

University of British Columbia
Department of Curriculum & Pedagogy

Affirmative Action Plan

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The Department of Curriculum and Pedagogy (EDCP) (formally Curriculum Studies or CUST) recognizes the value of diversity and is committed to its fullest expression, whether within employment equity, curriculum or across a spectrum of ideas. EDCP recognizes that diversity is a hallmark of quality; merit is a component of diversity and diversity a component of merit. Hence, diversity cannot be reduced to bodies nor race. We recognize that what bell hooks (2003) calls "interlocking systems of domination, which uphold and sustain one another" mean that diversity must be addressed in a systemic way. A larger process of systemic change must frame components, such as equal access, outcomes and treatment, if we are to give diversity a chance to unfold in its fullest expression.

As a department, we want to address issues of diversity broadly and acknowledge that this requires alterations in culture, authentic integration across our curriculum, recruitment from a diverse pool of students, as well as the hiring and retention of faculty. With this document, we also recognize the desire for professional development to meet these challenges.

One highlight of the Framework Agreement between the Faculty Association and University of British Columbia is an Employment Equity clause (Article 4.02):

In keeping with the requirements of the Federal Contractors Program, to which the University is committed, the University and the Association agree to the principle of employment equity for all groups as may be designated in Federal and Provincial legislation, or as agreed to by the partners. This principle ensures opportunities in hiring, promotion and tenure for members in designated groups and *ensures that no systemic barriers exist to the full participation of these groups in the workplace.*

However, it is unclear how the principle of "employment equity for all" is protected and regulated at UBC. UBC's Equity Office was created in 1994 as a merger of four concerns—employment equity, multicultural liaison, sexual harassment and women and gender relations (Appendix A). One of the Equity Office's key mandates is to implement and monitor Canada's Employment Equity Act and the BC Human Rights Act—Equality Rights and programs for Affirmative Action are protected under the Charter of Rights and Freedoms (Appendix B). The four equity groups named in the Employment Equity Act and UBC Equity Office's mandate are women, Aboriginals, visible minorities, and persons with disabilities. As indicated in the Framework Agreement, the Faculty Association and the university are obligated to act on systemic barriers to racial equity, anti-racism, anti-oppression and multiculturalism. To what degree should departments act on this clause of the Framework Agreement?

In *Integrative Antiracism*, Edith Samuel (2005) defines visible minorities as "individuals who differ physiologically and phenotypically from the dominant group and who cannot easily merge or pass into mainstream society. Visible minorities consist of individuals 'who are non-Caucasian' in race or non-White in colour" (p. 5). She suggests that Canadian universities tend to deny that racism exists on campus as academic freedom and the preservation of the meritocracy are championed. She concludes, however, that "racism is strongly present and

manifests itself through racist social interactions, discriminatory faculty-student relationships, a Eurocentric curriculum, and power differentials between majority and minority groups" (p. 6).

While visible minorities or *racialized* people may include people who identify as Aboriginal, according to the Assembly of First Nations, it is important to identify these peoples as coming from the First Nations, Inuit and Metis communities. According to the Public Service Commission of Canada, people with disabilities are defined as:

persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who (a) consider themselves to be disadvantaged in employment by reasons of that impairment, or (b) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment. (EEA, Section 3)

This *Affirmative Action Plan* for the Department articulates with the Department Academic Plan and Hiring Plan along with the Faculty's equity initiatives and the University's TREK 2010 Academic Plan. The following sections provide an overview of equity in relation to people with disabilities, visible minorities, Aboriginal peoples, and possibilities for affirmative action in the Department of Curriculum and Pedagogy.

Background and Demographics

Racialized people for this plan include, but are not limited to Afro-Canadians, Arab-Canadians, Asian-Canadians, Aboriginal, First Nations, Inuit and Metis, Indo-Canadians and Latin-Canadians. The visible minority or racialized population in the province of British Columbia is 21.6%. Currently, many school districts in BC such as Burnaby (42% ESL), Richmond (60% ESL), Surrey (36% ESL), Vancouver (61% ESL), and have enrolments where over one-third to nearly two-thirds of the students speak ESL. This reflects the demographic changes in the lower mainland and provides a backdrop for racial equity at UBC and its Faculty of Education (FoE). Aboriginal and First Nations students having success in Lower Mainland schools is far fewer than overall graduation rates for other groups. In some regions and schools, the success rate of First Nations students is as low as 30% graduation (Statistics Canada, 2005). Approximately, 30% of students with disabilities who attend school leave without a diploma (Learning Disabilities Association of British Columbia).

