

DALHOUSIE
UNIVERSITY
CULTURE OF RESPECT
**PROGRESS ON REPORT
RECOMMENDATIONS**

► *Update, December 2016*



**AN UPDATE ON
DIVERSITY AND
INCLUSIVENESS AT
DALHOUSIE UNIVERSITY**
FROM PRESIDENT
RICHARD FLORIZONE
EXECUTIVE SPONSOR,
*Strategic Initiative on
Diversity and Inclusiveness*

DALHOUSIE'S COMMITMENT to fostering a collegial culture grounded in diversity and inclusiveness is building momentum, with substantial progress being made across all four of our campuses. This work is not about ticking boxes, but rather, affecting long-term change to ensure all members of our community feel safe, supported and respected.

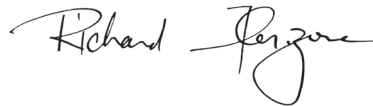
This update provides an overview of progress made in the past six months at the Faculty, Department, and Unit level, including:

- Introduced PEGaSUS, a Psycho Educational Group for Survivors of Sexual Assault.
- Welcomed Professor Naomi Metallic as Dalhousie's first Chancellor's Chair in Aboriginal Law and Policy at the Schulich School of Law.
- New positions created, including Associate Director, Diversity in the School of Public Administration; full-time Manager, Aboriginal Students on the Agricultural Campus to support recruitment and retention.
- Conducted workforce analysis as part of the university's Federal Contractors Program requirements.

If your Faculty or Unit would like to learn more, or share updates from your area, please contact Norma Williams, Executive Director of Diversity and Inclusiveness (norma.williams@dal.ca).

I urge everyone on campus to remain committed to this important work, particularly as we witness the struggles currently facing our external community. Together, we can sustain our progress and build a strong Dalhousie and better world.

Most sincerely,



Richard Florizone President, Dalhousie University



A MESSAGE
FROM JASMINE WALSH
AND WANDA THOMAS
BERNARD
CO-CHAIRS,
Strategic Priority 5.2

IT IS WITH GREAT PLEASURE that we reflect on the work that our community is engaged in, supporting Dalhousie's Strategic Direction 5.2 'Foster a Collegial Culture Grounded in Diversity and Inclusiveness.'

Diversity and inclusiveness are necessary conditions for excellence in a modern academic institution. Our work must fundamentally be about weaving the commitments that are reflected in this report into all aspects of the way our students, staff and faculty live, teach, learn and work at Dalhousie.

Through extensive consultations, our community has clearly asked us to deliver on meaningful and lasting change at Dalhousie. In order to achieve this, we have been busy through the summer and fall developing a holistic framework for Diversity and Inclusiveness at Dalhousie that will survive beyond the recommendations of the reports included in this update. We have likewise been working with Dalhousie's Indigenous Advisory Council to develop a long-lasting strategy for Indigenous Excellence at Dalhousie.

We remain confident that Dalhousie is well poised to be a leader in diversity and inclusiveness and we are deeply committed to the activities that will get us there. We are pleased to share this report on Dalhousie's progress to date and look forward to future opportunities to communicate success under Strategic Direction 5.2.

Most sincerely,



Jasmine Walsh

CO-CHAIRS, STRATEGIC PRIORITY 5.2



Wanda Thomas Bernard



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This document represents the third Progress on Report Recommendations Update. Previous updates are available for review by accessing the *Dalhousie University Culture of Respect* website at: www.dal.ca/cultureofrespect



1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
1	Enhance data collection about diversity at Dalhousie	
	A) <i>Expand data collection on diversity of our student body on admission. Explore whether admissions data could be effectively updated annually</i>	<ul style="list-style-type: none">• Faculty of Computer Science (FCS) Associate Dean Academic continually monitors administrative data regarding gender numbers to guide faculty recruitment and retention plans and support FCS 200th plan to decrease the gender disparity.• For Faculty of Dentistry (FoD) comment, please see Backhouse recommendation 10.• Faculty of Health Professions (FHP) monitors admissions data with respect to Affirmative Action categories as a guide to recruitment and retention efforts. Some faculties have Affirmative Action Policies that include LGBTQ+ and Acadian. Some departments have data from 2009 to 2014, enabling the tracking of improvements in retention rates.• Human Rights & Equity Services (HR&ES) assisted the Faculty of Dentistry (FoD), in conjunction with the Registrar's office, to relaunch their student census in October 2016.• Human Resources (HR) initiated discussions, on Be Counted Census campaign.
	B) <i>Survey all faculty and staff to build rich longitudinal data on our diversity regularly, potentially through the workplace survey</i>	<ul style="list-style-type: none">• For FoD comment, please see Backhouse recommendation 11.• FHP faculty, staff and students strongly encouraged to participate in the Get Counted Census implemented campus wide.• HR&ES coordinating the updates of Dalhousie's Be Counted website, including release of 2016 Employment Equity Report to the university community in October 2016.
2	Better understand and support proactive engagement to improve inclusion and diversity at the faculty and unit levels	
	A) <i>Create a council or committee on inclusion and diversity in each faculty or unit to proactively identify and address issues and opportunities</i>	<ul style="list-style-type: none">• Agricultural Campus (AC) continuing Inclusivity Advisory Committee established in 2015.• Communications & Marketing (C&M) completed design workshops to inform diversity in design.• FCS Culture of Respect in Computer Science Committee (CoReCs) renewed its members—a mix of faculty, staff and students—for the 2016/2017 year; reviewed the budget and finalized confidential points of contact in the Faculty (promoted in course syllabi, webpage, suggestion boxes and in-house posters). This year's points of contact are the Faculty Navigator (a staff member) and the Associate Dean Academic.• For FoD comment, please see Backhouse recommendation 12.

1 BELONG REPORT/RECOMMENDATIONS

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- In Government Relations (GR), a small unit regularly reviews work through a lens of diversity and inclusiveness. One staff member sits on Dalhousie's Indigenous Advisory Council.
- FHP has several diversity-centred committees among its schools, with membership comprised of faculty members and students interested in participating and gaining diversity awareness, knowledge and skills. Some departments have had long-standing Diversity and Equity Committees, with strategic plans that are a fundamental part of their School's governance, including representation on all the school's committees (i.e. hiring committee, School Council and program committees); have a high rate of engagement and commitment; and have faculty hired to specifically focus on Indigenous matters.
- HR&ES currently participating in the review of Dalhousie's Policy on Employment Equity through Affirmative Action, including the Council on Employment Equity through Affirmative Action.
- Schulich School of Law (SSL) established internal faculty reading group to focus on education on diversity and inclusion.
- Dalhousie University Libraries (DUL) in process of establishing an Inclusion and Diversity Committee.
- Faculty of Science (FoS) established an equity/diversity committee.
- University Secretariat (US), a small unit of six employees, schedules regular meetings to share information and discuss issues and concerns. This provides an opportunity for the Director and others to highlight (and encourage attendance/participation in) events and activities intended to improve, support and celebrate diversity within the campus community (Be Counted Census, Mawio'mi, Pink Day, Workplace survey, etc.) The Director is part of the Allies program and displays the Ally sign prominently within the office.

3 Commit to the value of inclusion.

A) Design a statement of commitment to be signed by each student as part of their admissions package or orientation process, and by each faculty and staff member at the time of appointment-retroactively for those already employed.

- FoD is in the process of updating its academic policy manual, which includes a review of the professionalism policy for all staff, students and faculty.
- FHP includes the university's statement on students' diversity/inclusiveness in the syllabus template that all faculty are to use in constructing their course syllabi.
- School of Nursing (SoN) inclusion statement approved by the Diversity Committee and School Council and now on the SoN website.
- The Student Affairs (SA) student pledge at Induction reads: *"I promise to uphold and protect the integrity, good character and scholarly legacy as well as the culture of respect and good citizenship at Dalhousie University."*

B) Adopt a required statement on inclusion to be inserted in all Dalhousie course syllabi

- FCS includes an inclusion statement in all course syllabi and each instructor is encouraged to go through this at the start of the term.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATION APRIL 09, 2016 – OCTOBER 28, 2016

4 Enhance and formalize education on respect and inclusion

A) Establish a high-profile lecture series entitled “uncomfortable conversations.” Recognizes and engage the contributions of Dalhousie’s experts and brings outside leading academics to campus to give signature lectures and establish inclusion as key in the intellectual life at the University.

- AC hosted a Craft and Conversation panel on the importance of having and being allies for Pride Week.
- FCS continued with conversation series and hosting guest speakers (Dr. Amal Ghazal, Islam and the Middle East: An Introduction; Dianne Lewis, Inclusiveness: What Does This Mean to Indigenous Peoples in Canada?; Dr. Tamara Franz-Odenaal, Advancing Women in Computer Science and the Intersection of Developmental Biology with IT; Colleen Ward, VP TD Bank, and Jessica Lumiere, Meet the Girls in Green: Technology Careers for Women). As well, the Women in Technology Society (WiTS) held a We Talk Tech event that brought in women entrepreneurs in the Halifax region to present on their experiences in the start-up environment. FCS also had guest speakers talk about diversity, including an Indigenous community leader discussing disparities in access to health and community services for people with disabilities living in Indigenous Communities and an individual from Communication Access Network gave a colloquium on community advocacy for persons with communication disabilities.
- HR&ES is the initiator and provider of The Elephant in the Room: Diversity and Inclusion Conversation Series, which engages the Dalhousie community in thoughtful, open-minded dialogue and encourages global awareness and sensitivity.
- FoD faculty and staff took part in The Elephant in the Room workshops.
- C&M participated in the three levels of The Elephant in the Room workshops.
- SA senior managers attended an Elephant in the Room session (Diversity and Inclusion Conversation Series offered by HR&ES). Student Affairs units (Communications, CLDC, Intramurals) now scheduling Elephant in the Room sessions for student staff.
- Occupational Therapy (OT) maintains a course on social influences on health, as well as strategic lectures introducing diversity issues to raise awareness of diversity within the class. This is complemented by a “Post Secret” board where anonymous statements are presented directly from students. The “Secrets” are reviewed from a diversity and equity perspective by a sociologist on faculty. There are also several guest Lunch & Learns organized by students with various experts.
- SoN is addressing the recommendations of the Truth and Reconciliation Commission of Canada (TRC) in its modified transfer student curriculum by adding content and strongly recommending courses on Indigenous history and colonialism and the associated impact on health. SoN is also including a Cape Breton University course on Indigenous health in electives.

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
B)	<i>Design and implement a formal, mandatory program for all students at Dalhousie.</i>	<ul style="list-style-type: none">• The FoD is in the final stages of implementing its first DDS/DH curriculum.• FHP advises that students from two of its schools mandate participation in Interprofessional Education (IPE) on Critical Diversity to encourage self-reflection and self-awareness around culture, assumptions, stereotypes, etc.• SSL this year implemented that all first-year students participate in the Blanket Exercise. (The KAIROS Blanket Exercise is an educational tool to help tell the Indigenous history of this land and the effects of colonization.) This will be a permanent feature of the SSL first-year program from now on.• DUL will assist with the creation of a mandatory course in Brightspace and with the identification of required scholarly resources to support the course.• SA included in the 2016-17 online orientation module an optional Online Orientation Program on Community and Citizenship.
C)	<i>Design and implement ongoing education plans for all staff and faculty to support a fully inclusive University.</i>	<ul style="list-style-type: none">• FCS currently designing a TA workshop series; held the annual World Café which provides an opportunity to bring together the societies within the Faculty, CS students and members of CoReCS to discuss future workshops/activities to promote diversity, inclusiveness and respect in the Faculty.• FHP reports some departments working on the TRC recommendations and have held training sessions in fall 2016 which provided staff training on Indigenous experiences of oppression, including the residential schools. Some staff, student and faculty have viewed Cindy Blackstock's documentary on the Supreme Court challenge and held discussions following it. Several of the Interprofessional Health Education (IPHE) and mini courses have included a focus on diversity and inclusion.• HR undertaking research/review of existing courses and training within the institution with the goal of including applicable faculty and staff training under a Diversity and Inclusion umbrella program.• Human Resources Integrated Team (HRIT), which includes central HR managers and HR partners across the institution, has completed the Blanket Exercise and is providing input to diversity training needs in their departments/faculties.• Skillsoft Online Learning featured a one-hour course on the opening page titled Diversity on the Job: The Importance of Diversity and the Changing Workplace.• HR developed practical advice workshop on responses to workplace mental health concerns.• HR has partnered with the Dalhousie Faculty Association (DFA) to create a workshop embedded in the Academic Leaders programming, to be offered annually in the fall term, on Equity and Diversity in Faculty Recruitment.• Using the Student Health Fee, SA funded the certification of two physicians in Canadian Professional Association for Transgender Health/World Professional Association for Transgender Health (PATH/WPATH) to better serve the needs of students requiring transgender primary healthcare. Both Dal Allies and Nova Scotia's PrideHealth hosted, within the past 12 months, information sessions for physicians and clinic staff on inclusive primary healthcare.• Three SA psychologists went to a CPATH/WPATH conference to better serve the needs of transgender clients of the counselling centre.

