with Mi'kmaw representation in six faculties meeting or surpassing the 2% average, while the remaining six lagged and percentages varied from 1% to 3%.

### ACADEMIC STAFF

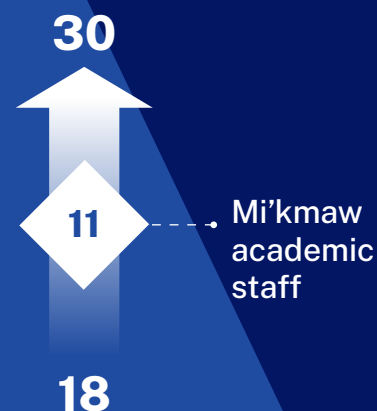
Indigenous academic staff have increased from 18 to 30, now representing 3% of academics, exceeding both labour market availability and student body representation. Similarly, within this group Mi'kmaw representation increased from less than five to 11 (1%); however, this growth did not keep pace with the Mi'kmaw student body. The lack of representation limits our ability to gain further insights into intersectionality.

In 2022, the Faculty of Health surpassed the university's average for Indigenous academic staff, reaching 5% (6). Yet, three faculties lacked Indigenous academic staff

### Indigenous students:



### Indigenous academic staff:





(Architecture & Planning, Dentistry, Engineering) and the majority had fewer than five. Similarly, within this group, most faculties lacked Mi'kmaw representation, with five having less than five Mi'kmaw academics.

## STAFF

The count of Indigenous staff has increased from 63 to 80 individuals, maintaining a relatively stable percentage of around 5%. However, despite this gradual increase, a disparity with the labour market persists, particularly evident in middle management, semi-professional, and technician roles. In contrast, the number of Mi'kmaw staff within this group remained steady at about 2%, with a modest increase from 29 to 31 individuals.

- ◆ **Both Indigenous staff with disabilities and Indigenous 2SLGBTQIA+ staff demonstrated growth, with the former increasing from 1% (10) to 2% (16) and the latter from 1% (less than five) to 3% (10).**

In 2022, most administrative units had between zero and four Indigenous staff, falling short of the university's average Indigenous and Mi'kmaq representation. However, 11 units met or exceeded the university average for Indigenous representation, ranging from 5% in Graduate Studies (fewer than five) and Information Technology Services (5) to 13% (7) in Dentistry. Similarly, 11 units met or exceeded the university's average for Mi'kmaq representation, from 2% (less than five) in Agriculture, Information Technology Services, and Registrar & Enrolment Management to 4% (10) in Facilities Management, though percentages may vary for smaller offices.

## LEADERSHIP

Indigenous representation in senior administration remained at fewer than five, with no Mi'kmaq representation as of 2022. Indigenous leadership at the rank of Dean or higher has been absent for over a decade, despite Universities Canada and the labour market reporting 3% representation in senior leadership roles. No Indigenous senior administrators identified as persons with disabilities or 2SLGBTQIA+.

In the Senate, the Indigenous Advisory Council holds one designated seat, but Indigenous and Mi'kmaq representation has not increased beyond this single seat.

## Persons with Disabilities ■

### STUDENTS

In 2018, students with disabilities constituted 10% of the student body (1,508), and by 2022, this figure had risen to 19% (2,900), surpassing national benchmarks for undergraduate and graduate student representation.

- **2SLGBTQIA+ students with disabilities increased from 2% (346) to 6% (908) of the student body. This further highlights the intersectionality within these groups and the evolving landscape of inclusivity in the educational setting.**

In 2022, seven faculties exceeded Dal's average for students with disabilities, while five fell below. Faculty percentages ranged from 8% (91) in Medicine to 28% (461) in Arts & Social Sciences.

### ACADEMIC STAFF

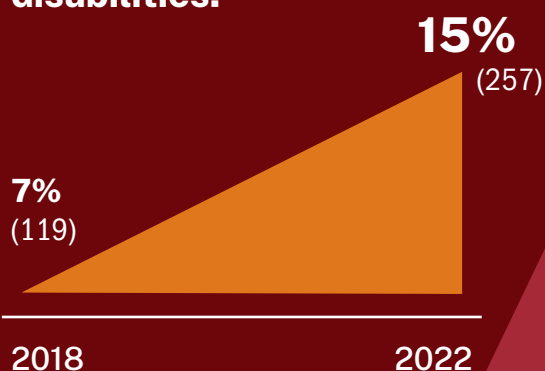
Academic staff with disabilities saw growth during the same period, going from 6% (56) to 8% (94), which remains less than both labour market availability and the student body.

- **2SLGBTQIA+ academic staff with disabilities increased from 1% (10) to 2% (26).**

In 2022, most faculties met or exceeded the university's average for academic staff with disabilities, with five falling below ranging from 3% (9) in Medicine to 7% (6) in Engineering.



## Staff with disabilities:



## STAFF

Similarly, the number of staff with disabilities increased during the same period. In 2018, staff with disabilities made up 7% (119), rising to 15% (257) by 2022. Despite narrowing the gap over the years, a persistent disparity with the labour market remains, particularly in supervisory, intermediate sales and service, and other sales positions.

- **2SLGBTQIA+ staff with disabilities increased from 1% (15) to 5% (82) of staff. This further highlights the intersectionality within these groups and the evolving landscape of inclusivity in the workplace.**

In 2022, staff with disabilities achieved or surpassed the university's average in nearly half of the administrative units; however, most units exhibited representation ranging from 0% (Athletics & Recreation, Architecture & Planning, Office of the President) to 13% (Facilities Management, Medicine).