There appear to be systemic barriers that account for the low participation rates of racialized groups in the Department of Curriculum and Pedagogy (EDCP) (and the faculty in general) (Tables 1-4; Figure 1). Afro-Canadians, Arab-Canadians, Asian-Canadians, Aboriginal, First Nations, Inuit and Metis, Indo-Canadians and Latin-Canadians are under-represented compared to student and regional demographics. We do not have similar figures for peoples with disability but can assume that representation is proportionally low.

Like most faculties on campus, the Faculty of Education does not reflect the diversity of its students and several units within are comparatively less diverse than the aggregate faculty on campus. This is not a new phenomenon, and there has been progress. By most accounts, the student population of EDCP and the TEO, like the larger campus, has become increasingly diverse over the past 5-10 years. Yet, the faculty of EDCP and the TEO seem either stabilized or

less diverse than some previous years. This can be viewed as a structural, systemic problem. Racial diversity and equity have nonetheless been a long-standing concern for EDCP, as indicated in the Department of Mathematics and Science Education's Self Study in 1991: "The department does not at present include any members of visible minority groups" (p. 7).

Table 1. Racialized Faculty Represented in EDCP, 1991, 2004, 2005, 2006 (24 Oct)

Year	EDCP Sample	Minorities	Total	Percentage
2006	Faculty (FT & PT / Sessionals)*	3	89	3.3%
2005	Faculty (FT & PT / Sessionals)*	5	89	5.6%
2004	Faculty (FT & PT / Sessionals)*	3	81	3.7%
1991	Faculty (FT & PT / Sessionals)*	0	40	0%

Table 2. Racialized People Represented in EDCP, 25 Sept 2003

EDCP Sample	Minorities	Total	Percentage
Secondary Majors	156	491	32%
Graduate Students	52	184	28%
Faculty & Sessionals*	3	81	3.7%

Table 3. Racialized Students in Faculty of Education, Nov 2003

TEO Sample	Minorities	Total	Percentage
Elementary Graduates	77	325	24%
Middle years Graduates	17	67	25%
Secondary Graduates	112	476	24%
Diploma Graduates	21	89	24%
Total Students	227	957	24%
TEO Sessionals & Graduate Students*	7	138	5%

Table 4. UBC Faculty Self Identified Visible Minorities, Faculty of Ed and EDCP, 2002-2003