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
		<ul style="list-style-type: none">• In cooperation with HR&ES, Counselling Services and trainers from the Office of Student Life, training/workshops on a variety of topics including mental health, diversity/inclusiveness (Elephant in the Room) and bystander intervention, were delivered across the Student Life portfolio, including residence life staff, community assistants and varsity coaches (tailored mental health training).• Career and Leadership Development Centre (CLDC), in support of Respect Week 2016, developed and distributed a <i>Respectful Peer Advising Handbook</i> in consultation with HR&ES, International Centre and Student Life, and used the handbook as part of ongoing student and staff education.
	<p>D) <i>Design and implement an ongoing mandatory education plan for senior university administration to support a fully inclusive university.</i></p>	<ul style="list-style-type: none">• Advancement Unit (AU) Leadership Team attended a diversity training session during a September executive retreat that was helpful for those in attendance to evaluate their own internal feelings around diversity and equality. The learnings can be taken into the office and help the Executive Team be mindful of what was learned when interacting with team members and stakeholders.• HR&ES delivered Elephant in the Room, Inclusion and Diversity Conversation Series for senior management in the following departments: Human Resources, Facilities Management, Communications and Marketing, and Student Affairs.• University Secretariat (US) Director participated in the 2016 senior admin retreats, which included sessions on diversity.
	<p>E) <i>Design and implement programming for all students who live in Dalhousie residence that supports inclusive engagements, including sexual engagement and respectful community building across diversity</i></p>	<ul style="list-style-type: none">• HR&ES instituted a Psycho-Educational Group for Survivors of Sexual Assault (PEGaSUS) program to support Dalhousie students who have experienced adult sexual assault.• SA redesigned Residence Life “impact” programming model adopted for all residences. One of the key pillars is diversity where learning outcomes state:<ul style="list-style-type: none">– By the end of the year, each residence student should be able to:<ul style="list-style-type: none">• Understand and challenge diversity issues that exist• Promote an inclusive environment• Accept and celebrate the values, cultures, backgrounds, etc., of themselves and others• SA adopted formal Residence Assistant (RA) led community meeting agendas delivered to every community biweekly. Relevant topics in building community across diversity, such as discussion around cultural appropriation at Halloween, are actively included.
	<p>F) <i>Develop and hire additional faculty to support a minor in Black Studies</i></p>	<ul style="list-style-type: none">• One FHP Faculty applied for a Dalhousie Diversity Faculty Award (DDFA) to increase diversity. While not successful, the Faculty hopes to continue to apply for this opportunity if available. A recent FHP department tenure-track faculty hire has a strong research interest in diverse populations, particularly Indigenous and persons of African descent.
	<p>G) <i>Add a course in Mi’kmaq language and qualify it for Dalhousie’s language requirement.</i></p>	

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5	Support an inclusive environment for students, faculty, and staff as they commence their studies and new positions at Dalhousie	
	A) <i>Develop a mandatory online orientation module for all students to complete before they commence their studies at Dalhousie</i>	<ul style="list-style-type: none">• FoD orientation and development sessions included all dentistry and dental hygiene faculty members. The objective was to share individual curricula and course content and promote an appreciation of mutual educational goals and values. Discussions focused particularly on part-time faculty, who provide a large part of clinical teaching, allowing part-time faculty to gain a greater understanding of teaching models and contribute to future planning. All sessions were video recorded and made available to those who could not attend.• HR&ES enhanced content provided in Online Orientation – Consent module for all first-year students.• DUL offers to assist with the creation of a module in Brightspace, and with the identification of required scholarly resources to support the course.• SA along with DSU and HR&ES delivered an online orientation program in 2016 through Brightspace which consisted of five modules (Academic Readiness, Alcohol Harm Reduction, Consent and Sexual Violence, Community and Citizenship, and Health and Wellness).
	B) <i>Review student orientations to study the design and operation of orientation week events on campus and within faculties and to ensure that they demonstrate respectful inclusion of the wide range of students</i>	<ul style="list-style-type: none">• Sessions on diversity and respect were included in Agricultural Campus Orientation.• FoD student-led Orientation Week activities are reviewed in advance, and place emphasis on family-friendly activities and ensuring that activities are inclusive of all students, including those from different cultures. A number of orientation sessions are mandatory for all students in the FoD, including presentations from Student Services and discussions around diversity and inclusion. First-year students are also required to participate in interprofessional education events, which are aimed at fostering greater collaboration between the different health professions. Read about Dalmazing: http://www.dal.ca/news/2016/09/29/dalmazing-event-embraces--new-reality--of-canadian-health-care.html. Read about the IPE first-year event, which deals with treating transgender people: https://www.dal.ca/faculty/healthprofessions/news-events/events/2016/10/25/first_year_event.html.• One FHP department requires all first-year students to attend an overnight orientation retreat in which guest speakers discuss diversity and inclusion. Another school during their school-wide orientation opened with a smudge and a brief introduction to Indigenous People and African Nova Scotians.• HR&ES chaired the Diversity and Inclusion, Education and Awareness sub-committee of the University Orientation Committee. This committee produced <i>Diversity and Inclusion on Campus: A Guide for Organizers</i> to support inclusive event design and implementation.• HR&ES delivered Elephant in the Room (Level 1) Inclusive Campus Conversation Series to first-year Medicine students during Medicine orientation program.• SSL O-Week committee partnered with Sober Support developing a focus on non-alcohol based social events throughout the week and also introduced Bringing in the Bystander (a Dal program) to O-Week, achieving over 90% participation and major positive feedback.

1 BELONG REPORT/RECOMMENDATIONS

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		<ul style="list-style-type: none">• Rowe School of Business (RSB) School for Resource and Environmental Studies (SRES) provides pre-orientation and ongoing departmental and faculty communications encouraging connections with current international students or other incoming students from the same country of origin in both the Master of Environmental Studies (MES) and Master of Resource and Environmental Management (MREM) programs.• The SRES Student Society initiated a buddy system to connect incoming students with current students of similar interests, and international students with current international students.• SRES orientation events offer a variety of inclusive activities such as the Faculty of Graduate Studies (FGS) International Orientation date as part of departmental orientation schedule. Care is taken to ensure that events are not centered around the consumption of alcohol.• The SRES Student Society has planned its 2nd Annual International Potluck encouraging all SRES (MES and MREM) students to attend and bring a traditional dish from their home country or cultural background.• Student Health Services is tailoring health and wellness information sessions to be more inclusive of international student needs.• SA Communications provides Online Orientation Modules for incoming students with content about consent, rules for living with a roommate and communities on campus.• The International Centre International Student Orientation Fall 2016 hosted two Elephant in the Room: Diversity and Inclusion Conversations, Level I.• Preliminary discussions have occurred relating to Summer-O. Discussions include including the Black Student Advising Centre and the Aboriginal Student Centre advisors as participants. ABLE@Dal orientation is also a constant in terms of supporting students who have self-identified with a differing ability.
	<p>C) <i>Develop, implement, and monitor an intensive inclusion training course as a condition of appointment/hire for all staff and faculty who work in advising students, alongside attending mandatory continuing education as part of the conditions of appointment</i></p>	<ul style="list-style-type: none">• FoD staff and faculty are encouraged and supported to attend inclusion sessions. In addition, FoD clinic nurse has completed the Mental Health First Aid training program and will soon be able to train FoD faculty, students and staff. The Blue Folder has been distributed to all FoD faculty and staff.• SA's International Centre staff members attended Elephant in the Room: Diversity and Inclusion Conversation Level I & II workshops.• SA's Student Life, International Centre and HR&ES explored existing resources and expertise on campus to develop a diversity and inclusion component for units/department to include in peer advisors, coaches, etc. training programs.• SA's units responsible for hiring student staff were identified and provided Elephant in the Room training sessions' information from HR&ES.• An International Centre employee has completed Elephant in the Room facilitation training Level I & II for Students and Staff/Faculty and has since facilitated one workshop per month in collaboration with HR&ES.

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	<i>D) Include a module in the orientation for graduate students on appropriate faculty-student supervisory relationships and on structures for support and reporting when things are not working</i>	<ul style="list-style-type: none">• AC provides a session on community standards, including discussion of inclusion and discrimination, and a mandatory Graduate Communications Course.• FCS now has undergraduate Course Representatives for each year (1st-4th years). The Course Representative is a point of contact to facilitate and provide more timely feedback mechanisms to instructors and to the FCS and can assist peers in navigating appropriate support mechanisms on campus.• FoD discusses faculty-student supervisory relationships as part of the orientation sessions for Masters in Periodontics students, in addition to an explanation of students' research obligations and expectations of their performance. The students gain information on access to supports available through the Faculty of Graduate Studies.• FCS provided two planning meetings for a panel discussion on best practices in graduate supervision to be held in the Faculty of Management in January/February 2017; provided a presentation to new academics on student-supervisory relationships; and with the AVP Student Affairs, established and held the first meeting of a university-wide committee (Graduate Experience Working Group) to support graduate students.• SSL's graduate orientation sessions address "appropriate faculty-student supervisory relationships and ... structures for support and reporting when things are not working," specifically:<ul style="list-style-type: none">– Incoming students are required to attend the FGS orientation, which addresses these issues;– Incoming students are required to attend a one-day law faculty orientation, where the Associate Dean (Graduate Studies) encourages open student communication with supervisors (or mentors for coursework students).• As a test project in the Faculty of Science (FoS), the Department of Chemistry asked HR&ES to develop diversity, inclusion and conflict resolution training for Graduate students and any interested faculty. This training occurred in October 2016 and focussed on using effective communication to address conflict resolution (arising during Teaching Assistantships, within a research group and between students and supervisors). Issues of diversity and inclusiveness were used as examples and for training on awareness. The plan is to now make this type of training available to other departments, and as well to include it in graduate student orientation every year.• SA is forming a Graduate/Professional Student Experience working group to explore faculty-student supervisory relationships. This topic is currently delivered within orientation programming and an assessment of future training and support required will take place. The working group is comprised of the Dean FGS, VP of SA, Dalhousie Association of Graduate Students (DAGS) representatives and other Student Affairs representatives.

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NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
6	Provide additional supports on respect and inclusion	
	A) <i>Explore the potential of upstander programming</i>	<ul style="list-style-type: none">• As a follow-up to the Dentistry and Dental Hygiene Student Report on Sustainable Change in the Climate and Culture at the Faculty of Dentistry, 50 students from across all programs participated in their first annual Leadership Summit to renew their commitment to uphold the values they believe are important in the FoD, including accountability and responsibility, inclusivity, safety and transparency.• One FHP department that processes the “Post Secret” board reported a strong emphasis on speaking up. Other interactive board themes include aspects of speaking up. One of the departments begins each academic year with an interactive board themed around Welcome to the Department, using symbols and languages.• HR&ES continues to deliver Bringing in the Bystander pro-social intervention workshop across campuses. Program revised using evidence-based evaluations and feedback summer 2016.
	B) <i>Develop, publicize and update annually a network of human resources across campus who are willing to work with faculty members who wish to explore the expansion of their course content to include more diverse voices and perspectives. Remind faculty of these resources annually</i>	
7	Acknowledge our rich history	
	A) <i>Commission a redesign of our ceremonial mace</i>	<ul style="list-style-type: none">• SA as well as other areas of the Dalhousie community continue involvement in the university’s mace redesign committee. Funding has been secured and the committee is working on the public call for designs.
	B) <i>Formalize an acknowledgment statement to be used at Dalhousie events recognizing Dalhousie’s place on Mi’kmaq territory</i>	<ul style="list-style-type: none">• AC permanently installed the Mi’kmaq Grand Council flag in June, and renamed River Road to Sipu Awti.• The FoD will comply with university policy on course syllabi and include this statement, beginning in the 2017 academic year.• As part of its responsibilities, GR encourages people to acknowledge the recognition of Dalhousie’s placement on Mi’kmaq territory.• HR&ES staff incorporated the acknowledgment statement into email signatures.• RBS implemented this practice at Faculty Council and other general meetings in the Faculty.• At convocations and inductions, a statement is included that acknowledges the Mi’kmaq territory.

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	C) <i>Commission an official graduation regalia for Indigenous students, faculty, and staff who choose to wear it</i>	<ul style="list-style-type: none">• FHP departments have made it possible and optional for their students of African ancestry to, at graduation, wear a Kente strip celebrating their ancestry. Indigenous students are invited to, at graduation, be presented with a medicine pouch.• The HR&ES Respect Rep team is collaborating with Elders in Residence to produce medicine pouches for graduation ceremonies.

8 **Celebrate our diverse community**

A) <i>Develop and support already existing inclusivity campaigns around observance and recognizing inclusion and diversity matters with high-impact communications and education pieces</i>	<ul style="list-style-type: none">• The Advancement Unit (AU) office has, in all fundraising efforts, donor relations and alumni communications and event materials integrated stories and photography that demonstrates diversity. As an example the Johnson Scholarship Foundation Visit – September 12, 2016: The Johnson Scholarship Foundation is dedicated to creating pathways to enable education for economically and social disadvantaged people. The Foundation already has a bursary to support students with differing abilities on campus and is currently partnering with Advancement and the health faculties to fundraise (matched funds) for scholarships to improve access for African Nova Scotians and Aboriginal N.S. students studying health care at Dal (up to \$1M). In September, Foundation staff and board participated in a day-long event including a guided bus tour of Indigenous N.S. and African N.S. landmarks; traditional drumming by two Dal students/members of the Mi'kmaq community and a Dalhousie Elder; a luncheon featuring Indigenous and African-centered cuisine; presentations from the Managers of Promoting Leadership in health for African Nova Scotians (PLANS) and Aboriginal Health Sciences Initiative (AHSI); student program participants from both groups; and an update from Student Academic Success on the positive outcomes achieved in abilities programming, thanks in part to their bursary. At their table settings were two books: one by Dr. Bridge Pachai on African N.S. history and one by Dr. Daniel Paul on Mi'kma'ki history.• AC hosted Pride events and participated in Truro's first Pride Parade.• FCS CoReCS awarded grants to four CS students (2 graduate and 2 undergrad) to attend the Grace Hopper Conference in October 2016. The Grace Hopper Conference is the world's largest gathering of women technologists (about 15,000 attendees). The four students, upon returning from the conference, shared their experience with other CS students.• GR coordinates or supports highly visible events on campus and works to ensure diversity and inclusion in them.
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1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATION

APRIL 09, 2016 – OCTOBER 28, 2016

- The FoD has a strong tradition of providing oral health care to vulnerable populations and those who are denied access to oral health care, providing more than 28,000 patient appointments per year. This enables dentistry and dental hygiene students to gain clinical and patient management experience and provide dental care in outreach clinics and the main dental clinic on campus. Oral health care is provided to several underserved populations: Inuit communities in Newfoundland and Labrador; populations served by the North End Community Health Centre; faculty-operated clinics for children in two elementary schools – Nelson Whynder Elementary in North Preston and Harbourview Elementary in North Dartmouth. In the main campus dental clinic, adults and children are treated in a variety of speciality and comprehensive care clinics and frail adults are treated in the eldercare clinic. Each year, a group of oral and maxillofacial sciences (OMFS) faculty travel to Vietnam to perform cleft surgeries on children there. OMFS has participated in over 30 cleft surgical missions to Vietnam, North Africa and Brazil.
- HR&ES chaired the university's Pride Week committee, organized to promote inclusiveness and support LGBTQ+ community on campus; is beginning discussion of a campus Pride collective to support year-round initiatives; co-chaired the Respect Week committee to enhance awareness about the importance of respect and inclusion on campus; and are part of the planning underway for 16 Days of Activism to End Gender-Based Violence in collaboration with South House and Department of Gender and Women's Studies.
- This year, SSL funded eight Indigenous Blacks and Mi'kmaq (IB&M) Initiative students to attend the Indigenous Bar Association meeting in Vancouver.
- President's Office (PO) chaired a committee and presided over the formal ceremony held to permanently erect the Mi'kmaq Grand Council Flag on Studley Campus and the subsequent placement on Sexton Campus.
- SA added primary healthcare information, resources and CPATH/WPATH service description to a new webpage for LGBTQ+ students (https://www.dal.ca/campus_life/health-and-wellness/health-services/services/lgbtq.html).
- SA launched a new set of subpages on the Campus Life link of dal.ca site to house information about Communities on Campus and Safety & Respect. Communications included promotion of the 7th annual Mawio'mi, Respect Week, and the Multifaith Centre. Additionally, branded templates were developed for the Aboriginal Student Centre and Black Students Advising Centre (BSAC).
- SA's Residence Life launched a digital TV screen project in four residences (Gerard Hall, Risley Hall, Howe Hall and Sherriff Hall) in an effort to increase efficacy and retention of campaign information and events on campus.
- Development of a major and minor in Indigenous Management Studies in progress for the BMgt program.
- An MPA(M) Equality, Diversity, Inclusion elective course was approved and is in development (and supplements material developed for two existing required courses).
- Favourable discussion is in progress for the development of a BMgt Equality, Diversity, Inclusion minor.
- A professional development program in Equality, Diversity and Inclusion is in progress, with a panel session on Disability and Employment arranged for November; Indigenous theme planned for Annual Conference on Public Administration (ACPA) conference.

