

# DIVERSITY AND INCLUSIVENESS STRATEGY PROGRESS REPORT

5.2 To foster a collegial  
culture grounded in diversity  
and inclusiveness

February 12, 2018

# TABLE OF CONTENTS

<b>A message to all members of the Dalhousie University community . . . . .</b>	<b>3</b>
<b>Principles . . . . .</b>	<b>4</b>
<b>Definitions . . . . .</b>	<b>5</b>
<b>Pillars . . . . .</b>	<b>6</b>
<b>1. Climate and Intergroup Relations . . . . .</b>	<b>7</b>
<b>2. Student Access and Success . . . . .</b>	<b>10</b>
<b>3. Education and Research . . . . .</b>	<b>13</b>
<b>4. Structures–Institutional Viability and Vitality . . . . .</b>	<b>16</b>
<b>Glossary of Acronyms . . . . .</b>	<b>21</b>

# A MESSAGE TO ALL MEMBERS OF THE DALHOUSIE UNIVERSITY COMMUNITY

Thank you for your contributions to an equitable, diverse and inclusive Dalhousie.

Building on the work that we have been doing to advance equity, diversity and inclusiveness at Dalhousie ([dal.ca/cultureofrespect](http://dal.ca/cultureofrespect)), we are pleased to share with you a progress update on all of the work that has taken place to date under Dalhousie's Diversity and Inclusiveness Strategy.

You will recall that our strategy came to life under Dalhousie's *Inspiration and Impact* as a key goal of Strategic Direction 5.2 *Build a collegial culture grounded in diversity and inclusiveness*.

We collected meaningful feedback from our community in five key reports to help us understand the areas where we most needed development. Then we relied on the work of scholar Daryl G. Smith and her text *Diversity's Promise for Higher Education Making it Work*. We used Smith's framework to help us to organize and prioritize recommendations from the five key reports and to develop a meaningful action plan for Dalhousie.

Our strategy focuses on four primary pillars of campus activity: 1. Climate, 2. Student Access & Success, 3. Education & Research and 4. Structures. The following progress report provides the latest updates on our work under each of the four pillars.

We know that there is more work to do. We also know that our continued excellence as an institution depends on our ability to do that work successfully. We invite you to review our progress and we look forward to continuing the work together with you.

Sincerely,

*Strategic Priority 5.2 Co-leads*

Jasmine Walsh, Assistant Vice President, Human Resources

Michelle Y. Williams, BSW, LL.B. LL.M., Director, IB&M Initiative, Schulich School of Law

# 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 intracultural engagement.**

---

- a. Capacity built among university staff (and others) to deliver co-curricular educational workshops on intercultural competencies. Currently two staff members (in the Centre for Learning and Teaching and Student Affairs International Centre) are certified Intercultural Development Inventory educators.
- b. Diversity training is being incorporated into Student Affairs student leader orientation for paid and unpaid positions (e.g., Residence Assistants, Peer Mentors, etc.).
- c. Planning is underway for facilitated student discussion sessions on campus inclusion which will be open to all students.

---

**TASK: Undertake 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. The full scholarly report is due to be published in 2018.

---

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

---

- a. Baseline training program for students, faculty and staff has been proposed and is being reviewed by VP Finance and Provost & VP Academic.

## 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 respect to diversity, inclusiveness and equity.

---

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

---

- a. Task completed. Elders in Residence provide medicine pouches to graduating Indigenous students. 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 2018.

---

**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. Indigenous Advisory Council (IAC), Dalhousie Indigenous Students Collective (DISC) and the Black Faculty and Staff Caucus (BFSC) were all consulted.
- b. Facilities management was incorporated into logistical discussions in 2018.
- c. Mi'kmaq Grand Council and Pan African flags will be located in recommended locations in 2018.
- d. IDEA Building Mi'kmaq and African Nova Scotian Art Installation is anticipated to be complete in 2018.



# 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, the home to the Indigenous Student Centre and the Black Student Advising Centre, is under renovation.

---

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

# 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 Enrolment Management (SEM) plan.**

---

- a. SEM Framework and campus consultation is complete.

---

- b. New student applicant self-identification survey was developed and used in November 2016 Be Counted census.

---

- c. Funds have been secured for two new outreach/liaison roles for the Indigenous Student Centre and Black Student Advising Centre.

---

- d. Inventory of Educational Equity policies (i.e. equitable admission policies) is complete.

## OBJECTIVE 2:

Enhance pathway programs for historically underrepresented student populations.

---

### **TASK: Conduct inventory of existing pathways and develop strategy for enhancement.**

---

- a. Inventory of existing pathways program is complete.

# 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. Revisions are in progress for bursary and scholarship disbursement plans.

---

- c. Employers who participate in the Student Employment 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. There is an increased representation of designated and equity-seeking groups in Counselling & Psychological Services, as well as the Student Success Centre (including Indigenous, racialized and LGBTQ2S+ Advisors).