## LEADERSHIP

The representation of senior administrators with disabilities increased from 10 to 12, maintaining a rate of 13%, which exceeds the figures reported by both Universities Canada (7%) and the national labour market (4%) for those at the rank of Dean or higher.

Similarly, the representation of senators with disabilities surpassed the benchmarks above, rising from 10% (6) to 19% (12).



## 2SLGBTQIA+ Communities ★

### STUDENTS

The 2SLGBTQIA+ student demographic has undergone growth, rising from 8% (1,137) to 17% (2,581), reflecting a shift in representation, surpassing both the national student benchmark for graduate students.

In 2022, only five faculties surpassed the university's average for 2SLGBTQIA+ students, while seven fell below. Faculty percentages ranged from 8% (15) in Dentistry to 30% (493) in Arts & Social Sciences.

### ACADEMIC STAFF

2SLGBTQIA+ academic staff also experienced growth, rising from 4% (45) to 9% (105), reflecting a shift in representation. Although representation exceeded that of the national population, which accounts for 4% of Canadians aged 15 years and older according to Statistics Canada (2018), it was still lower than the 2SLGBTQIA+ student communities.

In 2022, most faculties met or exceeded the university's average for 2SLGBTQIA+ academic staff, while five fell below (Engineering, Dentistry, Medicine, Schulich School of Law, Science).

### STAFF

Similarly, 2SLGBTQIA+ staff have experienced growth, with the proportion of 2SLGBTQIA+ staff increasing from 5% (81) to 13% (225), surpassing the national population percentage of 4% according to Statistics Canada (2018).

In 2022, just over half of administrative units met or exceeded the university's average of 2SLGBTQIA+ staff while the remaining units ranged from 0% to 12%.

### LEADERSHIP

By 2022, the representation of 2SLGBTQIA+ individuals in leadership increased, with senior administrators rising from fewer than five to seven (7%), and senators increasing from fewer than five to 11 (17%). While the representation of 2SLGBTQIA+ senators surpassed the 9.5% reported by Universities Canada for leadership, the representation at the rank of Dean or higher did not. All intersectional representation in leadership is detailed above.





# DIVERSITY ACROSS THE ACADEMIC LIFECYCLE

## Student Experience

Comprehensive student experience reporting uses data from five distinct surveys: the Canadian Bureau for International Education (CBIE), Canadian Graduate and Professional Student Survey (CUSCS), Canadian University Survey Consortium (CUSC), National College Health Assessment (NCHA), and National Survey of Student Engagement (NSSE), providing unique insights into dimensions like belonging, well-being, satisfaction, and academic quality (Dalhousie OPA, 2023).

### Belonging:

69% of students feel part of the Dal communities, with 79% experiencing a sense of belonging. Graduate students generally feel valued, while international students express lower levels of belonging.

### Satisfaction:

Internationally, 77% rate their educational experience as “good” or “excellent,” slightly higher than the 70% reported by domestic students. A disparity exists in the likelihood of recommending Dalhousie, with 29% of domestic students expressing this intent compared to 19% of international students.

### Well-being:

International students (58%) feel more supported in well-being compared to domestic students (42%). However, over half of all students report experiencing marginal to high food insecurity.

### Academic Quality:

Overall, 86% of students express satisfaction with teaching quality. Medicine students rate interactions with faculty highest, while Arts & Social Science students appreciate instructor feedback.



## Diversity by Degree Level

The Pathways Phase I report from the Office for Equity and Inclusion focused on supporting Black, inclusive of African Nova Scotians, Indigenous, and Mi'kmaq undergraduate students through targeted access and success initiatives. Programs like the Transition Year Program (TYP), Imhotep's Legacy Academy (ILA), and Promoting Leadership in Health for African Nova Scotians (PLANS) were designed to address barriers to entry and retention, providing holistic student services to ensure these groups thrive. Phase I emphasized the importance of culturally responsive support systems tailored to the needs of these communities.

Building on this foundation, the Pathways Phase II report shifts focus to the graduate and professional levels, addressing issues such as recruitment, retention, and access to services for Black, inclusive of African Nova Scotians, Indigenous, and Mi'kmaq students. Phase II identifies challenges like the need for more faculty positions, expanded financial aid, culturally relevant learning opportunities, and better accessibility to services across campuses. Key recommendations include increasing departmental budgets, creating faculty-specific outreach roles, and revising scholarship caps to support these groups and foster diversity in Dalhousie's graduate programs.

In 2022, the decreasing representation of specific groups in graduate studies suggests potential barriers or challenges that may hinder access to advanced degrees. Understanding these dynamics is crucial for developing targeted support and initiatives aimed at promoting equity and inclusion in higher education.