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
	<p>B) Acknowledge the religious pluralism of our community</p> <p>C) Add a position on Senate for an elected international student</p>	<ul style="list-style-type: none">• AU supported the Faculty of Arts & Social Sciences six-year long fundraising efforts for the Simon & Riva Spatz Chair in Jewish Studies. The purpose of this Chair is to bring scholars from around the globe to share expertise and perspectives on complex cultural issues facing Jews and Jewish society in the world today. On September 22, the President opened his home to donors to this Chair, as well as friends and prominent members of the Jewish community, to share progress-to-date and thank them for their support. Speakers included Dr. Florizone, Dr. Jim Spatz and FASS Dean Dr. Frank Harvey. Donor Relations took great care to adhere to cultural dietary restrictions in keeping with kosher law. The feedback received indicated that efforts were noted and appreciated.• AC added a multi-faith prayer space in the library.• College of Continuing Education (CCE) has a very diverse cultural, ethnic and religious culture.• FoD continues to support a prayer/reflection room in the Dentistry Building.• HR&ES mosaic calendar promoted weekly across Dal News and @DalRespect Twitter.• SA's Multifaith Centre has continued to serve representatives of a wide variety of faiths. Events such as the interfaith suppers and meditation sessions remain open to all members of the Dalhousie Community. The interfaith meals focus on open diverse conversation in a safe, inclusive environment. The meditation sessions include an ongoing study of the human mind, its conditioning and tendency to create artificial barriers between self and other.• University Secretariat (US), responsible for scheduling Board and Senate meetings, works to ensure that these schedules take into account significant religious dates and observances.
9	<p>Create welcoming and accessible services and buildings</p> <p>A) Update the design of our symbols to promote a greater sense of inclusion. Work with the Province to consider moving to ISA for parking spaces in the province</p>	<ul style="list-style-type: none">• FoD includes welcoming/accessible standards in the dental clinic renewal project.• Finance and Administration (F&A) - Planning/Security current committee approved gender-neutral signage and it was in the process of being installed when negative comments were received. Therefore, the Vice Provost of Student Services will be gathering stakeholders to review and provide direction so that a sign which everyone supports can be developed and installed.• Signage is consistent with provincial traffic authority signage (accessible designated parking).• Five Dal Libraries, plus the two stand-alone learning commons and the service point at UNB-SJ for DalMedNB, have created temporary welcome signs in three languages: French, Mi'kmaq and English. Permanent signage is in production.• SA worked with Dal Allies to post signage throughout the Student Health Clinic to promote our welcoming and inclusive primary health-care environment for LGBTQ+ students.

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
B) <i>Ensure washrooms in every building on campus support inclusion (disability accessible, gender-inclusive, and where gendered, gendered evenly)</i>	<ul style="list-style-type: none">• FCS has ability accessible, gender-inclusive washroom on the main floor in the Goldberg Building.• F&A Planning/Security notes that since 1999, the university has instituted that all new buildings have a minimum of 2 single washrooms. Before that time, the university did not have a requirement for single and accessible washrooms. Therefore, many of the older buildings do not meet this requirement. F&A Planning/Security is working to find ways to meet this requirement while meeting regulatory building code needs.• HR&ES provided consultation to SA on the design of inclusive washroom signage.• RSB has two bathrooms on each of the 2nd- 5th floors labeled as “a washroom for everyone” (or for “all”).• SA installed “This washroom is for everyone” signs on public washrooms adjacent to Student Health Services clinic waiting room and enhanced promotion of gender-neutral washrooms on-campus under the LGBTQ+ tab of the Student Health & Wellness website. Audit of residence washrooms conducted – gradual adoption of “washroom for everyone” signage/language replacing former gender-neutral/ co-ed signage/language. Where possible, washroom/shower stalls are being converted by Housing & Ancillary Services to floor to ceiling stalls, thereby increasing accessibility.	
C) <i>Audit the reliance on gender identification at Dalhousie and consider when gender identification is necessary to achieve the purpose of the underlying activity, and where it's necessary, provide an option for gender to be self-identified</i>	<ul style="list-style-type: none">• HR&ES uses open-ended question for gender identification on forms and allows space for clients who prefer not to indicate. Forms also allow client to indicate their preferred pronoun.• HR& ES database is being updated to allow for increased gender identification options.• SA Student Health Services submitted a ticket in June 2016 to N.S. Primary Healthcare Information Management (PHIM) to add a gender-neutral option other than male/female for use in the provincial Electronic Medical Records system. PHIM forwarded the request to the applicable Provincial Government Department(s) for interpretation and subsequent establishment of a gender-neutral standard.	
D) <i>Develop a detailed and unified plan for ensuring full physical accessibility of University campus, including weather accessibility. Determine whether minimum required standards are insufficient</i>	<ul style="list-style-type: none">• In June 2014, the N.S. government created an advisory panel on accessible legislation with a goal to release accessibility legislation in 2016. The purpose of the legislation is to provide a means by which everyone has the ability to participate fully in their community and feel welcome where they live, work, learn and play in an environment that is inclusive, welcoming and fulfilling. Currently, the university does not have its own standard, but follows the building code and considers accessibility in design.• HR has a new timetable process where faculty with differing abilities now submit requests for medical accommodations to the Disability Administration.	

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
E)	<i>Champion universal design for learning and work</i>	<ul style="list-style-type: none">• One school at FHP supports the principles of Universal Design and Universal Instructional Design (UID) in both their campus and distance programs. Further, UID is part of that school's Accommodation Policy (approved October 2013).• SA, Student Academic Success Services delivered a presentation to the Faculty of Science first-year instructors, as well as other instructors, on Universal Design for Learning (UDL) in fall 2016. Working through the Assistant Dean, FCS plans are being made to offer ongoing sessions with the support of the CLT.
F)	<i>Review the location of the Human Rights, Equity, and Harassment Prevention Office</i>	<ul style="list-style-type: none">• HR&ES is actively seeking a new office location with increased space, visibility and access.• F&A, Planning will provide HR&ES with additional space to accommodate the new hires within the Henry Hicks Building.
G)	<i>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 visual environment</i>	<ul style="list-style-type: none">• On AC, Mi'kmaq posters and tile project from Pride week are on display.• FHP departments have sought out art with diverse messages and from diverse artists. Art in some departments includes messages around diversity in people and occupations. Youth graffiti themed on diversity is mounted permanently in one of their classrooms (Forrest 213).• SSL is changing their art to ensure that it presents a more inclusive and representative image. A portrait of Donald Marshall Jr. was recently unveiled at a special event including his children, Mi'kmaq Elders, Chiefs, Grand Keptin Andrew Denny, members of the judiciary, provincial and federal government representatives and Halifax Poet Laureate Rebecca Thomas.• The Killam Library featured a display of artifacts and art for Mi'kmaq Heritage Month in October.• SA, Counselling Services added artefacts and artwork from various cultures to their waiting room and offices.• SA, Student Academic Success Services budget for the Indigenous Student Centre supported the purchase of such art, including Indigenous flags.
H)	<i>Promote reporting discriminatory graffiti to aid its swift removal. Document graffiti before removal and keep electronic record of it</i>	<ul style="list-style-type: none">• CCE has been active in swiftly removing any graffiti.• For FoD, please see Report of the Task Force on Misogyny, Sexism and Homophobia in Dalhousie University Faculty of Dentistry Report: recommendation # 6.• HR&ES continues to work with Security Services to document and respond to incidents of discriminatory graffiti on campus.• DUL reviewed processes related to graffiti. Regular meetings with Security Services to consider ways to reduce graffiti.• SA, Vice Provost distributed on October 12, 2016 a memorandum to the Dalhousie community regarding supports on campus graffiti, workshops and training sessions.

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
I)	<i>Build knowledge about our lone worker program</i>	<ul style="list-style-type: none"> • DUL reviewed scheduling to reduce lone worker situations, and attempts to schedule a minimum of two people, particularly in evenings. • US organized a safety audit and staff participated in a session delivered by Security Services on Creating a Safe Work Environment. A Critical Incident Response training session is scheduled for December 2016.
J)	<i>Make funding available to low-income students who require mental health or learning disability assessments in order to support formal accommodation requests</i>	<ul style="list-style-type: none"> • CCE assesses this need on a case-by-case basis. • SA, Counselling Services and DSU are reviewing procedures. • SA, Advising and Access Services Centre (AASC) is working with N.S. Post-Secondary Disability Services on their recent funding initiative to support students' access to a learning assessment bursary. Early estimates suggest at least seven Dalhousie students were successful in receiving the \$2,000 non-repayable grant allowing them to access private psychological services and covering the majority of the cost of a psycho-educational assessment.
K)	<i>Support the interaction between Dalhousie Security and diverse community needs</i>	<ul style="list-style-type: none"> • CCE invited Security and the Halifax Police Department (HPD) to conduct presentations on topical issues. • F&A, Security Services and HR&ES partnered to develop and deliver campaigns and educational programs.
L)	<i>Review communications practices to ensure university messaging does not unintentionally exclude or unnecessarily demonstrate a Halifax-centric viewpoint. Review university business processes to determine what can be streamlined or improved for community members working or studying at sites not on the Halifax campuses</i>	<ul style="list-style-type: none"> • CCE sees their market as national and approves messages on this basis. • HR&ES includes the Agricultural Campus and N.B. campus in its distribution of promotional material. • FoM magazine, published for distribution around convocation, was published in Mandarin for the first time. • Master of Environmental Studies (MES) thesis defense (S. Joudry), on Mi'kmaw relationship with fire on the land, was held in Bear River First Nation community, August 2016, with a Mi'kmaw host, opening and welcome by Mi'kmaw community leader and Elder and with a Mi'kmaw Elder as a member of the thesis committee. Many members of the Bear River community were in attendance. • RSB, School of Public Administration has appointed an Associate Director, Diversity. • SA centralized the distribution of incoming student email communication and offered a Halifax version and an Agricultural Campus (AC) version to ensure the distribution of appropriate and relevant content. • SA developed campus-specific Student Success Checklists for the AC and Halifax to clarify where students would go to access services and supports. Work is underway to create an AC-specific version of the New Student Success Guide.

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
M)	<i>Enhance recruitment from diverse communities by including members of those communities in recruitment teams</i>	<ul style="list-style-type: none">• AC added a full-time Manager, Aboriginal Students to support recruitment and retention of Aboriginal students.• FCS created a recruitment team of faculty, staff and students (which includes females in all roles) to plan for Dalhousie 200th initiative where Computer Science is committed to reduce the student gender disparity. The Faculty hopes to double the number of females in the undergraduate program through a targeted recruitment effort and is examining first-year curriculum to improve female retention rates.• FoD and FHP have an ongoing commitment to strengthen relationship with African Nova Scotian and Indigenous communities through PLANS (Promoting Leadership in Health for African Nova Scotians) and AHSI (Aboriginal Health Sciences Initiative).• FoD student population is diverse and includes nine foreign-trained dentists in Qualifying Program (QP) each year.• FoD is reviewing a memorandum of understanding with the Medical University of Malaysia that would allow the admittance of Malaysian students into the second year of the Doctor in Dental Surgery (DDS) program.• FoD includes students from their diverse community in recruitment interview teams.• FHP has a department with a strong recruitment that supports diversity. Students from diverse communities often participate in recruitment efforts.• SSL IB&M recruiting is done by the Director, Assistant, students and alumni of the IB&M Initiative, all of whom are members of the communities served by the IB&M Initiative.• SSL held Mi'kmaq Summer Games, an information booth at Treaty Day and Dalhousie's Mawio'mi, and an IB&M information session.• RSB, Faculty of Management ensures that members of diverse communities are included in recruitment teams.• As part of Student Academic Success Services, advisors from the Black Student Advising Centre (BSAC) and the Indigenous Student Centre continue to include the recruitment teams in their on-campus initiatives to improve access for Black and Indigenous students. An event was held in September and October.

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NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
10	Attract and retain diverse faculty, staff, students, and administrators.	
	A) <i>Design recruitment and retention strategies focused on attracting diverse faculty, staff, students, and administrators.</i>	<ul style="list-style-type: none">• AU improved their selection process and those shortlisted reflect a cross-section of gender and cultural backgrounds.• AC is working on a Faculty Equity Plan.• C&M has made it a priority to produce marketing and communications materials that reflect diversity and inclusiveness. The range of students photographed and depicted in this year's viewbook and marketing materials is more representative. Photography Services is responding to increased requests from various groups, such as the LGBTQ+ and Indigenous communities, and photo assets of a diverse student body is growing. Other key materials where diversity and inclusiveness are a priority include website, DAL Magazine, community calendar, etc.• To improve visual accessibility of the Open House event, C&M offered a clear approach to its graphic organization and wayfinding.• C&M is currently testing Dalhousie's colour palette to meet visual accessibility standards.• FCS was selected for a Dalhousie Diversity Faculty Award (DDFA). The Faculty created its search committee which consists of two female faculty members who are working on the search package.• FoD is working in conjunction with HR and HR&ES to continue to implement strategies to recruit and retain faculty members from culturally diverse backgrounds.• FGS hired a candidate from an Equity Group.• FHP departments have actively participated in the summer camps for Indigenous and African Nova Scotian youths and have revamped their Affirmative Action policy and procedures, including adding the focus on retaining students, not just admitting them.• PLANS carries out recruitment and retention strategies throughout FHP that target African Nova Scotians/Canadians.• AHSI actively recruits, retains and supports Indigenous students on all campuses.• FHP has been hiring for diversity and the Appointment, Reappointment, Tenure and Promotion (ARTP) committee membership includes a diversity representative. FHP research strategy includes a focus on underrepresented and vulnerable groups.• FHP Schools are committed to providing an educational environment that is free of discrimination and promotes equality of opportunity for all persons accessing entry into programs.• One FHP school has an equitable access policy for members of groups that are underrepresented in the administrative levels of the health services in Canada (e.g. Indigenous peoples, African Canadians and Persons with (differing)Abilities). Members of these groups are encouraged to seek admission to the school under this policy. The school is committed to admitting and graduating a diverse student body that reflects the multi-ethnic and pluralistic composition of Canadian society. Although all candidates must fulfil the same basic admission criteria, those who wish to apply under this policy will be considered on their individual merits, rather than in relation to other applicants.

