

DIVERSITY AND INCLUSIVENESS STRATEGY PROGRESS REPORT

5.2 To foster a collegial
culture grounded in diversity
and inclusiveness

March 7, 2019

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A MESSAGE TO ALL MEMBERS OF THE DALHOUSIE UNIVERSITY COMMUNITY

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

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

Nationally Dalhousie is a lead institution striving to *build a collegial culture grounded in diversity and inclusiveness*. We may not get everything right all the time, but we are committed to continuing to learn from our mistakes, history, and you.

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

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

Sincerely,

Strategic Priority Co-leads

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PRINCIPLES

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

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

DEFINITIONS

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

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

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

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

PILLARS

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

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

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

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

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

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

1. CLIMATE AND INTERGROUP RELATIONS

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

CLIMATE AND INTERGROUP RELATIONS

OBJECTIVE 1

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

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

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

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

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

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

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

CLIMATE AND INTERGROUP RELATIONS

OBJECTIVE 2

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

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

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

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

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

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

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

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- d. **NEW:** Indigenous Student Centre has enhanced space through art and artifacts.
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- e. EDI built into plans for the 2017 Bicentennial Plaza.
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- f. **NEW:** Mural installed at Faculty of Agriculture recognizing Mi'kmaq territory.
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TASK: Develop a high-profile EDI speaker series featuring high profile presenters.

- a. **NEW:** Belong Speaker series presenters were signature events in Dalhousie's 200 Anniversary celebrations.
 - b. **NEW:** Angela Davis was featured as the Inaugural Viola Desmond lecture, with the lecture series to continue annually.
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TASK: Rename River Road on Agricultural Campus using Mi'kmaq language.

- a. **NEW:** Road renamed *Sipu Awti*.
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CLIMATE AND INTERGROUP RELATIONS

OBJECTIVE 3

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

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

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

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

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

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

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

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

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

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

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

TASK: Relocate and invest in Imhotep Legacy Space infrastructure.

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

2. STUDENT ACCESS AND SUCCESS

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

STUDENT ACCESS AND SUCCESS

OBJECTIVE 1

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

TASK: Develop and implement a strategic student success plan.

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

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

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

OBJECTIVE 2

Enhance pathway programs for historically underrepresented student populations.

TASK: Enhance pathway programs for historically underrepresented students.

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

STUDENT ACCESS AND SUCCESS

OBJECTIVE 3

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

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

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

OBJECTIVE 4

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

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

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

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

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

STUDENT ACCESS AND SUCCESS

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

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

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

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

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

3. EDUCATION AND RESEARCH

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

OBJECTIVE 1

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

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

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

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

- a. **NEW:** December 2018 with implementation ongoing.

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

- a. Complete.

TASK: Create a Dalhousie Guideline for Inclusive Classrooms.

- a. Complete — Entitled “Guidelines for Creating and Maintaining an Inclusive Classroom” and available on the Centre of Learning & Teaching website.

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

- a. **NEW:** First award was presented in 2018 at Dalhousie's inaugural Legacy Awards event.

OBJECTIVE 2:

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

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

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

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

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

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

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

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

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

OBJECTIVE 3

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

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

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

OBJECTIVE 4

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

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

- a. **NEW:** Passed by Senate in December 2018.

4. STRUCTURES–INSTITUTIONAL VIABILITY AND VITALITY

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

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

STRUCTURES—INSTITUTIONAL VIABILITY AND VITALITY

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

OBJECTIVE 1

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

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

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

- b. Annual review process has commenced.

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

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

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

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

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

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

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

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

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

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

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

OBJECTIVE 2

Increase diversity and representation in leadership and management positions.

TASK: Develop professional and managerial hiring and retention program.

- a. Funding has been secured.

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

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

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

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

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

STRUCTURES—INSTITUTIONAL VIABILITY AND VITALITY

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

OBJECTIVE 3

Align HR practices and policies with diversity and inclusiveness goals.

TASK: Conduct an Employment Equity Policy Review.

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

OBJECTIVE 4

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

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

STRUCTURES–INSTITUTIONAL VIABILITY AND VITALITY

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

OBJECTIVE 1

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

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

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

OBJECTIVE 2

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

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

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

STRUCTURES—INSTITUTIONAL VIABILITY AND VITALITY

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

OBJECTIVE 3

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

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

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

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

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

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

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

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

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

- a. Accessible multilingual signage installed on Dalhousie campuses.

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

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

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

- a. Complete.

OBJECTIVE 4

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

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

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

STRUCTURES—INSTITUTIONAL VIABILITY AND VITALITY

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

OBJECTIVE 1

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

TASK: Implement an annual diversity census and share results.

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

OBJECTIVE 2

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

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

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

OBJECTIVE 3

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

TASK: Develop an HRES client record management system.

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

TASK: Develop HRES complaint intake and response protocols.

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

OBJECTIVE 4

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

TASK: Develop and maintain accessible diversity data.

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

GLOSSARY OF ACRONYMS AND INITIALISMS

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