- The representation of women slightly increases from 54% (4,487) in undergraduate studies to 57% (1,984) in master's programs before decreasing to 52% (793) in PhD programs.
- The representation of racialized students remained relatively stable, comprising 25% (4,034) in undergraduate studies and 23% (802) in master's programs, but their representation drops to 18% (281) in PhD programs. Within this community, Black students represent 8% (1,290) in undergraduate studies, showing a slight decline to 7% (244) in master's programs, and further decreasing to 5% (75) in PhD programs. Similarly, African Nova Scotian students account for 3% (487) in undergraduate studies, with representation dropping to 1% (35) in both master's and PhD programs.
- Overall Indigenous representation, including Mi'kmaq, remains low across all levels: 5% (803) in undergraduate studies, 4% (140) in master's programs, and 3% (45) in PhD programs.
- The representation of persons with disabilities starts at 20% (3,227) in undergraduate studies and increases slightly to 21% (733) in master's programs but decreases to 9% (136) in PhD programs.
- Finally, the representation of 2SLGBTQIA+ individuals decreased from 18% (2,166) in undergraduate studies to 15% (601) in master's programs and further declined to 9% (133) in PhD programs.

## Postdoctoral Fellows

Despite the postdoc response rate reaching nearly 70% at its peak, it concluded the five-year period just slightly above 30%, emphasizing the ongoing need for engagement with this critical segment of the academic pipeline. Moreover, the limited response rate hinders further insights into representation and intersectionality.

- The number of women postdocs increased marginally from 65 to 67; however, their share of the total declined from 46% to 34% during this timeframe, and they were underrepresented compared to both the labour market and the student body.
- Racialized postdocs constituted the second-largest group, experiencing an increase from 8% (7) to 28% (17). Among this cohort, Black representation saw an increase but remained below five individuals, with no African Nova Scotians present. Racialized women emerged as the most significant intersection among postdoctoral fellows, comprising 11% (7) in 2022.
- Representation of Indigenous and Mi'kmaq postdocs did not exceed five individuals.
- Postdocs with disabilities saw an increase from less than five to 8% (5).
- The representation of 2SLGBTQIA+ postdocs increased from less than five to 11% (7).

## Academic Staff by Rank

In 2022, Dalhousie's academic staff by rank showed a diverse yet uneven profile:

- Full and assistant professors had the lowest diversity across all academic ranks, with full professors representing lower-than-average numbers for all equity-deserving groups.
- Women were underrepresented in the ranks of full 32% (125), associate 45% (146), and assistant professor 47% (218). However, they were overrepresented in librarian 78% (21) and counsellor roles 67% (6).
- Racialized representation met or exceeded the university average at the associate 27% (72), assistant 23% (69), and counsellor ranks (less than five). Within this group, Black representation was also above average at the associate 5% (13) and assistant professor ranks 3% (9), though fewer than five Black individuals held librarian or counsellor positions. Among Black academics, African Nova Scotian representation surpassed the university average at the assistant professor and counsellor ranks (less than five), but there were no African Nova Scotians at the full professor, lecturer, or librarian ranks.
- Indigenous representation met or exceeded the university average in all ranks except for full professors (less than five) and associate professors 2% (5). Mi'Kmaq representation was above average in all ranks except for full professors and instructors (less than five), and there were no Mi'Kmaq counsellors.
- Academic staff with disabilities were underrepresented at the full 7% (21) and assistant professor ranks 6% (19), compared to the university average.
- 2SLGBTQIA+ individuals were underrepresented at the full professor rank 7% (21) and assistant professor rank 8% (25).



## COMPLIANCE AND EXTERNAL REPORTING

### Federal Contractors Program Labour Market Analysis

Dalhousie University is committed to meeting the standards of Employment and Social Development Canada's Federal Contractors Program (FCP) and goes beyond its requirements to foster a workforce reflecting Canada's diversity, including groups outside the four designated by the Employment Equity Act. As a national leader, Dalhousie integrates diversity, equity, inclusion, and accessibility across university life, with data initiatives for both employees and students. Every two years, it submits detailed workforce data and an Achievement Report to advance representation. In 2021, Dalhousie was found fully compliant with the FCP, with recommendations to enhance equity strategies, inclusive hiring, and manager training.

### Successes

- **Dalhousie University has made notable advancements by addressing recommendations from the 2020 Employment Systems Review through the development of the [2022-2026 Employment Equity Plan](#), and pursuing three-year goals to bridge labour gaps between 2020 and 2022.**
- **Our goal to reduce the gap for people with disabilities by 50% was surpassed, achieving a remarkable 72% reduction from -88 in 2020 to -25 in 2022.**
- **While progress is evident, challenges persist in achieving equitable representation for racialized non-academic staff. Despite our aim to reduce the gap by 50%, there was a 13% increase, moving from -24 in 2020 to -27 in 2022, signalling the need for ongoing efforts in this area.**



- **Dalhousie met its goal of an 80% reduction in the overall workforce gap for women and racialized employees, with no institution-wide gaps. There was reduction in the gap related to Indigenous employees, exceeding the target from -4 in 2020 to 4 in 2022.**
- **Regarding 2SLGBTQIA+ representation, representation, there's been an increase from 8% in 2020 to 13% in 2022, compared to 4% of the total 2SLGBTQIA+ population reported by StatsCan.**
- **A recent review by the Canadian Employment Equity Act Task Force recommended expanded reporting on Indigenous, Black, and 2SLGBTQIA+ individuals, an important step Dal has already taken to recognize the barriers these communities face.**

## Challenges

New or persistent gaps in specific occupational groups underscore areas requiring focused attention. These include the underrepresentation of:

- **women in professorial, semi-professional, and technician roles**
- **racialized persons in leadership, middle management, and non-academic professional positions**
- **Indigenous People in leadership, middle management, semi-professional, and technician roles**
- **employees with disabilities in supervisor, intermediate sales and service, as well as other sales positions**





# GLOBAL SUSTAINABILITY IMPACT RANKINGS

## **Times Higher Education Impact Rankings: UN Sustainable Development Goals**

The Times Higher Education Impact Rankings evaluate universities' progress toward achieving the United Nations Sustainable Development Goals (SDGs). The indicators for each goal focus on four broad areas: research, stewardship, outreach, and teaching. Data for these rankings are gathered from a combination of institutional submissions and Elsevier research metrics, with results published annually in June. Notably, Dalhousie ranks between 201 and 300 globally out of 1,081 institutions for Gender Equality (SDG 5) and between 101 and 200 globally out of 901 institutions for Reduced Inequalities (SDG 10).