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NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
		<ul style="list-style-type: none">• HR&ES Respect Reps is a student led team with diverse cultural background. Two members of this student team have returned from last year.• HR&ES is a key stakeholder with HR in reviewing and aligning Employment Equity hiring practices and policies.• As part of HR's Academic Leadership Development Program targeting academic leaders and search committee members, two sessions have been developed with planned delivery dates in Nov 2016: Instilling Accountability for Faculty Diversity Efforts on Campus (Education Advisory Board Webinar) and Equity and Diversity in Faculty Recruitment at Dalhousie.• Proposal presented to the Assistant Vice-President HR for Provost Committee approval for a Dalhousie Diversity Staff Award (modelled after Dalhousie Diversity Faculty Award).• HR's language in contract and reporting requirements strengthened for temporary staffing services vendor to provide employees to Dalhousie that meet Employment Equity policy considerations.• HR created an internal database to more efficiently store and share resumes of candidates from marginalized groups seeking temporary employment opportunities at Dalhousie.• Recruitment Metrics project initiated by HR in collaboration with Dal Analytics to better understand career paths and success rates of self-identified candidates through the hiring process.• HR engaged in Employment Equity planning discussions with senior administrative and faculty leaders to set numerical goals for hiring of designated groups and plan employment equity strategies to support more diverse and inclusive recruitment.• HR established partnership with the Mi'kmaq Employment Training Secretariat (METS) to provide opportunities at Dalhousie for students and job seekers from the Mi'kmaq community to participate in job shadowing opportunities, internships and temporary positions.• DUL has successfully initiated the recruitment and placement of a diverse workforce. Efforts will continue with emphasis placed on senior manager levels.• DUL staff attended and will continue to attend diversity workshops.• Faculty of Management's Faculty Council attended a presentation by HR on diversity and inclusiveness at Dalhousie University, including stats on how Dal and the Faculty of Management compare with national diversity percentages/representation.• Faculty of Management is seeking a Canada Research chair in Indigenous Studies.• Faculty of Management's recruitment strategies are in place and being enhanced. They focus on attracting diversity faculty, students, etc.• Research Services (RS) promoted equity and diversity in all levels of recruitment process by expanding criteria for suitable candidates.• RS used temporary and term appointments as an opportunity to hire members of designated groups.• RS aligned all recruitment and hiring under the purview of the Vice-President Research with HR policies and practices on equity and diversity. This includes external research funding that provides opportunities for faculty, highly qualified personnel and staff positions.

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
		<ul style="list-style-type: none">• Student Health Services conducted three diversity hires since August 2016 including gender and cultural representation in frontline staff.• The International Centre provided ongoing support and usage of International Student Work-Study Experience Program, which attracts a diverse group of prospective student workers.• Student Life is currently reviewing Residence Life recruitment and selection process for Residence Assistants (student positions). Review includes accessibility of application process and hiring practice with a goal of increasing interest from students, in particular underrepresented groups at Dalhousie.• MultiFaith Centre is intentional in establishing a diverse group when hiring student receptionists. This year's six receptionists include individuals from the Middle East, Africa and South America as well as Canada.
	B) <i>Ensure our awards and honours celebrate accomplishments in an inclusive way through a review of application procedures and criteria</i>	<ul style="list-style-type: none">• 2016 Dalhousie Alumni Association (DAA) Award winners included three alumni from diverse groups, including two sisters from Iran and an African Canadian who came to Dal as a student from his homeland of Ghana.• FoD alumni, students and faculty from diverse backgrounds were recognized in a variety of awards programs, including DAA, teaching and student awards. All faculty award winners are selected by students.• School of Information Management's Stephanie Down's Award recognizes support for internationalism. Created in memory of Stephanie Downs (MLIS'06), this award recognizes demonstrated exemplary qualities for information professionals, notably critical leadership abilities, superlative interpersonal skills, a strong interest in international perspectives and a deep commitment to service.• RS ensured that Dalhousie Research Services Manager of Awards and Prizes is aware of equity and diversity efforts and factors this into every potential candidate decision.
	C) <i>Develop an internal category of Chair, offering perhaps 5 Chairs a year, targeted at pre-tenure faculty members from equity-seeking groups to support their development as researchers</i>	<ul style="list-style-type: none">• SSL hired Professor Naiomi Metallic in July 2016 as the inaugural Chancellor's Chair in Aboriginal Law and Policy. Professor Metallic is a member of the Listuguj Mi'gmaq First Nation in Québec, and spent close to ten years practicing Indigenous law with Burchells LLP. The public launch of this Chair took place on Oct. 3, 2016, with many members of Indigenous communities in attendance.
	D) <i>Better profile and encourage participation in travelling workshop on an accessibility-related topics that is already offered by the Centre for Learning and Teaching</i>	

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
E)	<i>Provide an Indigenous learning centre including appropriate scholarly resources and support the availability of Indigenous elders at the centre</i>	<ul style="list-style-type: none">• AC has a room dedicated for use by our Indigenous students.• In FHP, the Indigenous elders have been involved by departments as guest speakers, to open up special ceremonies and to support Indigenous students and others who seek their advice and services.• In the Faculty of Management, the Alternative Dispute Resolution (ADR) has been working on securing a Canada Research Chair Tier 2 in Indigenous Governance and Leadership. Interviews concluded and a candidate was selected in May 2016. The ADR has been working jointly with the candidate on the application to the CRC program. If successful, the position will begin in July 2017.• In April, Student Academic Success Services established the Aboriginal Student Centre as a pre-cursor to an Indigenous Learning Centre. The Centre was configured to allow smudging to occur which has served to connect the elders to the Centre.
F)	<i>Review and update our Employment Equity Policy and its implementation and oversight</i>	<ul style="list-style-type: none">• FHP departments have faculty members who set up a committee that is presently examining the Employment Equity Policy.• HR&ES is currently reviewing the Employment Equity Policy.
G)	<i>Undertake a pay equity review, with a related public report, for racially visible and Indigenous faculty and staff and for faculty and staff with disabilities</i>	<ul style="list-style-type: none">• HR review of pay equity for faculty and staff is underway.
H)	<i>Work with municipal and provincial governments to build a strategy for welcoming, supporting, and retaining international students</i>	<ul style="list-style-type: none">• AC is co-hosting international student welcome events with the Town of Truro.• CCE welcomes over 500 international students each year as an adjunct to recruiting.• The Faculty of Management offers an International Student Success Program (ISSP) for undergraduate students in the BComm and BMgt programs. ISSP provides communication support and programming to facilitate the transition of international students into the academic, cultural and social life at a Canadian university.• RSB students are provided with language support through COMM 1700, special writing sessions and individual writing assistance provided by a TA for International Students and professors.• In RSB, special information sessions provided by Management Career Services and other university services ease the transition into the university and the Canadian workplace. These sessions develop the cultural knowledge and language skills essential for a sense of belonging in a business school environment.• In RSB, in cooperation with Dalhousie Commerce Society (DCS) and Dalhousie Management Society (DMS), ISSP assists with the transition into the social life of the school through joint sponsorship of activities such as the Escape Room trip. In working in collaboration with student societies, ISSP seeks to diminish cultural barriers and create diverse societies.

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
		<ul style="list-style-type: none">• The continuation of the Management Career Services Workplace Experience Program for international students in the Commerce program allowed 14 students to participate in Summer 2016 with 13 host employers in Halifax. https://www.dal.ca/faculty/management/management-career-services/Prospective_Students/Career_Development/Workplace_Experience.html• RSB, Faculty of Management participated in meetings with Department of Labour and Advanced Education to explore issues related to diversity in co-operative education.
I) Explore inclusion issues in Dalhousie residences		<ul style="list-style-type: none">• AC Assistant Dean provided training for Residence Assistants (RAs) and is facilitating an inclusion activity in residence.• HR&ES in collaboration with Residence Life has delivered the following educational programs as a component of Residence Assistant summer training: Elephant in the Room (Levels 1 and 2), Bringing in the Bystander and Sexual Assault and Harassment Response.• In SA, Student Life has begun a relationship with Dal Analytics to understand the involvement and any potential patterns of students in relation to residence programming and behavioural interventions (conduct or support) related to engagement, sense of connectedness and purpose.
J) Explore means to expand childcare availability		<ul style="list-style-type: none">• AC created working group to review and advise on family/childcare issues.
K) Develop a peer-support program for students with mental health issues		<ul style="list-style-type: none">• In the FoD, Dr. Carolyn Thompson, the Professional Support Program (PSP) coordinator from Doctors Nova Scotia, gave a presentation at the recent student Leadership Summit to students to explain the professional support available to them. A DDS student is now the student representative on PSP, which will enable her to help students gain support throughout their studies. http://www.doctorsns.com/en/home/benefits-and-services/support-services/professional-support-program.aspx.• SSL has a peer support program (the Academic Success Program, established in 2014) coordinated by the Office of the Assistant Dean (Academic).• In SSL, Law Students' Society's (LSS) Wellness Committee has established a new peer support drop-in service. The Faculty dedicated space for this service and is in ongoing consultations about ways to assist in providing the student coordinators with resources and support, such as linking them with Counselling Services and Student Health and assisting with providing resource materials for this student-led initiative.• SSL Wellness peer support events took place through the year (yoga, decompression spaces) to facilitate peer-to-peer mental health. There is also the well-known unofficial level of camaraderie amongst Weldonites that is brought up often.• In SA, Counselling Services is currently supervising two Stay Connected Mental Health Peer Support workers working four evenings a week out of the DSU Wellness Room.• SA Communications provided content to students in Dal Student Life email related to mental health resources, access to help through the WellTrack app.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATION APRIL 09, 2016 – OCTOBER 28, 2016

11 Enhance internal audit of inclusion issues

- A) *Identify an officer at the senior level responsible for coordinating the University's ongoing engagement with issues of diversity and inclusion***
- FoD is recruiting a new HR position which will be responsible for ensuring a healthy and safe workplace environment for all.
 - President's Office is supporting the university's forward progression through the Executive Director Diversity & Inclusiveness-initiated (EDD&I) U15-wide senior level group to engage in diversity and inclusiveness discussions and the sharing of best practices.
 - The EDD&I is participating in the university's Scholarly Panel to examine Lord Dalhousie's history on slavery and race.
- B) *Review the position descriptions for senior administrators to ensure that the value of knowledge about and experience with inclusion issues is understood as an important component of the required skill sets for these positions***
- C) *Design a biennial equity and diversity report for each faculty and unit to be prepared by and submitted to Senate or Human Resources that sets out that faculty or unit's inclusion and diversity goals for the next five years, and measure progress make against those goals***
- FoD participates in the annual Dal census and is working to achieve a higher level of participation, and will work with the university to create this report.
 - FHP department's Diversity Committee has a strategic plan.
 - HR employment equity planning with each Faculty and unit is underway. Plans to be submitted by November 2016.
- D) *Design a biennial University equity and diversity report to be prepared by the Provost and VP Academic for review and discussion by the Board***
- C&M recognizes the importance of the Diversity and Inclusion initiative. Consideration of the diverse range of readers has been forefront in the design of this document.
 - HR released 2016 Employment Equity Report to the university community in October 2016.
- E) *Track and report data at a macro level on harassment and discrimination complaints and sexualized violence***
- HR&ES is in final stages of implementing a new database system which will allow for increased detailed tracking and reporting capacity.

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
F) <i>Design a plan for proactively reviewing diversity and inclusion in faculties and units</i>	<ul style="list-style-type: none">• FCS has four suggestion boxes that are ready to be placed around both the Goldberg Computer Science building and the 4th floor of the Mona Campbell Building where some Computer Science grad research labs and grad students are housed. Suggestions will first be reviewed by the Faculty Navigator who will then decide where to pass on the suggestion.• FHP departments Diversity Committee has conducted a survey on two occasions to obtain student and faculty perceptions on how much and how well diversity issues are included in FHP curriculum. Faculty meeting discussions then occur about the results and faculty are encouraged to include this content throughout the curriculum.• FHP under the direction of the Faculty of Health Professions Affirmative Action Committee implemented a myths and myth busters information sheet reflecting perceptions of students, faculty and staff from designated Affirmative Action groups.• HR&ES performed university-wide workforce analysis, development of short- and long-term numerical goals, coordination of faculty and administrative goal setting and implementation.• HR&ES and HR facilitated Employment Equity meeting with Deans, Vice-Presidents and Assistant/ Associate Vice-Presidents to set employment goals in all Faculties and units. All Deans and Administrative Unit heads are currently completing Employment Equity plans to set hiring goals for faculty and staff through workforce planning and identifying supports and training required to ensure equitable hiring processes and retention of diverse faculty staff and administrators.• EDD&I is continuing a planned approach to meet with Faculty Deans and Senior Administrative Unit personnel to obtain their input regarding diversity and inclusiveness.• In SA, the MultiFaith Centre's structure and guidelines welcome diverse faith groups to sponsor chaplains for service at the Centre.	
G) <i>Rename, additionally staff, and expand the mandate of our Human Rights, Equity, and Harassment Prevention Office</i>	<ul style="list-style-type: none">• Members of the FHP continue to be a part of this process• HR&ES consultations wrapped up; expanded mandate and mission currently being implemented. HR&ES is working towards aspirational model of office structure as set out by consultation with key stakeholders. The following changes are imminent:<ul style="list-style-type: none">– Coordination of new office title Human Rights & Equity Services to replace HREHP currently underway.– Currently in process of hiring additional Advisor in Human Rights & Equity Services.– Acting Executive Director appointed to oversee HRES.– Position of Director, Equity & Systemic Initiatives in process of being filled.	

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NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
12	Provide an inclusive environment for engagement in sport	
	A) <i>Continue to explore the gender balance, domestic/international student balance, and other potentially exclusionary practices in athletics and recreation at Dalhousie to assess the diversity of students participating in sport. Consider how to support the engagement of all students in the athletics mandate</i>	<ul style="list-style-type: none">• In SA, Student Life – Halifax Campus reports the following:<ul style="list-style-type: none">– Preparation for January 2017 launch of new online platform for intramural and recreation registration which aims to increase access and provide a broader communication platform for individual and team participation.– Intramural waitlist reduced in 2015/16 by nearly 1/3 over 2014/15.– Intramural participation (non-unique) increased by nearly 300 over 2014/2015 data, with goal of increasing further (to over 4,000 total participants).– New partnerships launched with outdoor recreation student societies; additional offering of key sports named by students (volleyball, basketball and inner tube water polo). Intramural cricket was also launched in fall (2015) and winter (2016), accommodating approximately 100 additional students (the majority of whom self-identified as international students).• In SA, Student Life – Truro Campus reports the following:<ul style="list-style-type: none">– Addition of a wellness coach (part time), seasonal staff and new initiatives (kickboxing), in combination with current recreational activities (house cup challenge) aimed at increasing opportunities for students, staff and faculty on campus. Recent addition of membership specific parking area aimed to increase accessibility of services offered in the Langille Athletic Centre.
	B) <i>Expand the hours of the athletics facilities to enable greater participation by a broader and more diverse group of students</i>	
	C) <i>Review our athletics and recreation program to ensure that we are providing student participants with sufficient supports for healthy engagement</i>	<ul style="list-style-type: none">• HR&ES delivered Bringing in the Bystander education session to Athletics staff and Intramural Student Staff.• In SA, Student Life is coordinating messaging/communication efforts with Residence Life, International Centre and Health Promotion in addition to cross-promotion of activities with Dal after Dark programming.
	D) <i>Adopt a zero-tolerance approach to hazing in Dalhousie's hazing policy</i>	<ul style="list-style-type: none">• In SA, Student Life delivered hazing education/training to varsity athletes at varsity orientation, to the executives of the Dalhousie Sports Clubs and Orientation Leaders in the Fall of 2016. Additionally, Residence Assistants received an online training module. Zero incidents of hazing/hazing-related behaviour reported to date.