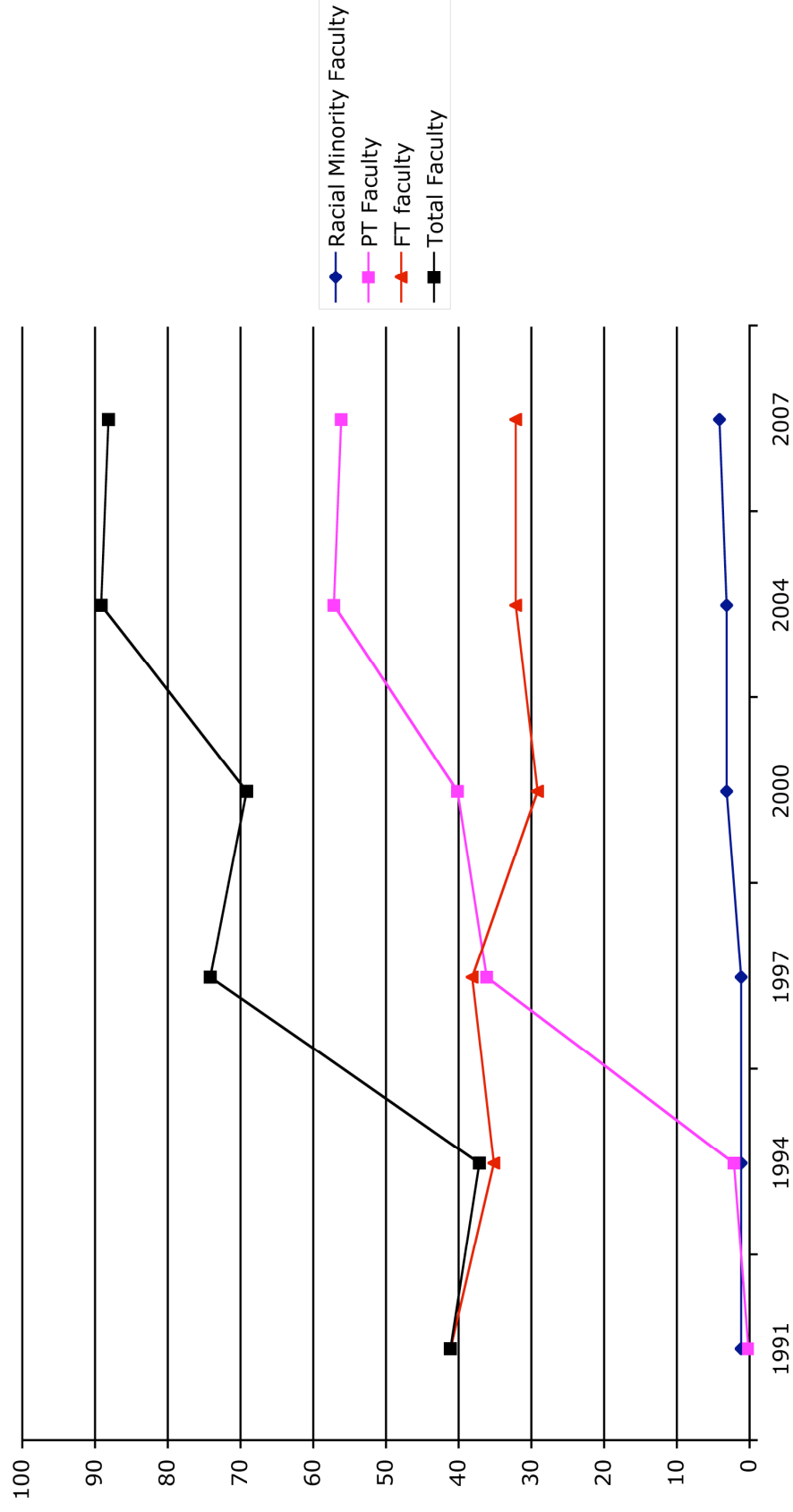
Sample	Minorities	Total	Percentage
UBC Faculty & Instructors (2003)	245	1,831 (2,289)	13.5%
FT Faculty of Education (2003)	15	129	11.6%
TEO Instructors (Nov 2003)	7	138	5%
EDCP FT & Sessionals (Sept 2003)	3	81	3.7%

Table 5. UBC Faculty and Sessionals, Aboriginal and People with Disabilities, 1996, 2001, 2002, 2003.

Sample	1996	2001	2002	2003
Aboriginal people	1.1%	1.4%	1.08%	1.05%
People with Disabilities	2.38%	2.79%	2.51%	2.21%

From www.equity.ubc.ca/stats/2004%20stats/AP%20by%20eog.htm and *UBC Factbook*, 2004.

Demographics of CUST FT and PT Faculty, 1991-2007



Note: Racialized faculty for these data include, but are not limited to Afro-Canadians, Arab-Canadians, Asian-Canadians, Aboriginal, First Nations, Inuit and Metis, Indo-Canadians and Latino-Canadians. Data from 1991 are from the departments of Mathematics and Science Education (MSED) and Visual and Performing Arts Education (VPAE), which, along with parts of Social and Educational Studies (SEDS) and Physical Education (PHEDS), were combined to form CUST in 1994.

Affirmative Action Priorities

Whereas 3.3% of full-time faculty and sessional positions in EDCP are occupied by Aboriginal, First Nations, Inuit and Metis, and minorities— statistics for peoples with disabilities are likely even lower— EDCP is challenged to turn toward positive recruiting practices to over-turn a figure sustained over time and well below campus representation. Affirmative action is a proactive approach toward employment equity, involves recognition of equity problems, and active, positive recruitment and retention targets and strategies (Appendix C-D). Affirmative action proposes that *a candidate who is a member of a visible/racial minority, an Aboriginal person, or a person with a disability shall be offered an appointment, unless a candidate who does not belong to these groups can be demonstrated to be more meritorious.*

Affirmative action target groups for EDCP for the foreseeable future are: **members of visible minorities or racialized people; aboriginal persons; and persons with disabilities.** EDCP is committed to actively recruit and hire members of these groups to enrich the full and part-time staffing complement, and to retention of individuals who live and work at the intersections of such diversity.