### **Successes**

- **Strong Research Scores:** Dalhousie achieved impressive scores in both Gender Equality (SDG 5) at 81.6 and Reduced Inequalities (SDG 10) at 77.
- **Noteworthy Progress:** Significant advancements have been made in women's progress measures (SDG 5) and the representation of students and staff with disabilities (SDG 10).
- **Effective Measures Against Discrimination:** The university has implemented successful strategies to combat discrimination.

### **Opportunities**

- **Identifying Areas for Improvement:** Analysis based on population characteristics has highlighted areas needing further attention.

For further details, please visit [\*\*Dalhousie University's Impact on Global Goals\*\*](#).

## **QS World University Rankings: Sustainability**

Dalhousie University excels in the QS Sustainability Ranking, placed 86th globally among 700 institutions. Within this ranking, Dalhousie holds 182nd in Social Impact and 66th in Environmental Impact, ranking 11th and 7th respectively among 26 domestic institutions. The university ranks 34th globally and 3rd domestically in Sustainable Education, with strong performance in the Equality Performance Lens.

### **Equality Performance Lens**

This lens evaluates efforts to foster a gender-equal environment and reduce discrimination across various dimensions, including sexual orientation, disabilities, race, and socioeconomic status. Dalhousie ranks 8th domestically and tied 75th globally, achieving a score of 82.6—the only lens scoring over 80 points. Key metrics include:

1. Research Impact (SDG 5 and SDG 10)
2. Student and Faculty Gender Ratios
3. Women in Leadership
4. Equality, Diversity, and Inclusion Policies

For further details, please visit [\*\*Dalhousie University's QS Sustainability Ranking\*\*](#).

A photograph of two men in a factory setting, both wearing safety glasses and looking down at a task. The man on the left is older with a shaved head, and the man on the right is younger with dark hair. They are in front of industrial machinery with a large flywheel visible in the background. The entire image has a warm, orange-brown color cast.

## CANADIAN CONTEXT

On March 24, 2022, Nova Scotia introduced the Dismantling Racism and Hate Act with unanimous support from all parties. Developed by an all-party committee following extensive engagement, the legislation positions Nova Scotia as a leader in addressing systemic racism, hate, and inequity. The act is the first of its kind in Canada, enabling the government to mandate strategies from other public bodies, such as universities, and emphasizing ongoing collaboration with communities, marking a crucial step towards creating a more equitable province (Province of Nova Scotia, 2022).

The Government of Canada is actively spearheading initiatives to champion diversity, equity, and inclusion. Statistics Canada's 2021-22 Achievements Report on its Disaggregated Data Action Plan addresses the need for comprehensive data on gender gaps, racism, and systemic barriers. Emphasizing improved data quality through disaggregated and intersectional data, the report highlights progress in accurately representing diverse populations. The Gender, Diversity, and Inclusion Statistics Hub, alongside the 2021 Census of Population, serves as essential resource for evidence-based policy decisions, crucial for monitoring and addressing national equity-related issues (StatsCan, 2024). Additionally, Innovation, Science, and Economic Development Canada's 50-30 Challenge aims to enhance diversity and inclusion in leadership roles across sectors (Colleges & Institutes Canada, 2023).

## Federal Employment Equity Act Review

The report on the Employment Equity Act Review Task Force, chaired by Professor Adelle Blackett, emphasizes Canada's opportunity to lead by example in fostering a deeply pluralist, open, democratic, and equitable society. With 187 recommendations currently being implemented, the report urges a comprehensive response to achieving and sustaining employment equity, emphasizing the need to move beyond symbolic gestures. It stresses the importance of supportive and sustainable approaches, addressing legal frameworks while recognizing that law alone is insufficient. The report advocates for substantive equality to be internalized through deep listening, meaningful consultations, timely support, adequate resources, and leadership commitment, emphasizing that achieving employment equity is an enriching opportunity for Canada in 2023 (Government of Canada, 2023).

## Insights from Canadian Universities

On the academic front, Canadian universities actively address equity and inclusion issues. Research conducted in 2019 and updated in 2021 provides insights into the state of diversity and equity within these institutions (Campbell, 2021). Universities Canada's 2022 *Survey on Equity, Diversity and Inclusion* showcases progress, with a clear commitment from institutions to foster diversity. Important areas include the development of campus-wide EDI definitions and the presence of EDI task forces (Universities Canada, 2023). The U15 Group of Canadian Research Universities and the Scarborough Charter express a commitment to ensuring the full participation and benefit of all members of their academic community (Scarborough Charter, 2020). These collective efforts across government bodies, university associations, and individual institutions reflect a growing commitment to advancing equity and inclusivity in Canadian society and higher education.