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
13	Respond to behaviour that is inconsistent with Dalhousie's commitment to an inclusive and diverse Community	
	A) <i>Promote counselling services and supports available to students with substance abuse, practices of unhealthy sexual engagement, and other asocial behaviours</i>	<ul style="list-style-type: none">• CCE ensures that Pathway students are aware of university resources.• FoD actively promotes the supports and services that Student Services provides. This year, Student Services conducted an information session for all dentistry and dental hygiene students in the Dentistry Building. The Student Services team also held a separate session for faculty and staff, to give them information they can use to help students. The Blue Folder has been distributed to all faculty and staff.• HR&ES continues to include a listing of on-campus resources and supports in each of the educational programs offered.• SSL Dean, Associate Dean (Academic), Assistant Dean (Academic) and the Director of the IB&M Initiative all meet with students to promote and explain such services. All students are made aware in Orientation Week of services available to them. The Associate Dean (Academic) and Assistant Dean (Academic) collaborate with the Law School Society committees and societies (such as the Wellness Committee and <i>Domus Legis</i>) to find ways to educate and support students having difficulties in these areas. The Assistant Dean (Academic) has initiated a collaborative relationship with Student Health Services to work together on mental health, sexual health and alcohol harm reduction strategies for new students.• At the Faculty of Management, nursing students are present in the ROWE Management Building on a weekly basis to help students with physical and mental health issues by providing referrals to support services; this also provides practical experience to the Nursing students about these issues.• In SA, Student Life Residence student conduct system review and assessment underway for the 2016/17 academic year. Changes implemented in Fall 2016 transitioning the residence conduct system towards an educational and development approach which takes a student-centred approach to supporting a student's transition in residence, in particular through interventions, support and follow-up.• In SA, MultiFaith Centre's support services were presented as part of the training offered by the School of Social Work and also the Resident Life Managers and Assistants training.
	B) <i>Include a representative from the Office of Human Rights, Equity and Harassment Prevention on the University Alcohol Use Advisory Committee, and include consideration of interaction between alcohol use and sexualized violence</i>	<ul style="list-style-type: none">• HR&ES – Completed.

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
	<p>C) Consider ways to enhance respect within faculties and units. Conducting exit interviews and monitoring turn over rates as means of better understanding the pressures within faculties and units and support taking steps to address those issues</p> <p>D) Develop a university-wide social media use policy that addresses respect and diversity</p>	<ul style="list-style-type: none">• FoD has a number of initiatives in place that are designed to ensure that everyone in the Faculty feels safe and respected, including information sessions and workshops on how to gain access to resources within the Faculty and the university.• HR is monitoring turnover rates of faculty and staff as part of the workforce analysis conducted annually as part of the university's Federal Contractors Program requirements.• RS is committed to conducting exit interviews with all members of designated groups.
14	Build an integrated and comprehensive strategy to promote student, faculty, and staff wellness	
	<p>A) Ensure that mental health is central in the development of student and faculty/staff wellness plans, and make those plans public</p>	<ul style="list-style-type: none">• FoD Health and Wellness Committee sends out bimonthly newsletters and meets regularly to organize educational events on various aspects of health and wellness, such as how to make a healthy lunchbox. It worked with the Faculty of Nursing to bring in nursing students to conduct health checks.• HR has built on the results of the 2015 Quality of Work Life Survey to develop Work Well, a workplace wellness strategy for 2016-2019, with goals identified and tactics planned to improve communication and build organizational capacity for faculty and staff wellness. https://dal.sharepoint.com/sites/mydal/dc/hr/SitePages/Work%20Well%20Strategy.aspx• HR plans are underway to develop an institutional wellness strategy, working collaboratively with Student Affairs and to further the implementation of Thrive, an institution-wide mental wellness initiative.• HR developed a Disability Administration website.• HR centralized services/resources for employees needing medical accommodations due to disability.• For Faculty of Management's comments, please see Belong: recommendation 13-A.• Weekly exercise classes for faculty and staff are provided out of Management Career Services.• RS discussed HR programs including staff wellness at Dalhousie Research Services and encouraged participation in university programs.

1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
		<ul style="list-style-type: none">• In SA, Student Health Services ensures that every Dalhousie and King's student as well as their immediate family members have access to same-day primary health care on campus including a variety of mental health services. An interdisciplinary team can provide same-day appointments seven days per week including physicians, nurses and a social worker and internal referrals to psychologists and a psychiatrist are also available. Appointments can be booked for later dates as required. Appointments are available 8:00 a.m. - 7:30 p.m. weekdays and 11:00 a.m. - 6:00 p.m. weekends.• In SA, Counselling and Psychological Services ensures that currently registered Dalhousie and King's full- and part-time students have access to professional career, learning and personal counselling services from registered counselling therapists and registered psychologists. Limited initial consultation and urgent appointments are available daily; follow-up counselling appointments are prioritized according to students' needs assessed during a triage process. Dalhousie and King's faculty and staff have access to consultation with a counsellor as required.• MultiFaith Centre chaplains maintained half-day office hours as well as remaining available upon request throughout the summer. Weekly Sunday meditation sessions were offered throughout the summer and have been expanded to include Monday evening sessions during the fall term.

15 **Build capacity to address the impact of exclusion**

A) *Develop a statement of complex content, or other system of appropriately supporting students who have experienced trauma to avoid triggering distress or re-traumatizing learners*

B) *Enhance counselling services with appropriate resourcing and structures that meet the needs of a diverse community*

- SSL has an Associate Dean (Academic), Assistant Dean (Academic), the Director of the IB&M Initiative and many individual faculty members as well who regularly meet with students to offer safe, nonjudgmental and confidential support, active listening and guidance/coaching about how to access Counselling Services and other related services offered at the university.
- In SA, Counselling Services hired new Social Worker and Student Health Outreach Nurse (who also conduct mobile hours across campus), and hired additional RN to extend nursing hours during school year and provide additional support for triaging students in crisis. With the availability of daily on-call physicians and same-day non-urgent appointments, enhanced ability to see 50-60 more students in need per day. Have worked with Counselling to direct students to Student Health Services when students cannot secure an immediate appointment with a psychologist.

REPORT OF THE TASK FORCE ON MISOGYNY, SEXISM AND HOMOPHOBIA IN DALHOUSIE UNIVERSITY FACULTY OF DENTISTRY REPORT

NO. RECOMMENDATIONS

APRIL 09, 2016 – OCTOBER 28, 2016

RECOMMENDATIONS DIRECTED TO DENTISTRY

- | | | |
|---|---|---|
| 1 | <p>Universal agreement that fundamental change is needed, commit to implementing recommendations. Develop action plan with defined goals, timelines and identify roles responsible for implementation.</p> | <ul style="list-style-type: none"> • FoD (faculty, staff and students) continues work to bring about and sustain positive cultural change within the faculty and to support and foster a working and learning environment in which everyone, including faculty, staff, students and patients feel safe, included and respected. By continuing to address the recommendations of the Task Force and the Restorative Justice reports, FoD has created many new and recurring sustainable initiatives, many of which are noted in this update. This spring FoD completed three reviews: (1) Accreditation of all programs by the Commission on Dental Accreditation of Canada; (2) Senate Unit Review; and 3) Graduate Studies Review. The Internal Senate Review Committee reported that positive change was occurring with many examples of initiatives to improve climate and culture. Neither the committee nor the external reviewers indicated that faculty, staff and students were reporting issues of sexism, misogyny or homophobia. The committee encouraged the Faculty to continue to assess and report on its responses to the Task Force report recommendations. |
| 2 | <p>Improve complaint system to ensure faculty, students and staff understand when, where and how to make complaint. Ensure prompt, fair and transparent processing, and advise complainant of outcome.</p> | <ul style="list-style-type: none"> • FoD section of the university website continues to be updated on a regular basis to ensure that the information is accurate and that all faculty, staff and students know what resources and supports are available to them. Regular meetings with each of the three stakeholder groups are held to ensure that issues are dealt with promptly and fairly. The Senate Review Committee reported that students feel they are being consulted, listened to and their voices are having an impact. • FoD staff, the assistant dean of clinics and the patient care coordinator meet regularly with clinic staff to ensure that staff have the opportunity to voice their concerns and receive feedback in a timely fashion. Clinic staff are also meeting regularly with their supervisors and are aware they can bring concerns forward directly to the assistant dean of clinics or patient care coordinator. FoD is in the process of hiring a human resources person whose mandate will include culture/work environment, labour relations and performance/development management. • FoD dean held Meet the Dean sessions in Fall 2016 to give students, faculty and staff an opportunity to talk with him one-on-one and share comments and suggestions, ask questions or just chat. • The Dalhousie Dentistry Student Society (DDSS) has put a comments box on its office door. Any comments submitted will be dealt with at DDSS meetings. The students have created a reporting form, with a portion designated as follow-up. All dentistry and dental hygiene students are welcome to attend DDSS meetings to bring up concerns. |

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
		<ul style="list-style-type: none"> • When the Cavity renovation is complete, the DDSS will host office hours, at which trained student leaders will be available to talk to students about personal or school-based concerns. • HR&ES continues to promote its services to the Dalhousie community, and increase awareness of complaint systems in place. • SSL is examining internal policies for transparency and effectiveness.
3	<p>Use systemic, non-punitive ways to identify and get information on potential or actual problems; consider “chilly climate” reports, anonymous workplace surveys and spot audits.</p>	<ul style="list-style-type: none"> • HR personnel are working to identify further systemic non-punitive ways to source information on potential and actual problems, particularly with regard to faculty and staff members. • Individual students are encouraged to bring forth concerns immediately with any of the assistant deans. These concerns are addressed and students are notified regarding follow-up in a timely manner. • All of the assistant deans in FoD (academic, students, clinics) and the dean hold monthly meetings with individual classes in dentistry and dental hygiene during which clinic, pre-clinical and academic issues can be voiced and action plans provided. • Follow-up meetings with individual FoD classes are held to provide progress reports and develop action plans for new or recurring issues. Feedback from students and the review committee says that these initiatives are working. • HR&ES in conjunction with Student Affairs and Security Services has been working with the faculty and student leadership within the Faculty to develop 360-feedback loops for faculty, staff and students. • As a component of HR&ES continued restorative process plan, student leaders have implemented designated office hours for students with concerns to drop in for peer navigation and support. Training and development has been delivered to student leaders within the faculty to allow them to effectively deliver this service. • HR&ES, in conjunction with Student Affairs and Communication & Marketing, is reviewing and preparing Education Advisory Board (EAB) Campus Climate Survey for dissemination to Dal community.

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
4	Implement measures to improve staff working conditions; focus on unacceptable treatment by managers and students.	<p><i>Initiatives have been ongoing to support FoD staff, including:</i></p> <ul style="list-style-type: none"> • Support staff (study on work time) to complete courses to advance their education and potential job classification; • Support from managers and the assistant dean of clinics to help dental assistant staff upgrade their job classification through Human Resources at Dal; • Regular meetings are held between the assistant dean of clinics, Building Services, the patient care coordinator and managers and dental assistants and patient services staff; • Staff receive feedback regarding their concerns in a timely manner; • Creating an atmosphere and environment in which clinic staff can bring up concerns with their supervisors, the assistant dean of clinics or the patient care coordinator; • A new human resources position is being created for whom the main priority is to help in the creation of a safe and healthy work environment for all staff; • Numerous workshops are being held, including The Elephant in the Room, which addresses diversity and inclusion; • Staff and the assistant dean of academics have worked together to develop a feedback system whereby staff can immediately report concerns (or praise) regarding individual students and faculty members. The assistant dean reports back to the individual reporting the concern to say how the matter was resolved.
5	Change patient distribution/clinical credit system to ensure fairness, reduce excessive competition and patient hoarding.	
6	Monitor social and other events to prevent alcohol abuse, and facilitation of sexist, heterosexist, misogynistic, or racist behaviour. Reinstate events that do not contribute to this behaviour.	<ul style="list-style-type: none"> • This year's FoD Orientation Week activities and all annual events are reflected in the Dentistry and Dental Hygiene Student Report on Sustainable Change in the Climate and Culture at the Faculty of Dentistry in April 2016, which was shared with Senate on April 25, 2016. • FoD student-led activities and events reflect students' commitment and values, including inclusivity, responsibility, accountability, safety and transparency. The students have implemented numerous positive changes to governance reporting and support services, student activities and policies, processes and procedures regarding alcohol use and social events. • The Dalhousie Dentistry Student Society held a social hosting course on Saturday, October 23, to give students an opportunity to learn proper protocols for hosting social events, smart serving, etc. They are introducing Sober Support at their big events, such as the Molar Mash and Winter Ball. This means that there will be designated individuals in attendance who are not drinking and who are trained to address issues. They will be identified by glow-in-the-dark bracelets.

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
		<ul style="list-style-type: none"> • In order to put these changes in place and foster a more inclusive culture, the students have proposed and made changes to their student lounge, which serves both dentistry and dental hygiene students. The objective is to make their social space much more multi-purpose so that it accommodates different types of gatherings, including family-oriented events, and also offers space for studying and eating lunch. The renovated space is designed to ensure safety and transparency during social events. • HR&ES in conjunction with Student Affairs and Security Services has supported the student leadership in Dentistry and Dental Hygiene through a continued phase of the restorative process to address culture and climate concerns related to social events and within student spaces. Outcomes from this phase of the process include: <ul style="list-style-type: none"> – Social Hosting Program which effectively equips student leaders to host events (including those events involving alcohol) which are inclusive and safe. – A transformational plan for the student lounge space which promotes increased access to and inclusion within the space for the broader student community in the faculty. The vision for the space places renewed focus on community building using a multiplicity of approaches and events including family-friendly and academic-based initiatives. – A renewed governance structure for the faculty society which includes an executive position with a focus on Culture and Climate within the faculty. The new structure also aims to increase participation within and accessibility to the faculty society for all students. • In SSL, Sober Support is a student-led initiative in the Faculty engaged with almost all law school socials. Sober Support provides water, bread and safer spaces for students who feel they need them and generate conversation/thought and acceptance through their presence at law school events.
7	Improve integration of School of Dental Hygiene; consider appointing assistant dean.	
8	Eliminate inequitable treatment of QP students; fully integrate into classes and recognize their expertise; ensure students from United States do not receive preferential treatment.	
9	Celebrate role of female, racialized, and LGBTQ dentists have played in profession; recognize struggles and successes.	