In practical terms, this means that, where two or more candidates are deemed to be substantially equal, a candidate from one of the target groups takes priority over a candidate from a non-target group. While our objective, at this time is to increase the employment of specific groups, there is also desire to view diversity holistically, and, when possible, encourage hiring and retention. Positive recruiting practices should also extend to other equity-seeking groups (gay, lesbian, bisexual, transgendered, queer) beyond target groups identified. Search committees ought to use LGBTTTQI-positive language in ads, post ads in places likely to be seen by members of these and other communities, and exercise non-discriminatory language and procedures in interviews.

Hiring Goals

In conjunction with EDCP's Academic Plan and Hiring Plan, the Department is committed to the following hiring goals:

- ❑ Over the next five years, hire with a goal to reflect the changing demographics of British Columbia.
- ❑ Accommodate diversity in hiring practices with systemic changes in culture and curriculum of certificate, diploma, teacher education, and graduate programs.

Appendix A

UBC Policy #2: Employment Equity

Statement of Principle

The fundamental consideration for recruitment and retention of faculty and staff at the University of British Columbia is individual achievement and merit. Consistent with this principle, the University will advance the interests of women, aboriginal people, persons with disabilities and visible minorities; ensure that equal opportunity is afforded to all who seek employment at the University; and treat equitably all faculty and staff.

The University of British Columbia has established a program of employment equity to provide a fair and equitable workplace and to offer all individuals full opportunity to develop their potential. Accordingly, the University will identify and eliminate any discriminatory barriers that interfere with employment opportunities in all jobs and at all levels throughout the University. Both current and prospective faculty and staff will receive equitable treatment in hiring, training, and promotion procedures.

Objectives

The objectives of the employment equity policy are

1. to regard individual merit as the prime criterion for the treatment of present faculty and staff and for the employment of new faculty and staff;
2. to remove any discriminatory barriers to the development of employees' career abilities, aspirations, and potential;
3. to increase the range of applicants for faculty and staff positions to reflect the diversity of the pool of potential candidates with appropriate qualifications;
4. to build a workforce that is representative of the pool of potential candidates with appropriate qualifications, including women, aboriginal people, persons with disabilities, and visible minorities.

Appendix B

Affirmative Action in the Canadian Charter of Rights and Freedoms

What does the *Canadian Charter of Rights and Freedoms* say about affirmative action?

Guarantee of Rights and Freedoms

Equality Rights

Equality before and under law and equal protection and benefit of law

- **15. (1)** Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Affirmative action programs

- **(2)** Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Appendix C

Recommended Guidelines for Committee Selection and Practice 1998

Faculty of Education Equity Committee

Background to the guidelines:

The Faculty of Education Equity Committee proposes the guidelines listed below for equity in general committee practice. These guidelines are especially important for committees that deal with admissions, personnel, undergraduate and graduate curriculum matters. They are intended as *guidelines*, and as a means of beginning a dialogue on equity in committee practice.

Recommended Guidelines for Committee *Selection*

The statement from the UBC policy on Employment Equity can be a starting point to addressing committee selection. There are three aspects that seem particularly relevant as committees are being formed. In terms of committee selection then, the highlighted areas could serve as guidelines.

- ❑ UBC's Employment Equity Policy (1992) is based on principles of individual merit and achievement, which means that employment decisions at the university are based on *job performance criteria such as skills, knowledge and abilities*.
- ❑ In keeping with these principles, the University's 1991 Employment Equity Plan is designed to make the University a fair and equitable workplace for all its members in terms of *training and advancement*. New faculty members may benefit from participating in committee decisions that interpret and form policy, and participation may have implications for career progress.
- ❑ The Plan also seeks to attract and retain members of the four groups designated by the Federal Contractors Program as traditionally under-represented: *women, First nations people, visible minorities and persons with disabilities*.