---

- b. Planning is underway for two facilitated discussions with Indigenous and racialized students on experiences of inclusion and strategies for improved support.

---

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

---

- a. A focused employment equity plan was developed to increase representation of counsellors/psychologists.

---

- b. Social justice and holistic advising training was delivered to all Student Success Centre advisors.

---

- c. Equity, diversity and inclusiveness training was delivered to Student Affairs senior leadership team.

---

- d. Plans are underway to deliver equity, diversity and inclusiveness training to all Health & Wellness staff.

# 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. Training is ongoing for academic leaders and search committees regarding the importance of diversity considerations in academic career development.
- c. Collective agreement language changes have been agreed recognizing diverse ways of knowing, teaching and research.
- d. Collective agreement language changes have been agreed to improve cultural competence within collegial committees (ex. Tenure & Promotion).
- e. New "Research Fellowship for Pre-tenure Faculty Members from Equity-seeking Groups" developed, endorsed by Deans and funded by the Provost Office. It will be promoted for the first four fellowships to be awarded in 2018.

---

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

---

- a. Complete.
- b. The new policy statement is part of this year's Senate Reviews (FASS and Agriculture).

---

### **TASK: Embed into the draft Senate Policy for Faculty Reviews of 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. The final draft was submitted in 2017 for implementation in 2018.
- b. Consultations taking place this term with Faculty Councils. FASS and Science already consulted with others to follow.
- c. The Senate approval process will involve the Senate Academic Programs and Research Committee (SAPRC) and then Senate.

---

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

---

- a. Complete, entitled "Guidelines for Creating and Maintaining an Inclusive Classroom" and available on the CLT website.

---

### **TASK: Develop an Award for Excellence in Education for Diversity.**

---

- a. Complete. This new award was launched in 2015/2016 and Dalhousie awarded its second annual award in 2016/2017 with a Dal News story highlighting the awardee.

## 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.
- b. Current discussions (January 2018) to provide funding in support of a proposed new elective for the Minor in 2018/2019—a field course in Bénin, West Africa.
- c. Proposal under discussion for funding for additional course development.

---

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

---

- a. A probationary tenure track faculty member was hired in 2015.
- b. A limited term faculty member was hired on a three-year term in 2016.
- c. In 2017/2018, a Mi'qmaq language course is being delivered to Dalhousie students by distance by a language instructor at Cape Breton University.

---

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

---

- a. Discussions completed with Kevin Quigley, Scholarly Director, MacEachen Institute in 2017. The first panel was held in 2017 with post-graduate students titles The Equity Myth: Diversity on University Campuses. Additional panels are planned for 2018 and onward.

## OBJECTIVE 3:

Expand/implement diversity and inclusiveness, either through new program development or 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. See Education & Research, Objective 1.

## 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 Faculty Reviews of Academic Programs.**

---

- a. Discussions underway on sources of data for trends analysis of program elements supporting knowledge, skills and awareness of diversity and inclusiveness.
- b. Closely related work is the resource "Guidelines for Creating and Maintaining an Inclusive Classroom." (See Education & Research, Objective 1.)

# 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 under Federal Contractors Program.**

---

- a. Plans are in place for Faculties and Administrative units.
- b. An annual equity review process has commenced.
- c. The integration of Employment Equity planning into ongoing institutional planning work has commenced.

---

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

---

- a. The electronic Diversity and 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. An 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 Dalhousie's new Talent Pathways Program in Human Resources.
- b. A Talent Pathways Advisor was hired and started January 2018.

### 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 to support a program.
- b. A consultation committee was 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. See Structures Objectives A1 and A2, above.

### 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, including adding 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.

---

**TASK: This task will fall within the accountabilities of the Talent Pathways Advisor (see Structures Objective A1, above).**

---

# 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. A program has been developed and is currently with the Provost and VP Academic and the VP Finance for review.

### 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 Structures Objective B1 and Structures Objective B3.**

# STRUCTURES—INSTITUTIONAL VIABILITY AND VITALITY

## 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 is complete.
- b. The development draft for Dalhousie's first Sexual Violence Policy is complete and currently in the consultation phase.
- c. Dalhousie's first Gender Affirmation Policy is in development.

---

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

---

- a. Campus planning work with Facilities Management is underway.

---

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

---

- a. Campus planning work with Facilities Management is underway, in alignment with Dalhousie's responsibilities under the new provincial accessibility legislation.

---

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

---

- a. Campus planning work is underway with Facilities Management.

---

**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. Guideline development is in progress.

## 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 demonstrating commitment to diversity in our community.**

---

- a. An award was developed to reside in President's Office.
- b. The first annual award and inaugural recognition event will be in June 2018.

# 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 third annual census was completed November 2017.

### 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 key performance indicators (KPIs) aligned with the Diversity and Inclusiveness Strategy, with anticipated completion in winter 2018.

### 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 a 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 and Inclusiveness Strategy was published in winter 2018.
- b. Progress is underway toward a public web-based progress tool.

# 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