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
10	<p>Collect data from student body to provide information on diversity, and report aggregate data to Senate. Include information on sex, sexual orientation, socio-economic background, racialization, indigeneity and disability status. Consider a designated recruitment plan for Indigenous and Black communities</p>	<ul style="list-style-type: none"> • Dalhousie launched the Dal Census last November. Dal Analytics revealed that the FoD student response rate across campus was very low, despite full support and encouragement from the dean and assistant dean of academics. The FoD is striving for increased participation this year. Working with the dentistry and dental hygiene student societies and class leaders, FoD has created a class competition whereby the class with the highest participation rate will be treated to a free lunch, compliments of the dean. Now that the response rate is at a more acceptable level, Dalhousie Analytics will start the process of providing a better composite of FoD students. • As reported in earlier reports, the FoD has been very active in a designated recruitment plan for Indigenous and Black communities. • FoD has recently celebrated some of its successes with the Johnson Scholarship Foundation, whose generous gift has enabled all three health faculties, the Aboriginal Health Sciences Initiative (AHSI) and Promoting Leadership in health for African Nova Scotians (PLANS) to advance their initiatives and plan for the future. The Johnson Foundation visited campus on September 12. • In SSL, the IB&M Initiative engages in ongoing recruiting with Indigenous and Black communities.
11	<p>Survey faculty members and staff to collect data on diversity</p>	<ul style="list-style-type: none"> • In September 2016 the dean of the FoD actively promoted faculty and staff participation in the census through emails and in various venues. The goal is an 80% response rate so that FoD can gain a more accurate picture of employee class group and representation by occupational groups. • The FoD is currently working with HR&ES and HR to create an Employment Equity Plan for faculty, staff and administrative departments. • HR updates include: <ul style="list-style-type: none"> – A follow-up to the Be Counted Census campaign is planned to launch in November 2016. – Results of the workforce analysis for Dentistry have been shared with the Faculty. The FoD is currently developing an Employment Equity Plan for faculty and staff. – FoD sent a self-identification survey to all students enrolled in the faculty in the fall of 2016.

REPORT OF THE TASK FORCE ON MISOGYNY, SEXISM AND HOMOPHOBIA IN DALHOUSIE UNIVERSITY FACULTY OF DENTISTRY REPORT

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
12	Create internal council/committee on inclusion and diversity.	<ul style="list-style-type: none"> • In response to the Dalhousie Strategic Initiative 5.2, which is to “foster a collegial culture grounded in diversity and inclusiveness,” the Faculty Council has a standing agenda item to receive reports from committees and working groups on how this initiative is being addressed in the Faculty and to discuss additional strategies that may be required. • In February 2015, an ad hoc committee of the FoD Dean's Advisory Group began meeting as a group and with the restorative justice facilitators to draft initiatives and a priority action plan, and to address concerns raised through the restorative justice process about FoD climate and culture. On June 4, 2015, an FoD retreat was held at which staff, faculty and students examined the draft initiatives from the ad hoc committee and the recommendations from the May 2015 Restorative Justice Report that were specific to the FoD. Working groups were formed to brainstorm additional initiatives and action items, and this resulted in the Next Steps Committee. The purpose of the Next Steps committee was to facilitate and oversee the action plan and ensure that the initiatives were operationalized. The FoD's Next Steps Committee has evolved to become the Faculty of Dentistry Committee on Inclusion and Diversity. The Faculty's Health and Wellness Committee is now a subcommittee of the Committee on Inclusion and Diversity. The FoD has previously reported on many of its initiatives. • SA identified lead for promoting inclusivity and diversity within Student Affairs through census data, hiring practices and professional development.
13	Conduct independent external review on whether RJ, constructed to ensure voluntary involvement and inclusive participation, could assist in behavioural change for students, staff and faculty.	
14	Collaborate with other dental schools, licensing boards and associations to address equity and sexual misconduct in profession.	

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
15	Consider ways to reduce isolation from university; may include cross-appointments, and incorporation of wider perspectives on interdisciplinary research and education.	<ul style="list-style-type: none"> • The FoD has a diverse and interdisciplinary approach to education, research and service. FoD's partnership with the Healthy Population Institute (formerly the Atlantic Health Promotion Research Centre) has made possible several research collaborations with other health professions, with a particular focus on vulnerable populations and oral health care, which has resulted in many successful research grant applications. • The FoD continues to work closely with colleagues in the Faculties of Medicine and Health Professions on interprofessional health education. This year, collaborative efforts resulted in an Amazing Race-inspired exercise called the Dalmazing Interprofessional Challenge that brought together first-year students in dentistry, medicine and health professions to complete challenges that addressed six core interprofessional competencies. These sessions provided opportunities to learn with, from and about other health professions in the belief that better collaboration among the health-care team leads to better patient care. • The FoD's collaboration with the Faculties of Medicine and Health Professions has resulted in many positive initiatives in research, curricula and service. Through joint efforts, programs to recruit and provide educational experiences for underrepresented populations in these professions have been established, particularly targeting African Nova Scotians and Indigenous populations. Through Promoting Leadership in health for African Nova Scotians (PLANS) and the Aboriginal Health Sciences Initiative (AHSI), work to encourage young people from different backgrounds to consider studying for a career in the health professions continues. • Dr. Mary McNally, the FoD's interim assistant dean of research, is currently in Washington, DC as the ADEA Enid A. Neidle Scholar-in-Residence. She will spend three months researching her topic, "Exploring gender and diversity as elements of professionalism." • The FoD's assistant dean of students liaises with counterparts at other universities through meetings at conferences and via phone/email. The issues that they are dealing with are similar and they feel that they benefit from sharing their experiences and initiatives. • The FoD works with the Nova Scotia Dental Association (NSDA) to provide a mentorship program for students, whereby students work with practising alumni dentists and gain real-world experience.

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
16	Improve effectiveness of ethics and professionalism education for all students; make courses part of curriculum, integrate into other courses and Clinic, and include issues related to sexism, misogyny, homophobia, racism, disability and discrimination.	
17	Report regularly to Senate and President on implementation of recommendations.	
18	Ensure that policies are written and widely accessible.	

RECOMMENDATIONS DIRECTED TO UNIVERSITY ADMINISTRATION

19	Make clear how codes of conduct and policies apply to social media.	<ul style="list-style-type: none"> • DUL and the Libraries Communications Coordinator worked on the Senate's Social Media Guidelines in 2013 (https://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/Senate%20Docs/Social%20Media%20Networking%20Guidelines.pdf) and FoD adheres to them in the Libraries. • SA provided Residence Code of conduct statement: <i>We will not tolerate incidences of bullying/ cyberbullying in our community. Incidents of bullying/cyberbullying are deemed incidents of Harassment. Taken from the Report of the Nova Scotia Task Force on Bullying and Cyber Bullying (2012); we define bullying as, "A repeated behaviour that is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation or property."</i>
20	Increase dissemination of information about how to raise concerns and complaints about sexual harassment and misconduct.	<ul style="list-style-type: none"> • C&M coordinated the updating of messaging and Dal News stories on these topics. • FCS has posters set up around the Goldberg FCS Building and the Mona Campbell Building (4th Floor) that describes expectation of respectful behaviour and includes confidential points of contact (the Faculty Navigator and Associate Dean Academic) that students can meet with to discuss any concerns related to inappropriate or offensive behaviour, including harassment. In addition, FCS website also has these points of contact.

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
		<ul style="list-style-type: none"> • HR&ES updates include: <ul style="list-style-type: none"> – Revised Sexual Harassment and Assault First Responders workshop delivered to Residence Assistants, Community Assistants (working with first-year off-campus students) and staff in Security Services. – Enhanced content provided in Online Orientation – Consent module for all first-year students. – HR&ES presented to orientation leaders on topics including sexual harassment/assault and bystander intervention. – PEGaSUS members are informed of reporting options and supports available to them. • SSL is revisiting internal policies and determining if they are consistent with best practice. • In SA, Student Life conducted presentations on consent and rape culture to Orientation Leaders, Varsity Athletes and First-Year students where resources were shared on how/where to report incidents. • In SA, Student Life has included a section within Residence Student Codes of Conduct (Section III (24)) outlining value statement, references to university policies and where to seek support in residence and across campus. • In the University Secretariat (US), regular meetings of staff and email communications are used to disseminate information respecting resources and services available to employees to address issues and concerns. The Director meets regularly with individual staff to explore any issues of concern.
21	<p>Publicize more information about institutions and processes that can address issues of inequality, including harassment and misconduct.</p>	<ul style="list-style-type: none"> • C&M updates include: <ul style="list-style-type: none"> – Pride Week (July 15-23) <ul style="list-style-type: none"> • Advance promotional articles and distribution of memo from the president, Dal News profiles of individuals from diverse communities, all linking back to campus resources and supports. – Respect Week (September 26-30) <ul style="list-style-type: none"> • Advance promotional articles and distribution of memo from the president, profiles of individuals leading efforts to support a more respectful campus (including Aboriginal Student Advisor, Human Rights Advisor and student groups), all linking to resources and supports. – Promotion of ongoing institutional efforts. Some examples: <ul style="list-style-type: none"> • New full-time Aboriginal advisor and support centre (May 11) • New online orientation modules through Student Affairs (Sept 9) • New Workplace Wellness Strategy (Oct 3) • Profile of new reporting process for this report (Oct 18) • Profile article on sexual assault resources for Sexual Assault Awareness Month (Apr 22)

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
		<ul style="list-style-type: none"> • C&M coordinates messaging and content updates for the university's Culture of Respect website. Recent updates within the requested timeframe include Dal Thrive: Mental Wellness Initiative. • C&M consults with Dal's Get REAL group. Get REAL is a student-driven, non-profit organization that seeks to eliminate LGBTQ+ discrimination and bullying by unlearning harmful language. • HR&ES continues to include information regarding processes available to the university community in each of the educational programs offered. • In SA, Student Life hosted three summer orientation sessions that included reference to the University Code of Student Conduct and that issues of harassment and other misconduct could be addressed with through this or other policies. • US, see #20 above.
22	Locate HRE&HP more visibly/consider renaming.	<ul style="list-style-type: none"> • HR&ES renamed. New signage being added or updated. Actively looking at relocation options; meeting with Planning/stakeholders to discuss opportunities.
23	Publicize role of Vice-Provost, Student Affairs in dealing with student complaints; focus on informing on how to raise concerns and make complaints.	
24	Consider establishing funded ombudsperson.	<ul style="list-style-type: none"> • In SA, University Ombudsperson hired, began role on November 7th.
25	Develop early detection methods to identify issues of systemic discrimination or harassment; issue guidelines to initiate complaints on behalf of university.	<ul style="list-style-type: none"> • In HR&ES, a revisioned role of Director, Systemic Equity Initiatives will be posted in Fall 2016, to be filled in January 2017.
26	Draw on those with legal and social science expertise in systemic discrimination when responding to related issues.	

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
27	Make widely known complaints about sexual harassment and misconduct can be handled in ways that protect complainant's identity.	<ul style="list-style-type: none"> • FCS points of contact ensure that this is conveyed to anyone seen with respect to this. • HR&ES Confidentiality and Its Limits statement created & added to intake form, including information regarding anonymous complaint mechanisms. • SA Communications launched a webpage in mid-April with information related to Safety & Respect.
28	Strengthen and expand retaliation protections under Sexual Harassment Policy, make them easier to invoke and publicize more widely. Extend retaliation protections to complaints under the Code of Student Conduct.	<ul style="list-style-type: none"> • In SA Student Life, the policy review working group will include consideration of retaliation procedures as part of its assessment of university behavioural policies. Where appropriate the following clause has been invoked in cases where no-contact has been requested or in cases of perceived safety concerns within the Residence Student Code of conduct: "Any direct or indirect act of retaliation, in any form (including digital, written, verbal, etc.) towards any individual involved in any incidents will not be tolerated and will be considered a breach of the residence code of conduct and these interim measures." If violation were to occur a referral to the President's Office for consideration of a University Code of Conduct violation/complaint will be considered.
29	Continue to include RJ among mechanisms it may adopt in dealing with issues of inequality, but also assess circumstances in which it is appropriate. Ensure students who opt not to participate in RJ are provided with alternatives.	<ul style="list-style-type: none"> • HR&ES updates include: <ul style="list-style-type: none"> – As Restorative Justice (RJ) processes are centrally attentive to understanding and addressing the concerns of those involved, university policies provide Restorative Justice (RJ) option(s) when appropriate and agreed to by complainant and respondent. – The policy review working group will include consideration of restorative approaches as part of its assessment of university behavioural policies.
30	Maintain and develop educational programs on inequality and disseminate across university. These should not be seen as a substitute for leadership and institutional commitment.	<ul style="list-style-type: none"> • In FHP, some departments have courses in both of their MSc curriculums focused on Social Influences and Inequities. Some departments have courses in their undergraduate program dedicated to this topic. • HR&ES updates include: <ul style="list-style-type: none"> – Elephant in the Room, Inclusion and Diversity Conversation Series offered across the university, with workshop being modified based on need.

RECOMMENDATIONS ON BROADER CONTEXT

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| 31 | Seek to enhance reputation for responding to equity issues by ensuring complaints receive fair and timely response, and establish track record of effective intervention | <ul style="list-style-type: none"> • In FCS, any time a student brings forth a concern, the staff and faculty members recommend the students go to confidential points of contact (the Faculty Navigator who is a staff member and/or Associate Dean Academic). These points of contact address issues in a timely manner (e.g., meet right away with the student and try to conflict resolve or make sure that they are put in contact with the appropriate person/organization on campus). • In FHP, the Equity Committee in one department is visible and does its best to make themselves available to students. • HR&ES updates include: <ul style="list-style-type: none"> – Acting Executive Director of HR&ES in place to review and respond to systemic equity issues. – Director, Systemic Equity Initiatives position to be added in HR&ES. |
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| 32 | Recognize expertise in equity issues is a necessary skill for faculty, central administrators, and institutional decision-makers, up-to and including Board of Governors. Draw on existing internal expertise, such as South House, Gender and Women's Studies, Black Canadian Studies, among others in designing training and support. Additional resources should be provided as needed. | <ul style="list-style-type: none"> • FCS is working on a strategy to include a session on diversity, inclusiveness and respect for 2017 undergraduate and graduate orientations. Computer Science wants to ensure that every new student is aware of expected behaviour (Student Code of Conduct) as well as points of contact and course reps as places to go with any issues or problems. • In FHP, SSW has provided diversity training for years, including training every employee of the Canada Revenue Agency in N.S., as well as a train the trainer model utilized at Dalhousie to train units on diversity; some members of the various departments were trainers of train the trainer program on diversity and are willing to continue with that responsibility. • HR&ES delivered Elephant in the Room, Inclusion and Diversity Conversation Series for senior management in the following departments: Human Resources, Facilities Management, Communications and Marketing, and Student Affairs. |
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| 33 | Seek ways toward greater inclusion of female, LGBTQ, racialized, disabled, and diverse ethnic and religious communities within students, faculty and administrative populations. | <ul style="list-style-type: none"> • C&M works with Black Student Advising, Aboriginal Student Centre, Student Affairs, DSU, Athletics and the International Centre to ensure participation in marketing/communications materials is representative of the university's diverse population. • In FHP, SSW has had designated positions over the years to recruit diverse faculty. 1990 — African Nova Scotian; 1999 – person with a (dis)Ability; 2000 – Indigenous faculty; 2002 – another Aboriginal faculty. All hires remain with SSW today. • HR&ES updates include: <ul style="list-style-type: none"> – Diverse Respect Rep team hired in HR&ES. – Mandate, staff and programming of HR&ES reflects the needs of the identified groups listed. |

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
		<ul style="list-style-type: none"> • SA updates include: <ul style="list-style-type: none"> – Communications, webpage launched in mid-April to showcase Communities on Campus. – Student Health Services conducted three diversity hires since August 2016 including gender and cultural representation in frontline staff. – Student Health Services submitted ticket in June 2016 to N.S. Primary Healthcare Information Management (PHIM) to add a gender-neutral option other than male/female for use in the provincial Electronic Medical Records system. PHIM forwarded the request to the applicable Provincial Government Department(s) for interpretation and subsequent establishment of a gender-neutral standard. – Student Health Services installed “This washroom is for everyone” signs on public washrooms adjacent to Student Health Services clinic waiting room and enhanced promotion of gender-neutral washrooms on-campus under the LGBTQ+ tab of the Student Health & Wellness website. – Student Health Services worked with Dal Allies to post signage throughout clinic to promote a welcoming and inclusive primary health-care environment for LGBTQ+ students. – Student Health Services added primary health-care information, resources and CPATH/WPATH service description to a new webpage for LGBTQ+ students. (https://www.dal.ca/campus_life/health-and-wellness/health-services/services/lgbtq.html) – Student Health Services, using the Student Health Fee, funded the certification of two physicians in CPATH/WPATH to better serve the needs of students requiring transgender primary healthcare. Both Dal Allies and Nova Scotia's PrideHealth have hosted information sessions for physicians and clinic staff on inclusive primary healthcare in the last 12 months. – In Counselling Services, three psychologists went to a CPATH/WPATH conference to better serve the needs of transgender clients of the counselling centre.
34	<p>Expand links with community organizations such as front line anti-violence services and others with experience in equity.</p>	<ul style="list-style-type: none"> • In FHP, SSW has a Sexualized Violence working group of students and faculty who link with community groups and educate students on issues of sexualized violence. • In SSL, the IB&M Initiative in the Faculty of Law engages in ongoing work with Mi'kmaq and African Nova Scotian equity-seeking organizations such as the Nova Scotia Native Women's Association and the Race Equity Committee of the Nova Scotia Barristers' Society, and recently co-facilitated a meeting of over 20 African Nova Scotian organizations with members of the UN Working Group of Experts on People of African Descent.