Recommended Guidelines for Committee *Practice*

The following guidelines are intended to ensure equitable committee practice and the diversity of opinion, argument and committee input. They are intended to help reduce any bias or stereotyping that may misrepresent the interests of an individual or group in decision-making processes.

- ❑ Committee practice is dependent on the selection of members. Attempt to select committee members representing a diverse spectrum of possible candidates. This diversity may be represented across areas such as disability, professional expertise, rank, race, sex, or sexual orientation.
- ❑ If designated groups cannot be represented, consider inviting a member from another department to join the committee; or consider inviting an advocate or representative of designated groups to a committee meeting for input.

To minimize dependence on uniform opinion, encourage participation of all committee members. While it is the responsibility of all committee members to remain conscious of bias, consider designating one member to actively focus the group's attention on ways that decisions may disadvantage certain groups.

Appendix D

“Best Practices” for Affirmative Action

Language From York University Library Affirmative Action Plan (2001)

Sample language for job advertisement:

In making this appointment, the Library wishes to increase the diversity of its staff by recruiting members of racial/visible minorities, aboriginal persons, and persons with disabilities. Preference will be given to well-qualified candidates who further the Library’s diversity objectives. All candidates are encouraged to self-identify during the search process. Only those candidates who self identify will be considered for affirmative action priorities. For more information on affirmative action at York University, please contact the university’s affirmative action office at 416-736-5713 or check the web site at <http://www.yorku.ca> .

The University offers employees from diverse communities a supportive environment, from infrastructure to policies and special services. There are 17 weeks of paid maternity leave and the possibility of extensions for pregnancies before continuing appointment review. Campus resources include an on-site daycare centre, a women’s centre, a race and ethnic relations centre, a sexual harassment centre, a “positive space” program in support of sexual and gender diversity, a wellness centre.

Sample language for use in letter sent to candidates to be interviewed:

“The schedule of the day is as follows....The Library wishes to ensure that all candidates are made welcome. Please let us know if we can help with any accommodations in scheduling, equipment, or other matters to meet your religious, cultural, disability or other needs.”

The Libraries encourage candidates who are members of racial/visible minorities, aboriginal persons, and persons with disabilities to self identify at any time during the search process. Please note that only those candidates who self identify will be considered for affirmative action priorities. The Library is committed to applying principles of employment equity in its recruiting and hiring practices.

Sample language for use in letter of offer:

In accordance with York University’s Collective Agreement, the Library affirms its goal of promoting equity in the employment of women, members of visible/racial minorities, aboriginal people, and persons with disabilities.

The University offers employees from diverse communities a supportive environment, from infrastructure to policies and special services. There are 17 weeks of paid maternity leave and the possibility of extensions for pregnancies before continuing appointment review. Campus resources include an on-site daycare centre, a women’s centre, a race and ethnic relations centre, a sexual harassment centre, a “positive space” program in support of sexual and gender diversity, a wellness centre.

Dalhousie University: Employment Equity through Affirmative Action Policy Plain Language Version

This Plain Language Version is intended for educational purposes only. Please refer to the official policy statement for purposes of interpretation. It is available from the Dalhousie University Employment Equity Office.

Introduction

Dalhousie University is committed to Employment Equity through Affirmative Action. The University will take pro-active steps to eliminate discrimination in its two forms: direct discrimination against individuals, and systemic discrimination in the University's employment systems that is often unintentional. The University is committed to reversing the historic under-representation of women, Aboriginal peoples, racially visible persons, and people with a disability on its faculty and staff.

This document is the statement of Dalhousie's Policy on Affirmative Action and Equal Opportunity. This Policy is in compliance with the Nova Scotia Human Rights Act and the Federal Contractors Program to implement Employment Equity.

Employment Equity has the following essential components:

1. The removal of barriers that lead to discrimination in employment and promotion. This includes eliminating or modifying all practices and systems, unless they are authorized by law, that cannot be shown to be necessary job requirements.
2. The introduction of positive policies and practices designed to remedy the effects of past discrimination against members of the designated groups. Positive measures are pro-active and speed up the rate of change within the workplace. Employment Equity also involves the establishment of institutional goals and timetables to achieve Employment Equity by increasing the recruitment, hiring, training, and promotion of designated group members within the University.
3. Improvement of the participation of designated group members throughout the University through hiring, training, and promotion.