# CONCLUSION AND RECOMMENDATIONS

## DALHOUSIE'S ALIGNMENT WITH NATIONAL GOALS

Dalhousie University's approach to diversity and inclusion strongly aligns with Canada's national goals for representation in educational institutions. The university's efforts are clearly visible in its student body, faculty, and administration, reflecting Canada's broader commitment to fostering inclusive academic environments.

Dalhousie's focus on Indigenous representation echoes the national priorities around Truth and Reconciliation, ensuring that Indigenous perspectives are integrated into academic spaces. The university's

work to promote diversity in leadership and traditionally underrepresented areas also reflects national efforts toward gender equity. In line with the government's progressive stance on 2SLGBTQIA+ rights, Dalhousie is dedicated to maintaining an inclusive and supportive space for diverse gender identities and sexual orientations.

By openly reporting detailed demographic data, Dalhousie contributes to national conversations on accountability and progress in diversity, equity, and inclusion initiatives.

## CAMPUS CLIMATE AND CULTURE

Dalhousie University has taken significant steps to create a welcoming campus climate for all its members. Initiatives like diversity and inclusion programs, cultural awareness campaigns, and training sessions promote understanding and respect. Safe spaces, mentorship programs, and affinity groups support underrepresented communities,

while policy revisions strengthen protections against discrimination and improve accessibility. Collaborating with external partners, Dalhousie continues to enrich its campus culture. Although challenges remain, the university actively seeks feedback to continually improve the environment for students, faculty, and staff.

## KEY FINDINGS AND REFLECTIONS

This report has examined Dalhousie's community equity data from 2018 to 2022 through an intersectional lens, revealing insights to guide the university toward a more inclusive future. We've highlighted areas where progress has been made, such as increased representation, but we've also identified ongoing disparities in certain groups and areas of campus life.

Our analysis emphasized the importance of recognizing the experiences of individuals with multiple intersecting identities. Addressing these complex challenges requires tailored approaches and targeted support.

## RECOMMENDATIONS FOR THE FUTURE

Building on these findings, we recommend the following actions to strengthen equity and inclusion at Dalhousie:

- **More diverse representation in leadership and faculty roles, particularly at senior ranks.**
- **Enhance campus climate by creating targeted support programs for underrepresented communities.**
- **Take a proactive approach to addressing intersectionality, recognizing the unique challenges faced by individuals with overlapping identities.**

These recommendations are not just for Dalhousie but have implications for the broader landscape of Canadian post-secondary education. Our commitment to diversity aligns with national goals, and the strategies we develop can serve as a model for other institutions working toward similar objectives.

## LOOKING AHEAD

As we reflect on the progress made, we also acknowledge the work still needed to achieve equity and inclusion. Our commitment to these values remains strong, and we are determined to continue fostering an academic environment where everyone can thrive.

We invite all members of the Dalhousie community—students, staff, faculty, and partners—to join us in transforming these findings into meaningful actions. By working together, we can ensure that Dalhousie remains a place where everyone feels valued, represented, and able to succeed.





# APPENDIX

## LEGEND

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<b>W</b>	Women
<b>RV</b>	Racialized Persons
<b>BK</b>	Black
<b>ANS</b>	African Nova Scotians
<b>INDG</b>	Indigenous Peoples of Turtle Island
<b>MK</b>	Mi'Kmaq
<b>PD</b>	Persons with Disabilities
<b>2SLGBTQIA+</b>	Diverse Sexual Orientations and Gender Identities

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**TABLE 1 STUDENT DIVERSITY**

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

	2018	2019	2020	2021	2022
<b>n</b>	19148	19557	20217	20970	21149
<b>Return Rate</b>	78%	80%	79%	78%	72%
<b>W</b>	54%	54%	55%	55%	54%
<b>RV</b>	17%	17%	19%	22%	24%
<b>BK</b>	6%	6%	6%	7%	7%
<b>ANS</b>	2%	2%	2%	2%	2%
<b>INDG</b>	5%	4%	4%	5%	5%
<b>MK</b>	1%	1%	2%	2%	2%
<b>PD</b>	10%	10%	11%	14%	19%
<b>2SLGBTQIA+</b>	8%	9%	11%	14%	17%
<b>W_RV</b>	9%	9%	10%	11%	13%
<b>W_BK</b>	3%	3%	4%	4%	4%
<b>W_ANS</b>	1%	1%	1%	1%	1%
<b>W_INDG</b>	3%	3%	3%	3%	3%
<b>W_MK</b>	1%	1%	1%	1%	1%
<b>W_PD</b>	6%	6%	7%	9%	12%
<b>W_2SLGBTQIA+</b>	5%	6%	7%	10%	11%
<b>RV_INDG</b>	1%	0%	0%	1%	1%
<b>RV_PD</b>	2%	2%	2%	3%	4%
<b>RV_2SLGBTQIA+</b>	1%	2%	2%	3%	4%
<b>INDG_PD</b>	1%	1%	1%	1%	1%
<b>INDG_2SLGBTQIA+</b>	1%	1%	1%	1%	1%
<b>PD_2SLGBTQIA+</b>	2%	3%	3%	5%	6%



TABLE 2 STUDENTS BY LEVEL

Level	n	Return Rate	W%	RV%	BK%	ANS%	INDG%	MK%	PD%	2SLGBTQIA+%
<b>UG</b>	16134	68%	54%	25%	8%	3%	5%	2%	20%	18%
<b>Masters</b>	3490	82%	57%	23%	7%	1%	4%	1%	21%	15%
<b>PhD &amp; Postgrad Residency</b>	1526	87%	52%	18%	5%	1%	3%	1%	9%	9%