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
35	Ensure faculty, staff and students who raise concerns about equity are not at risk of retaliation.	<ul style="list-style-type: none"> • FCS advertises confidential points of contact (Faculty Navigator and Associate Dean of Academic) on posters around FCS buildings and on FCS website. • In SA, the policy review working group will include consideration of retaliation procedures as part of its assessment of university policies.
36	Continue research into RJ; explore ways to improve process and content in areas excluded from moratorium.	<ul style="list-style-type: none"> • HR&ES has included restorative approaches in complaint process options. • SSL progress includes: <ul style="list-style-type: none"> – SSL hosted the Senate Committee on Legal and Constitutional Affairs Hearing on Delay in the Criminal Justice System with a particular focus on restorative justice. Professor Jennifer Llewellyn organized the hearings and several faculty members shared their research, including Professors Bruce Archibald and Michelle Williams. The interim report contained four recommendations, including the increased use of restorative justice based on the Committee's learning at the Nova Scotia hearings. – SSL supported the International Restorative Conference held in Halifax in June 2016, bringing local, national and international experts together to share research and processes aimed at use of a restorative approach to address issues and support inclusive and healthy communities in education and workplaces with particular attention to issues of gender and race equality. SSL recorded the plenary presentations and made them available through a YouTube channel to extend the reach of this knowledge. – Several faculty members from SSL took part in the Federal Minister of Justice's recent roundtable on the future of the criminal justice system, which was specifically focused on restorative justice and the research and experience underway in Nova Scotia. Faculty members included Steve Coughlan, Bruce Archibald, Michelle Williams and Jennifer Llewellyn. – SSL is sponsoring the National Restorative Justice Symposium to be held in Halifax November 21 and 22, bringing experts from across the country to consider the role of restorative justice in criminal law reform. Significant attention will be paid to the significance of this work in connection with the Aboriginal Justice Strategy, the TRC Calls to Action and the Federal Criminal Justice Review. The Symposium will host a dialogue process for experts from around the country on this topic. – SSL continues to support ongoing research into restorative justice, including for example, Professor Llewellyn recently received a SSHRC Insight grant for research into a restorative approach to human rights protection and a Partnership Development Grant related to a restorative approach to education in connection with the restorative public inquiry into the Nova Scotia Home for Colored Children. – SSL is also supporting this research as the host institution for the Restorative Approach International Learning Community directed by Professor Llewellyn and involving seven international jurisdictional partners. This network is pursuing ongoing research on the potential and impact of a restorative approach across a range of social programming areas.

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
37	Undertake studies, including interdisciplinary analysis, into nature of rape culture and ways to eliminate or reduce sexual violence in society. Draw upon expertise of faculty, staff and students to develop research, teaching and activism to dismantle inequality.	<ul style="list-style-type: none"> • HR&ES is responding in the following ways: <ul style="list-style-type: none"> – Sexual Harassment/Assault Group's Terms of Reference updated and membership expanded to include other universities in Halifax. – Bringing in the Bystander training offered to 317 students, staff and faculty, including varsity athletes. – Psycho-Educational Group for Survivors of Sexual Assault (PEGaSUS) program introduced by HR&ES; based on trauma-informed research practices. – HR&ES, in conjunction with SA and C&M, reviewing and preparing Educational Advisory Board (EAB) Campus Climate Survey for dissemination to Dal community.
38	Explore new teaching techniques to improve teaching in anti-discrimination, and explore why current forms of training are less successful than hoped, and experiment with new methods.	<ul style="list-style-type: none"> • In FHP, SSW curriculum is heavily anchored in anti-discriminatory and anti-oppressive theory and applied practice. • In FHP, SoN is addressing diversity in their modified curriculum with new teaching strategies. • HR&ES continues to refine and adapt educational programs offered using evidence based decision-making and participant feedback. • In SSL Orientation to Law, these topics were included several years ago. One result is that SSL marks for effective education in these areas are improved (Law School Survey of Student Engagement bi-annual survey). • SSL developed spoken word Artists-in-Residence programs, which include poets from the African Nova Scotian and Mi'kmaq communities, to develop original law-related pieces and offer workshops for law students.
39	Continue with process to implement Belong.	<ul style="list-style-type: none"> • SA Communication tracks progress on recommendations in the Belong Report on a quarterly basis.

3 RESTORATIVE JUSTICE REPORT

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
1	The Faculty of Dentistry should actively discourage and interrupt use of divisive gender-based practices (for example, men’s or women’s only Facebook groups).	
2	A Community Wellness Initiative should be implemented. The initiative should create approximately twenty support communities. Each community would have members from across the student population and include staff and faculty. A group might include, for example: 2 students from each of the four years of the program, 1 Qualifying Program student, a faculty member and a staff member (for example staff from the Dental Lab or Dental Assistants). Oversight for these Wellness Communities would rest with the Assistant Dean of Students who should (with assistance from University resources) build capacity among second and third-year students to facilitate these groups restoratively.	
3	Social events are influenced by and reinforce climate and culture. It is important to see how events structure and affect both social and learning communities. A Task Group should immediately evaluate the quality, tenor and the nature of faculty and student social events.	<ul style="list-style-type: none">• In FoD, during the student report to Senate in April 2016, students provided an overview of the changes planned for their lounge and social space:<ul style="list-style-type: none">– The space will be multi-purpose in order to accommodate different types of gatherings, including family-oriented events and space for dentistry and dental hygiene students to eat lunch and study.– The renovated space is designed to ensure safety and transparency during social events.– Students recently held a Leadership Summit, with student participants from all programs. They renewed their commitment to uphold the values they believe are important in the FoD, including accountability and responsibility, inclusivity, safety and transparency.• The Dalhousie Dentistry Student Society has introduced Sober Support at all its major events, ensuring that non-drinking individuals will be in attendance and have been trained to deal with issues that may arise. Faculty check-ins with the assistant dean of students and peer check-ins have been introduced pre- and post-event, and a reporting form and follow-up mechanism have also been developed.
4	The Faculty and profession should endeavour to model a relationship between dentistry and dental hygiene which is based in equality and respect. Together, they should explore what has been a historically challenging relationship across the profession. The Faculty of Dentistry (home to both programs of dentistry and dental hygiene) has a significant opportunity to achieve and model a different set of relational norms on this front. This would start with a series of dialogues within the Faculty involving faculty and staff leaders from both programs. They should work together to consider the issues and create a plan to support more respectful relationships and an inclusive community in the future.	<ul style="list-style-type: none">• Numerous projects and initiatives have been incorporated into the FoD curricula and clinical experiences.• All first-year dentistry, dental hygiene and Qualifying Program students participated in the FoD's White Coat ceremony on September 29.

3 RESTORATIVE JUSTICE REPORT

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
5	A particular focus should be placed on ensuring entering Qualifying Program (QP) students are introduced and included fully within the Faculty.	
6	Effort should be made to match cross- cultural student recruiting strategies with programs and resources designed to provide specific support and orientation for international students entering the Faculty of Dentistry.	
	Support should also be provided for the Faculty to ensure a welcoming and inclusive community for international students. The Faculty should connect with the International Centre and the Human Rights Equity and Harassment Prevention office to draw on expertise and identify necessary supports and considerations for inclusion. The Faculty should consider how to deal with different cultural norms and expectations among students, faculty and staff, as well as how to address inappropriate comments or behaviour students might encounter from patients.	
	“each student brings a unique culture and story; some have experience and knowledge of the dental world that far exceeds recent dental graduates. my closest friend within the students of the qualifying program is also my cluster mate and that is no coincidence. i know it would be worthwhile to have students of the qualifying program integrated within our clusters from the beginning of our clinical experiences.” <i>– male DDS2015 student, Day of Learning</i>	
7	It is important that the Faculty obtains an accurate picture of the diversity represented in the school and to work to understand the needs of their community. Appreciating the existing needs and defining gaps in diversity also offers the opportunity to understand where underrepresentation exists, shapes ongoing learning priorities, and promotes inclusive and empathetic patient care.	
8	The Faculty has committed to continue the “Women in Dentistry Circle” held as part of the restorative justice process as an annual event including professional female dentists and female dental students. The mentorship provided supports the specific needs articulated by female students for information and perspective to develop a deeper appreciation for the gender-based challenges and inequality within the profession, to build reliance and coping mechanisms, and capitalize on strengths. It will also support community building and reflective practice for women within the profession.	
9	The University has committed to host an international conference in 2015/2016 to examine lessons learned from the Dalhousie Dentistry restorative justice process. The conference will explore ways in which restorative approaches can be used to address issues of misogyny, sexism, homophobia and racism, and more broadly, to create a culture of respect and inclusion on campuses. The conference will include students from DDS2015 who participated in restorative justice along with members from the International Expert Advisory Group and the Local Resource Group who supported and advised the process. It will draw together leaders from other universities contemplating or implementing similar approaches to discipline, culture and climate on campus.	
10	The Faculty should explore how to support and reinforce, through intentional and integrated reflective practice within the program, a principle-based approach to professionalism in place of a rule-based approach. Reflective practice could be associated with the professionalism and ethics course curriculum and attached to clinical experience. In addition to the existing course, this would allow for more integration of professionalism and ethics learning in an explicit way across the four years of the program and into clinic practice. The clinic renewal in 2018 should support reflective practice on professionalism in the new clinic groups as part of the curriculum on professionalism and ethics.	

3 RESTORATIVE JUSTICE REPORT

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
11	Introduce a common commitment to professional behaviour across faculty, staff and students within the clinic, including creating opportunities for ‘360 feedback’ that is safe and constructive. This should start as soon as possible but will also be important in the new clinic structure. This could be achieved as part of supporting reflective practice for all practitioners within the clinic, perhaps as part of the clinic cluster meetings suggested in the next section on Program Structure. This is not only important for students but also for faculty and staff in order to encourage and model lifelong learning and professional development	
12	The Faculty should establish a process to address patient care planning that models professional collegiality between instructors and with the students. This system should consider how different approaches to care plans between faculty members could be addressed through the use of “care planning conferences.” Currently, instructors can alter the care plans for patients developed between the students and another instructor. This may undermine the relationship between the student and their patient and between and among faculty and students. It would significantly improve these relationships if the authority to make and adjust care plans generally rested with the instructor under whom the initial plan was developed. Other instructors/faculty members with concerns regarding the care plan would contact the responsible instructor together with the student and discuss necessary adjustments. This would model professionalism, provide significant learning opportunities for the students as they are part of the decision-making process and support more positive engagement within the clinic surrounding patient care.	
13	The Faculty and the Nova Scotia Dental Association have committed to work with students from the DDS2015 restorative justice process to establish an annual Day of Professionalism modeled on the Day of Learning held during the restorative justice process. The day will assure that students from varying years are engaged in thinking about and developing ethical and Professional skills. Its format could include guest speakers, and facilitated dialogue using circles to allow students, faculty, staff and the profession to learn from one another in a manner which is participatory and supportive.	
14	Students from the DDS2015 restorative process, particularly the former Facebook group members, have committed to return and contribute to a seminar, workshop or other activity in conjunction with the White Coat ceremony.	
15	The former members of the Facebook group who were engaged in the restorative process have committed to model professionalism now and into the future. This includes their commitment to be honest about their involvement in the Facebook group and to share what they have learned with regulators, employers, colleagues, and patients, if asked.	
16	The students from the DDS2015 restorative justice process have committed to purchase and place a framed copy of the “Student Oath” in all clinic cubicles to mark their experience and the lessons from this past year and as a reminder of students’ commitment and responsibility regarding patient care.	
17	Between now and the completion of the Clinic Renewal Project in 2018 the Faculty should focus on “climate renewal” by attending to the task of building the knowledge, skills, attitudes and capacities to move into the new space already working and relating in new ways. This renewal process will involve growing pains, but, just as the physical space is under construction, so will the relationships be under renovation for a better future. The process should, as one participant explained during the restorative process, assist the preparation and planning required for this renewal “just as a project manager might plan for the fabric and material in a new physical space.” In fact, it would be helpful to assign a project manager to develop the knowledge, skills, and practices needed within the Faculty to support new ways of working. This work needs to be an integrated part of the Clinic Renewal Project and the project manager should be part of the redesign team. The process of redesigning ways of working and interacting within the Faculty cannot wait for the completion of the clinic renew in 2018. Renewal of culture and climate will take time and the project of building better relationships will be the key to the success of clinic renewal.	