The Nova Scotia Human Rights Act states that implementing Employment Equity by giving preferential treatment to promote the welfare of any group in Nova Scotia is not discrimination if the program has the approval of the Nova Scotia Human Rights Commission.

Policy

"Employment Equity" includes two major components, Affirmative Action and Equal Opportunity, and applies to all aspects and all levels of employment.

Equal Opportunity

Except in the context of Affirmative Action in employment, there shall be no discrimination in employment at the University that contravenes the Canadian Charter of Rights and Freedoms, or the Nova Scotia Human Rights Act. The Board of Governors and representatives of employee

groups at the University shall strive to develop statements that prohibit discrimination in employment, except for reasons of ability.

The law prohibits discrimination in employment on the following grounds:

- age
- race
- colour
- religion
- creed
- sex
- sexual orientation
- mental or physical disability
- an irrational fear of contracting an illness or disease
- ethnic, national or aboriginal origin
- family status
- marital status
- source of income
- political belief, affiliation or activity
- association with an individual or a class of individuals having characteristics referred to in (i) to (xiv)

The Dalhousie University Board of Governors, as well as the various Collective Agreements between the University and its Employee Groups, discourage discrimination in employment on these additional grounds:

- ❑ ancestry
- ❑ place of birth
- ❑ citizenship (except insofar as citizenship may be a criterion for initial appointment)
- ❑ family relationship
- ❑ personal lifestyle
- ❑ language (if the language is adequate to carry out required duties)
- ❑ criminal record prior to employment at Dalhousie (provided such a record has not been misrepresented by the person)
- ❑ responsibility for dependents
- ❑ membership in a trade union or the exercise of any other right under the Trade Union Act of Nova Scotia

Affirmative Action, Designated Groups

Dalhousie University recognizes the need to remedy the effects of past discrimination against specific groups in society. The University shall give affirmative treatment in all aspects of employment to Aboriginal peoples (especially Mi'kmaq), racially visible persons (especially people of Black African descent indigenous to Nova Scotia), women, and people with a disability.

This affirmative treatment shall be consistent with the requirements of collective agreements, where they apply; with the Federal Contractors Program; and with the approval of the Nova Scotia Human Rights Commission.

All Aspects of Employment

The President, the Board of Governors, administrative officers, faculty, and staff will ensure the fulfilment of this Policy in all aspects and all levels of employment.

"Employment" in this policy includes, where applicable:

- | | |
|---|---|
| <input type="checkbox"/> recruiting | <input type="checkbox"/> benefits |
| <input type="checkbox"/> hiring | <input type="checkbox"/> transfers |
| <input type="checkbox"/> promotions | <input type="checkbox"/> training |
| <input type="checkbox"/> tenure and its equivalent (for academic staff) | <input type="checkbox"/> career development |
| <input type="checkbox"/> salary | <input type="checkbox"/> tuition assistance |

Implementation of this Policy will not result in job loss to employees who are not members of the designated groups, in order to create opportunities for members of the designated groups.

Criteria for Implementation

Dalhousie University will satisfy the following criteria for implementation:

1. The President shall communicate to the University community and the community at large that the University is committed to achieving equality in employment. This will be carried out through design and implementation of a plan of Employment Equity through Affirmative Action.
2. Each Vice-President, Dean, and Director of the University will be assigned responsibility for the implementation of this Policy.
3. The University will appoint a senior officer who will be responsible to oversee and assist the implementation of this Policy throughout the University. This officer will report directly to the President and will be designated the Employment Equity Officer.
4. The University shall collect and maintain information on the employment status of employees who are members of the designated groups. This information shall include occupational and salary levels in relation to the total workforce, and in all aspects of employment.
5. The University shall analyze the representation of designated group members within the University, in relation to their representation within the qualified workforce from which the University may reasonably be expected to recruit employees.
6. The University shall eliminate or modify any human resource policies, practices, and systems that are shown to be, or likely to be, discriminatory against members of the designated groups. These systems may be formal or informal, written or unwritten. This is subject to any applicable collective agreements.
7. The University shall establish quantitative and qualitative goals for members of designated groups in all aspects of employment, especially:
 - a. hiring
 - b. training