TABLE 3 STUDENTS BY FACULTY

Excluded: Interdisciplinary and visiting students, including the Faculty of Graduate studies

Faculty	n	Return Rate	W%	RV%	BK%	ANS%	INDG%	MK%	PD%	2SLGBTQIA+%
<b>Agriculture</b>	759	75%	66%	13%	4%	1%	6%	3%	20%	16%
<b>Architecture and Planning</b>	428	80%	50%	27%	7%	2%	2%	<5	22%	23%
<b>Arts and Social Sciences</b>	2,284	72%	65%	21%	9%	4%	7%	3%	28%	30%
<b>Computer Science</b>	2,384	74%	22%	29%	6%	1%	3%	1%	14%	10%
<b>Dentistry</b>	264	74%	63%	31%	10%	6%	5%	3%	11%	8%
<b>Engineering</b>	2,501	70%	26%	26%	7%	1%	3%	1%	14%	10%
<b>Health</b>	3,057	69%	79%	26%	11%	4%	8%	3%	27%	21%
<b>Law</b>	513	84%	62%	25%	10%	5%	6%	3%	24%	28%
<b>Management</b>	2,546	62%	45%	23%	7%	1%	3%	1%	18%	12%
<b>Medicine</b>	1,411	77%	57%	25%	7%	2%	4%	1%	8%	9%
<b>Science</b>	4,782	73%	66%	24%	6%	2%	5%	2%	20%	20%
<b>Grand Total</b>	21,149	72%	54%	24%	7%	2%	5%	2%	19%	17%

**TABLE 4 POSTDOCTORAL FELLOW DIVERSITY**

Employee classes: RQ PDF Employee, QM PDF Scholar. Counts of less than five are redacted.

	2018	2019	2020	2021	2022
<b>n</b>	142	180	181	197	197
<b>Return Rate</b>	87	117	124	76	61
<b>W</b>	46%	44%	43%	43%	34%
<b>RV</b>	8%	9%	11%	32%	28%
<b>BK</b>	<5	<5	<5	<5	<5
<b>ANS</b>	0%	0%	0%	0%	0%
<b>INDG</b>	0%	<5	<5	<5	0%
<b>MK</b>	0%	0%	0%	<5	0%
<b>PD</b>	<5	<5	<5	7%	8%
<b>2SLGBTQIA+</b>	1%	5%	6%	13%	11%
<b>W_RV</b>	3%	4%	4%	12%	11%

**TABLE 5 ACADEMIC STAFF DIVERSITY**

All ranks of faculty, instructors, librarians, and counsellors (ECLS: CF, CP, CR, DM, FM, RD, RE)

	2018	2019	2020	2021	2022
<b>n</b>	1,283	1,288	1,303	1,448	1,477
<b>Return Rate</b>	79%	83%	88%	77%	77%
<b>W</b>	46%	46%	47%	47%	45%
<b>RV</b>	21%	22%	21%	24%	23%
<b>BK</b>	2%	3%	3%	3%	3%
<b>ANS</b>	0.5%	0.5%	0.4%	0.6%	0.7%
<b>INDG</b>	2%	2%	2%	2%	3%
<b>MK</b>	0.4%	0.4%	0.5%	0.9%	1.0%
<b>PD</b>	6%	6%	7%	8%	8%
<b>2SLGBTQIA+</b>	4%	5%	6%	9%	9%
<b>W_RV</b>	8%	8%	8%	9%	9%
<b>W_BK</b>	1%	2%	1%	1%	1%
<b>W_ANS</b>	<5	<5	<5	<5	<5
<b>W_INDG</b>	2%	2%	2%	2%	2%

	2018	2019	2020	2021	2022
<b>W_MK</b>	<5	<5	0.5%	0.8%	0.8%
<b>W_PD</b>	3%	4%	4%	5%	5%
<b>W_2SLGBTQIA+</b>	3%	4%	4%	5%	5%
<b>RV_INDG</b>	<5	<5	<5	0%	1%
<b>RV_PD</b>	0%	1%	1%	1%	1%
<b>RV_2SLGBTQIA+</b>	1%	1%	1%	2%	2%
<b>INDG_PD</b>	<5	<5	<5	0%	0%
<b>INDG_2SLGBTQIA+</b>	<5	<5	<5	<5	1%
<b>PD_2SLGBTQIA+</b>	1%	1%	1%	2%	2%

**TABLE 6 ACADEMIC STAFF BY FACULTY**

All ranks of faculty, instructors, librarians, and counsellors (ECLS: CF, CP, CR, DM, FM, RD, RE). Academic units with less than five individuals were redacted.