3 RESTORATIVE JUSTICE REPORT

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
18	One idea for this relationship renewal project that came through the restorative process relates to the anticipated clinic care teams that will work within the new clinic structure. Faculty should consider using “check-in meetings” with students in these clinic care teams on a daily basis. This model would enhance collective learning opportunities, exercise the use of reflective practice, enhance patient care planning, and allow for solution-focused conflict resolution. Groups should work collaboratively, and hold standing check-in and clinic coordination meeting for 15 minutes every day before clinic opens to review administrative issues and identify issues to bring forward.	
19	The Faculty and the University should explore ways to develop conflict resolution skills among students, faculty and staff across campus. Restorative options should be made more widely available as an approach to address concerns and conflicts. <ul style="list-style-type: none">· In FoD, the process is ongoing including:<ul style="list-style-type: none">– Professional development workshops for faculty, staff and students.– Regular meetings with faculty, staff and students held to ensure issues are dealt with promptly and fairly.– The assistant dean of clinics and the patient care coordinator have regular meetings with clinic staff to ensure staff have the opportunity to voice their concerns and receive feedback in a timely fashion.– Clinic staff meet regularly with their supervisors and are aware that they can bring concerns forward directly to the assistant dean of clinics or the patient care coordinator.– In the process of hiring a human resources staff member, whose mandate will include culture/ work environment, labour relations and performance/development management.· In FHP, SSW holds Critical Incident Groups for students every winter (usually six sessions throughout the term). This is facilitated by a faculty member who models critical reflection as a tool for critiquing practice and personal conflict. School of Occupational Therapy is reviewing the need for a policy on communication between faculty and students, to provide a clear pathway for students to raise concerns.· Restorative approaches included in complaint and resolution processes options presented by HR&ES.· HR facilitated meetings/conversations between staff and restructured positions within Dental Clinic to ease work pressure demands.	
20	The University should create a campus resource network connecting every Assistant or Associate Dean of Students (or person with similar responsibilities). This network could support development of the knowledge and skills needed to navigate common issues across campus. Working closely with established resources on campus, the group should seek to understand issues facing students and take a solution-focused/problem-solving approach. <ul style="list-style-type: none">· FHP Affirmative Action Committee (recently renamed to Inclusion and Diversity Committee) has a member from each FHP department, including: an associate dean, a member from Faculty Council, four students and the Dean of Health Professions as an ex-officio member.	

3 RESTORATIVE JUSTICE REPORT

NO. RECOMMENDATION APRIL 09, 2016 – OCTOBER 28, 2016

21 The Faculty of Dentistry should equip the Associate Dean of Students with the skills, mandate and authority to support the processes suggested earlier with respect to clinic care teams and the wellness communities. The Associate Dean of Students should be responsible to ensure these processes are functioning well.

22 The Faculty should ensure that students have a clear understanding of the complaint process and the role of the Associate Dean of Students. This should begin in orientation and be reinforced throughout the year, particularly at stressful times. This should include clear communication regarding the way in which the complaint process functions, and clarity and transparency about how reporting back will occur.

- FCS shared confidential points of contact (Faculty Navigator and Associate Dean Academic) via posters and the FCS website.
- FCS Associate Dean of Academic distributed a faculty-wide email reminding students of respectful behaviour (Student Code of Conduct) and reiterating points of contact.
- FoD academic policy manual is being updated through a process of wide consultation, including legal counsel.
- FoD updated Academic Governance and Constitution approved in September 2016. These updates involve a restructuring of FoD academic governance model, developed in consultation with legal counsel, to bring it in line with the university. As part of the communications plan around these changes, faculty and students have been consulted and flow charts for the reporting process developed.
- FoD Dean's Office has been restructured to ensure the assistant dean of students has adequate support. The assistant deans of students and of academic affairs meet regularly to discuss issues concerning students in an effort to intervene early and appropriately when required.
- FoD assistant dean of students speaks with first-year students about her role during Orientation Week. Students are invited to meet with her when they have a matter to discuss (personal, academic, clinical) or to email her with questions. The assistant dean regularly encourages students to deal with problems or concerns early, before they develop into larger issues. If the assistant dean feels that she cannot adequately deal with a problem or concern herself, she directs students to other sources of support at the university and the Nova Scotia Dental Association's (NSDA) professional support program.
- In SSL, the assistant dean (academic) gives a presentation to all first-year students during Orientation Week to explain the role of the Office in terms of support, information, advising, coaching, counselling and referrals to university supports.
- In SSL, each course syllabus includes information as to how to contact the associate dean (academic) and the assistant dean (academic).
- SSL students are apprised of the process for appeals, code of conduct complaints, sexual harassment complaints, etc. in one-on-one meetings. Students are also provided with links to the university complaints processes by means of emails from the associate dean (academic) and assistant dean (academic) and by way of the LSS Wellness Committee social media posts.

3 RESTORATIVE JUSTICE REPORT

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
23	The Faculty should ensure that the Associate Dean of Students has appropriate administrative support from someone with exceptional communication skills to ensure better communication with students on issues generally within the Faculty and to support the facilitation and navigation work required of the Associate Dean. This communication responsibility should be attached to this office as a means of ensuring consistent and centralized information for students from a source they identify and trust. It is also important to use this communication function as a means of building relationship with the student community.	
24	The University should look to the existing restorative approach network in the province in order to build knowledge and greater capacity to support the restorative approach being taken with various units on campus. The participants within the restorative justice process recognized its potential to build supportive and inclusive communities in which people feel they belong and to respond when things go wrong and harm is done.	<ul style="list-style-type: none">· Report of the RJ conference in June 2016 provided insights on restorative approach.

4 TRUTH AND RECONCILIATION REPORT

Please refer to the original report for full text of the recommendations.

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
7	We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.	<ul style="list-style-type: none"> HR&ES, in conjunction with HR, is meeting with all deans, VPs, and AVPs to discuss employment gaps of underrepresented groups on campus.
10iii	<p>We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:</p> <p><i>10 iii-Develop culturally appropriate curricula</i></p>	<ul style="list-style-type: none"> AVP Academic involved in ongoing development of a framework of Indigenous content that will be offered across all four years of an undergraduate program, including courses, non-credit modules, co-curricular elements, etc. Meetings with various stakeholders and the Registrar to discuss the logistics of tracking are underway. In SA, SAPRC recently gave the go-ahead for a certificate in Indigenous Studies, initiated by and run through FASS, based on existing courses at Dal.
16	We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.	<ul style="list-style-type: none"> At present, this is not feasible for Dalhousie. Students may take Indigenous language courses at other institutions for credit in their Dalhousie degree as a part of the university's regular transfer credit program, managed through the Registrar's office and governed by Senate regulations.
19	<p>We call upon the federal government in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities and to publish annual progress reports and assess long term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.</p>	<ul style="list-style-type: none"> FHP departments have faculty members whose focus is on Aboriginal Health.

4 TRUTH AND RECONCILIATION REPORT

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
23	<p>We call upon all levels of government to:</p> <p><i>i. Increase the number of Aboriginal professionals working in the health-care field.</i></p> <p><i>ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.</i></p> <p><i>iii. Provide cultural competency training for all health-care professionals.</i></p>	<ul style="list-style-type: none">• Cultural competency training is now a component of Interprofessional Health Education at Dalhousie.• Most of the departments in the FHP have Indigenous persons as one of the AA groups. In the SSW, the Diversity and Equity Committee is currently developing a retention strategy to support Indigenous students once accepted into SSW programs.• In FHP, two faculty are attending the Indigenized Academy conference in November at Laurentian University, and one faculty attended the Indigenizing Social Work conference in Winnipeg in October 2016.• In FHP, this is happening with faculty and staff in one of the departments and will be expanding to students.
24	<p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, The United nation Declaration of the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teaching and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.</p>	<ul style="list-style-type: none">• FoD continues to enhance the ethics and social justice components of the curriculum. Students participate in seminars about the complexity of health research in Indigenous populations and learn about Indigenous history.• In FHP, the SoN is including the Cape Breton University Nursing course on Indigenous health in electives.
28	<p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the United nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.</p>	<ul style="list-style-type: none">• In SSL, a Faculty TRC implementation working group was established in September 2016. The working group is identifying content that all law students should learn, and exploring options for mandatory implementation. The working group is undertaking a number of other TRC related projects, including:<ul style="list-style-type: none">– Strengthening partnerships between faculty, the Chancellor’s Chair in Aboriginal Law & Policy, the IB&M Initiative, Mi’kmaq and other Indigenous alumni and leadership;– Developing an accessible repository of materials for faculty; and– Exploring options for intensive experience offerings.

4 TRUTH AND RECONCILIATION REPORT

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
65	<p>We call upon the federal government, through the social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.</p>	<ul style="list-style-type: none"> • Dalhousie has been, since December 2015, a formal partner with the National Centre for Truth and Reconciliation.
69	<p>We call upon Library and Archives Canada to</p> <p><i>ii. Ensure that its record holdings relate to residential schools are accessible to the public</i></p> <p><i>iii. Commit more resources to its public education materials and programming on residential schools.</i></p>	<ul style="list-style-type: none"> • DUL is a member of the Canadian Federation of Library Associations Truth & Reconciliation Committee, which is working with Library & Archives Canada and other associations and institutions to review and update subject headings, methods for acquiring and preserving Indigenous knowledge, and sharing historical records related to residential schools and Indigenous knowledge. • Dalhousie University has signed an MOU with the TRC Centre at the University of Manitoba, and the Dal Libraries are a TRC Centre 'hub' or mirror site, and will be providing access to TRC reports and documents in 2017.
86	<p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, The United Nations Declaration of the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal Crown relations.</p>	

4 TRUTH AND RECONCILIATION REPORT

NO.	RECOMMENDATION	APRIL 09, 2016 – OCTOBER 28, 2016
92	<p>We call upon the corporate sector in Canada to adopt the United Nations Declaration of the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:</p>	
	<p><i>iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights and anti-racism.</i></p>	<ul style="list-style-type: none">• In CCE, The Transition Year Program (TYP) offers Native Studies as a vehicle for Indigenous students and others to better understand Indigenous past, present and future.• In FHP, SSW already has this content within its course but is conducting a thorough review of undergraduate courses to heighten this requirement and to streamline and coordinate the learnings.• HR&ES, in collaboration with the Elders in Residence, delivered Mass Blanket Exercise program to generate awareness about Indigenous history in Canada.• DUL have appointed a Liaison Librarian for Indigenous Studies, has a librarian serving on the Indigenous Council, has created several LibGuides related to Indigenous topics (Aboriginal Law http://dal.ca.libguides.com/c.php?g=415481&p=3980969, TRC Calls to Action http://dal.ca.libguides.com/TRC) and is actively enhancing collections across disciplines.• HR&ES establishing partnership with Elders in Residence to train Respect Reps (student educators) to host and facilitate knowledge-sharing activities across campuses.• In RSB, the Faculty of Management's Dean's Office has reached out to the Elders in Residence to schedule a Dean's meeting with Elders.• This past year the School of Information Management (SIM) chose alumna Monique Woroniak as their Dalhousie-Horrocks National Leadership Lecturer. A key part of the selection was to highlight her work with Indigenous communities and to raise awareness of Indigenous topics within SIM's community. While the talk (Beyond Colonialism? Libraries for a Canada We Don't Yet Know) will not be until the new year, the selection and planning happened within the April to October 2016 timeframe.

5 GLOSSARY OF ACRONYMS

AA	Affirmative Action	DASA	Dalhousie Agricultural Students' Association
AASC	Advising and Access Services Centre	DBLSA	Dalhousie Black Law Students' Association
AC	Agricultural Campus	DCS	Dalhousie Commerce Society
ACHA	American College Health Association	DDFA	Dalhousie Diversity Faculty Awards
ACHH	Aboriginal Children's Hurt and Healing	DDS	Doctor in Dental Surgery
ACPA	Annual Conference on Public Administration	DEAP	Diversity & Equity Assessment and Planning (Tool)
ADEA	American Dental Educators Association	DDS	Doctor in Dental Surgery
ADR	Alternative Dispute Resolution	DH	Dental Hygiene
AHSI	Aboriginal Health Sciences Initiative	DISA	Dalhousie International Students' Association
AHSSP	Aboriginal Health Sciences Success Program	DMS	Dalhousie Management Society
ARTP	Appointment, Reappointment, Tenure and Promotion Committee	DMSS	Dalhousie Medical Students' Society
ASC	Aboriginal Student Centre	DSU	Dalhousie Student Union
AU	Advancement Unit	DUL	Dalhousie University Libraries
AUAC	Alcohol Use Advisory Committee	EAB	Education Advisory Board
BLSA	Black Law Students' Association	EAP	Employee Assistance Program
BSAC	Black Student Advising Centre	EDD&I	Executive Director Diversity and Inclusiveness
CBU	Cape Breton University	ESL	English as a Second Language
CCE	College of Continuing Education	F&A	Finance and Administration
CHEB	Collaborative Health Education Building	FASS	Faculty of Arts and Social Sciences
CIHR	Canadian Institutes of Health Research	FCS	Faculty of Computer Science
CLDC	Career and Leadership Development Centre	FGS	Faculty of Graduate Studies
CLT	Centre for Learning and Teaching	FoD	Faculty of Dentistry
C&M	Communications and Marketing	FHP	Faculty of Health Professions
CPATH	Canadian Professional Association for Transgender Health	FoS	Faculty of Science
CRC	Canada Research Chairs	GR	Government Relations
DAA	Dalhousie Alumni Association	HPD	Halifax Police Department
DAGS	Dalhousie Association of Graduate Students	HR	Human Resources

5 GLOSSARY OF ACRONYMS

HRIS	Human Resources Information System	RJ	Restorative Justice
HR&ES	Human Rights and Equity Services	RS	Research Services
IB&M	Indigenous Blacks and Mi'kmaq Initiative	RSB	Rowe School of Business
IPE	Interprofessional Education	SA	Student Affairs
IPHE	Interprofessional Health Education	SAMHI	Student-Athlete Mental Health Initiative
ISA	International Symbol of Access	SAPRC	Senate Academic Programs and Research Committee
ISANS	Immigrant Services Association of Nova Scotia	SoN	School of Nursing
ISSP	International Student Success Program	SAPC	Social Accountability and Professionalism Committee
LGBTQ+	Lesbian, Gay, Bisexual, Trans, Queer/Questioning and others	SAPRC	Senate Academic Programs and Research Committee
LMP	LeMarchant Place	SPOR	Strategy for Patient Oriented Research
LSAT	Law School Admission Test	SRES	School for Resource and Environmental Studies
LSS	Law Students' Society	SSHRC	Social Sciences and Humanities Research Council
MES	Masters of Environmental Studies	SSL	Schulich School of Law
METS	Mi'kmaq Employment Training Secretariat	SSW	School of Social Work
MMI	Mini Medical Interviews	SUB	Student Union Building
NCHA	National College Health Assessment	TRC	Truth and Reconciliation Commission of Canada
NCTR	National Centre for Truth and Reconciliation	TYP	Transition Year Program
NSBS	Nova Scotia Barristers' Society	UDL	Universal Design for Learning
NSCC	Nova Scotia Community College	UID	Universal Instructional Design
NSDA	Nova Scotia Dental Association	US	University Secretariat
OMFS	Oral and Maxillofacial Sciences	WPATH	World Professional Association for Transgender Health
OT	Occupational Therapy		
PLANS	Promoting Leadership in health for African Nova Scotians		
PO	President's Office		
PSE	Post-Secondary Education		
QP	Qualifying Program		
RA	Residence Assistant		