- c. promotion and tenure and its equivalent (for academic staff)
- 8. Such goals will consider projections for all aspects of employment, and where possible, the projected availability of qualified employees who are members of the designated groups.
- 9. The University shall establish a work plan for reaching each of the goals in 7 above.
- 10. The University shall adopt special measures where necessary to ensure that goals are achieved. This includes the provision of reasonable accommodation, as required. This is subject to any applicable collective agreements.
- 11. The University shall establish a climate and support mechanisms to encourage the successful integration of members of the designated groups within the University.
- 12. The University shall adopt procedures to monitor the progress, and the results achieved, in implementing this Policy.

Structures

Employment Equity Officer

The Employment Equity Officer shall report directly to the President. The Officer shall be the executive Officer of the Council on Employment Equity Through Affirmative Action. The Officer shall be responsible for assisting the Vice-Presidents, Deans, and Directors to implement and maintain Dalhousie's Policy on Affirmative Action and Equal Opportunity. This Officer shall be a member of the President's Advisory Council and shall have free access to all information, general and specific, on employment at the University. This includes the right to attend all Committee, Senate, or Board meetings dealing with employment.

Special Qualifications

The Employment Equity Officer shall be from at least one of the designated groups and shall be familiar with, and sensitive to, the concerns of all of them. The Officer shall be known as an advocate of equal opportunity and affirmative action in employment.

Duties

1. The Employment Equity Officer and the Employment Equity Office staff shall:
2. Compile and monitor inventories of designated group members employed at the University.
3. Collect and analyze external workforce data.
4. Based on these inventories and workforce data, and in consultation with the Council on Employment Equity Through Affirmative Action, prepare and recommend to the Council measurable goals and timetables. These goals and timetables shall address the recruitment, advancement, and work environment of members of the designated groups.
5. With the Council, design and recommend to all levels of the University administration strategies for affirmative action recruitment, outreach, training, and sensitization.
6. Advise and assist all levels of the administration in carrying out recruitment and outreach programs, and training and sensitization sessions.
7. Monitor the University's performance under this Policy, receive complaints, and, with the Council, recommend strategies for improvement to the President and other levels of administration.
8. Provide periodic reviews of the implementation of this Policy to the President and the Council.

Council on Employment Equity Through Affirmative Action

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

The voting members of the Council shall be:

- One representative from each group:
 - DFA, NSGEU, CUPE, IUOE, DUAG
- Two women
- One representative from each of the other designated groups:
 1. Racially visible people (especially people of Black African descent indigenous to Nova Scotia);
 2. Aboriginal peoples (especially people of Mi'kmaq descent); and
 3. Persons with a disability.
- One student
- Three Vice-Presidents or senior designate (i.e., Dean or Director)
- Assistant Vice-President, Personnel Services
- Employment Equity Officer

The Council on Employment Equity Through Affirmative Action shall work through, and with, the Employment Equity Officer to implement and make this Policy continuously effective.

The Council shall:

1. Receive the inventories of designated group members employed at Dalhousie, and the external workforce data compiled, collected, and analyzed by the Employment Equity Officer and the Employment Equity Office staff.
2. In consultation with the Employment Equity Officer, determine and propose to the President measurable goals and timetables for the recruitment, advancement, and improved work environment of members of the designated groups.
3. Receive periodic reviews of the implementation of its goals and timetables from the Employment Equity Officer.
4. In consultation with the Employment Equity Officer, design and recommend strategies related to this Policy, especially recruitment, outreach, training, and sensitization of members of the designated groups.
5. Direct the Employment Equity Officer to audit any aspect of employment at Dalhousie on behalf of the Council.
6. Through and with the Employment Equity Officer, recommend to the President and other levels of administration strategies for improving Dalhousie's performance in achieving Equal Opportunity and Employment Equity through Affirmative Action.
7. At least annually, make public reports to the Board of Governors, the Senate, the President, the Dalhousie community, and the designated group communities. These reports shall address the implementation and continuing effectiveness of Affirmative Action, including the Federal Contractors' Program, and Equal Opportunity at Dalhousie University.