<b>Faculty</b>	<b>Return Rate</b>	<b>W</b>	<b>RV</b>	<b>BK</b>	<b>ANS</b>	<b>INDG</b>	<b>MK</b>	<b>PD</b>	<b>2SLGBTQIA+</b>
<b>Agriculture</b>	81%	40%	27%	10%	<5	<5	0%	7%	11%
<b>Architecture &amp; Planning</b>	92%	36%	<5	0.0%	0.0%	0.0%	0.0%	<5	<5
<b>Arts &amp; Social Sciences</b>	85%	44%	19%	6%	<5	<5	<5	9%	10%
<b>Computer Science</b>	94%	21%	35%	<5	0.0%	<5	0.0%	<5	12%
<b>Dentistry</b>	87%	47%	26%	0.0%	0.0%	0.0%	0.0%	<5	<5
<b>Engineering</b>	83%	22%	57%	<5	0.0%	0.0%	0.0%	7%	<5
<b>Health</b>	88%	73%	16%	4%	0%	5%	<5	13%	20%
<b>Management</b>	85%	47%	26%	<5	0%	<5	0%	<5	12%
<b>Medicine</b>	58%	46%	19%	<5	<5	<5	<5	3%	5%
<b>Schulich School of Law</b>	95%	54%	<5	<5	<5	<5	<5	14%	<5
<b>Science</b>	85%	40%	19%	<5	<5	<5	0%	11%	7%
<b>Counsellors (Student Affairs)</b>	88%	75%	<5	0.0%	0.0%	<5	0.0%	<5	<5
<b>University Librarian</b>	96%	83%	23%	<5	0%	<5	<5	<5	<5

## TABLE 7 ACADEMIC STAFF BY RANK

All ranks of faculty, instructors, librarians, and counsellors (ECLS: CF, CP, CR, DM, FM, RD, RE).

Rank	Return Rate	W	RV	BK	ANS	INDG	MK	PD	2SLGBTQIA+
<b>Full Prof</b>	80%	32%	21%	3%	0%	<5	<5	7%	7%
<b>Assoc Prof</b>	80%	45%	27%	5%	<5	2%	<5	11%	10%
<b>Asst Prof</b>	65%	47%	23%	3%	2%	3%	<5	6%	8%
<b>Lecturer</b>	72%	50%	<5	0%	0%	<5	<5	<5	<5
<b>Instructor</b>	87%	59%	22%	<5	<5	3%	<5	9%	13%
<b>Counsellor</b>	89%	67%	<5	<5	<5	<5	0%	<5	<5
<b>Librarian</b>		78%	19%	<5	0%	<5	<5	<5	<5

## 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, SM).

	2018	2019	2020	2021	2022
<b>n</b>	1,943	1,971	1,974	2,042	2,128
<b>Return Rate</b>	87%	89%	92%	81%	79%
<b>W</b>	65%	65%	65%	65%	64%
<b>RV</b>	13%	14%	16%	19%	20%
<b>BK</b>	5%	6%	6%	7%	7%
<b>ANS</b>	3%	3%	3%	3%	3%
<b>INDG</b>	4%	4%	4%	5%	5%
<b>MK</b>	2%	2%	2%	2%	2%
<b>PD</b>	7%	10%	10%	14%	15%
<b>2SLGBTQIA+</b>	5%	7%	9%	12%	13%
<b>W_RV</b>	8%	9%	10%	12%	13%
<b>W_BK</b>	4%	4%	4%	5%	5%
<b>W_ANS</b>	2%	2%	2%	2%	2%
<b>W_INDG</b>	2%	2%	2%	3%	3%
<b>W_MK</b>	1%	1%	1%	1%	1%
<b>W_PD</b>	4%	6%	7%	10%	11%
<b>W_2SLGBTQIA+</b>	3%	4%	6%	8%	9%



<b>RV_INDG</b>	1%	1%	1%	1%	2%
<b>RV_PD</b>	1%	1%	1%	2%	2%
<b>RV_2SLGBTQIA+</b>	1%	1%	2%	3%	3%
<b>INDG_PD</b>	1%	1%	1%	1%	1%
<b>INDG_2SLGBTQIA+</b>	<5	0%	0%	1%	1%
<b>PD_2SLGBTQIA+</b>	1%	2%	2%	4%	5%

**TABLE 9 STAFF BY ADMINISTRATIVE UNIT**

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, SM).

<b>Unit</b>	<b>n</b>	<b>Return Rate</b>	<b>W</b>	<b>RV</b>	<b>BK</b>	<b>ANS</b>	<b>INDG</b>	<b>MK</b>	<b>PD</b>	<b>2SLGBTQIA+</b>
<b>Advancement</b>	83	84%	86%	20%	<5	0%	<5	<5	<5	9%
<b>Agriculture</b>	67	78%	66%	<5	<5	0%	<5	<5	12%	10%
<b>Ancillary Services</b>	46	93%	74%	12%	<5	<5	<5	0%	12%	12%
<b>Architecture &amp; Planning</b>	10	70%	80%	<5	0%	0%	0%	0%	0%	0%
<b>Arts &amp; Social Sciences</b>	29	86%	86%	20%	<5	0%	0%	0%	<5	<5
<b>Athletics &amp; Recreation</b>	14	64%	<5	<5	0%	0%	0%	0%	0%	0%
<b>College of Sustainability</b>	7	71%	100%	0%	0%	0%	0%	0%	<5	0%
<b>Comms, Mktg &amp; Creative Services</b>	35	89%	69%	<5	<5	0%	0%	0%	<5	19%
<b>Computer Science</b>	27	85%	81%	<5	0%	0%	<5	0%	26%	22%
<b>Dentistry</b>	74	76%	81%	18%	<5	<5	13%	<5	9%	<5
<b>Engineering</b>	59	71%	58%	14%	<5	0%	0%	0%	12%	24%
<b>Environment Health &amp; Safety</b>	17	71%	59%	<5	0%	0%	<5	0%	<5	0%
<b>Equity, Diversity &amp; Inclusion</b>	6	83%	83%	<5	<5	0%	<5	<5	<5	0%
<b>Facilities Management</b>	405	68%	34%	23%	11%	5%	7%	4%	13%	12%
<b>Financial Services</b>	97	79%	62%	27%	6%	<5	0%	0%	21%	14%
<b>Government and Global Relations</b>	9	89%	89%	<5	<5	0%	0%	0%	<5	<5

Unit	n	Return Rate	W	RV	BK	ANS	INDG	MK	PD	2SLGBTQIA+
Graduate Studies	21	95%	86%	35%	0%	0%	<5	0%	<5	<5
Health	89	70%	83%	26%	10%	<5	<5	0%	13%	<5
Human Resources	49	92%	86%	27%	13%	<5	<5	0%	31%	<5
Information Technology Services	121	79%	31%	23%	<5	0%	5%	<5	13%	13%
Legal Counsel	14	79%	79%	<5	<5	<5	<5	<5	<5	0%
Management	61	89%	92%	11%	0%	0%	<5	0%	24%	19%
Medicine	263	82%	75%	17%	6%	2%	4%	<5	13%	11%
Open Learning & Career Development	37	73%	76%	26%	<5	<5	<5	<5	<5	<5
Planning & Analytics	9	89%	56%	<5	0%	0%	0%	0%	<5	<5
President	12	100%	92%	<5	<5	0%	<5	0%	0%	<5
Provost & VP Academic, General	19	74%	84%	<5	<5	0%	0%	0%	<5	<5
Registrar & Enrolment Mgmt	73	89%	78%	17%	9%	<5	<5	<5	9%	17%
Research and Innovation	56	77%	70%	23%	<5	0%	<5	0%	21%	16%
Schulich School of Law	46	89%	85%	15%	<5	<5	12%	<5	24%	20%
Science	72	82%	57%	12%	<5	<5	0%	0%	8%	8%
Science, IT, Engineering Co-op Ed	28	86%	86%	<5	0%	0%	0%	0%	33%	25%
Student Affairs	83	80%	82%	32%	15%	<5	12%	<5	24%	21%
University Librarian	86	86%	52%	20%	9%	7%	<5	<5	24%	23%

**TABLE 10 SENIOR ADMINISTRATION DIVERSITY**

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

	2018	2019	2020	2021	2022
<b>n</b>	100	103	99	95	99
<b>Return Rate</b>	78%	85%	96%	96%	97%
<b>W</b>	53%	54%	54%	59%	57%
<b>RV</b>	<5	6%	7%	8%	11%
<b>BK</b>	<5	<5	<5	<5	<5
<b>ANS</b>	0%	0%	0%	1%	1%
<b>INDG</b>	<5	<5	<5	<5	<5
<b>MK</b>	<5	<5	0%	0%	0%
<b>PD</b>	13%	11%	12%	14%	13%
<b>2SLGBTQIA+</b>	3%	7%	<5	7%	7%
<b>W_RV</b>	<5	<5	<5	5%	7%
<b>W_BK</b>	0%	0%	0%	<5	<5
<b>W_ANS</b>	0%	0%	0%	<5	<5
<b>W_INDG</b>	<5	<5	<5	<5	<5
<b>W_MK</b>	<5	<5	0%	0%	0%
<b>W_PD</b>	10%	7%	6%	8%	6%
<b>W_2SLGBTQIA+</b>	<5	<5	<5	5%	<5
<b>RV_INDG</b>	0%	0%	0%	0%	0%
<b>RV_PD</b>	0%	<5	0%	0%	0%
<b>RV_2SLGBTQIA+</b>	0%	0%	0%	0%	0%
<b>INDG_PD</b>	0%	0%	0%	0%	0%
<b>INDG_2SLGBTQIA+</b>	0%	0%	0%	0%	0%
<b>PD_2SLGBTQIA+</b>	0%	<5	0%	0%	0%

**TABLE 11 SENATE DIVERSITY**

Members of the Senate employed by Dalhousie, as reported by the University Secretariat.

	2018	2019	2020	2021	2022
<b>n</b>	82	83	83	82	90
<b>Return Rate</b>	84%	87%	93%	93%	92%
<b>W</b>	50%	49%	48%	45%	50%
<b>RV</b>	23%	29%	34%	36%	35%
<b>BK</b>	10%	10%	12%	11%	10%
<b>ANS</b>	0%	0%	0%	0%	0%
<b>INDG (designated)</b>	1%	1%	1%	1%	1%
<b>MK</b>	1%	1%	1%	1%	1%
<b>PD</b>	9%	11%	10%	14%	14%
<b>2SLGBTQIA+</b>	4%	10%	9%	9%	13%
<b>W_ANS</b>	0%	0%	0%	0%	0%
<b>W_BK</b>	<5	<5	6%	<5	<5
<b>W_PD</b>	7%	10%	6%	8%	8%
<b>W_RV</b>	7%	10%	12%	12%	13%
<b>W_2SLGBTQIA+</b>	4%	10%	6%	7%	10%
<b>RV_PD</b>	<5	<5	<5	<5	<5
<b>RV_2SLGBTQIA+</b>	<5	<5	<5	<5	<5
<b>PD_2SLGBTQIA+</b>	<5	<5	<5	<5	<5



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