

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

► *Update, June 2016*



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

TWO YEARS AGO, Dalhousie made a commitment in our Strategic Direction to foster a collegial culture grounded in diversity and inclusiveness. This is a complex task which cannot be solved overnight. Work on this important initiative continues, and while it may never be fully complete, we can feel confident knowing that our efforts are contributing to the overall health and well-being of our campus community.

In March 2016, faculties and units from across the university were asked to provide updates on their response to the recommendations made in the following reports:

- the *Report from the Restorative Justice process at the Faculty of Dentistry* (May 2015);
- *The Belong Report* from Dalhousie's Strategic initiative on Diversity and Inclusiveness (March 2015);
- the *Report of the Task Force on Misogyny, Sexism and Homophobia in the Faculty of Dentistry*, chaired by Dr. Constance Backhouse (June 2015);
- and the *Final Report of the Truth and Reconciliation Commission of Canada* (July 2015).

Addressing these recommendations is not an end in itself, but rather, will help guide our efforts.

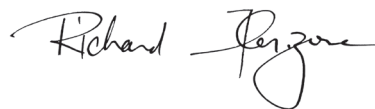
Responses were received from the Faculty, Department, and Unit level, which vary in scope, approach and timing. The information contained in this status update, the second update this academic year, reflects the substantial progress being made at Dalhousie, including:

- New positions created to support students, including term social worker, ombudsperson, and full-time Aboriginal student advisor.
- Scholarly Panel established to examine Lord Dalhousie's history on slavery and race.
- Minor in Black and African Diaspora Studies approved for fall 2016; Mi'kmaq courses on offer through the University of Cape Breton recognized and approved for Dalhousie students; launched new, community-based experiential learning course: African Nova Scotians and the Law.
- Statistical data has been gathered to better inform Dalhousie's recruitment, promotion and retention programming.

Sharing practices and approaches to report recommendations is encouraged, and will lead to increased awareness and collaboration across our four campuses. If your Faculty of Unit is working to address the recommendations of these four reports, I encourage you to contact Norma Williams, Executive Director of Diversity and Inclusiveness (norma.williams@dal.ca), to ensure your updates and initiatives are included in our next update.

None of this work would be possible without the support of our campus community. Thank you for your continued support as we work together to ensure Dalhousie is a space where everyone feels safe, supported and respected.

Most sincerely,



Richard Florizone President, Dalhousie University



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

WORK ON PHASE 2 of Inspiration & Impact: Dalhousie's Strategic Direction 5.2 'Foster a Collegial Culture Grounded in Diversity and Inclusiveness' is well underway. A significant aspect of this work entails implementing recommendations from *The Belong Report* which was developed under the initial phase of this diversity and inclusiveness initiative. We are also integrating and facilitating implementation of the *Report on the Restorative Justice Initiative in the Faculty of Dentistry*, the *Report on the Task Force on Misogyny, Sexism and Homophobia in Dalhousie University Faculty of Dentistry*, *Aboriginal and African Canadian Student Access and Retention* and the *Truth and Reconciliation Commission Canada: Calls to Action*.

This is important and invigorating work. We believe Dalhousie is well poised to be a leader in diversity and inclusiveness and we are deeply committed to steering 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



TABLE OF CONTENTS

Belong Report / Recommendations	1
Report of the Task Force on Misogyny, Sexism and Homophobia in Dalhousie University Faculty of Dentistry Report/Recommendations	22
Restorative Justice Report / Recommendations	35
Truth and Reconciliation Report/Recommendations	41
Glossary of Acronyms	45

THE UPDATES, EXPLAINED

EXAMPLE OF FORMATTING:

Recommendation ●

- New updates, December 1, 2015 – April 8, 2016 ●
- Existing updates from previous update report ●

NO.	RECOMMENDATION & UPDATE
1	Enhance data collection about diversity at Dalhousie <ul style="list-style-type: none">A) Expand the data collected on the diversity of our student body on admission to include queer and working class backgrounds in addition to racialization, sex, indigeneity, and disability, and require that data be reported to Senate and released publicly on an annual basis.<ul style="list-style-type: none">– Starting in 2016/2017, statistical information on diversity of student population added to enrolment reporting schedules.– Census results analyzed and released.– Academic hiring letters now invite participation in census.– Data from undergraduate medical education diversity survey (in place since 2012) being analyzed to identify trends over the last six years.• Census launched November 16, 2015 for students, faculty and staff. Form expanded beyond four original designated groups to include gender identity and sexual orientation and questions regarding racially visible identification provide expanded options.

1 BELONG REPORT/RECOMMENDATIONS

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

NO. RECOMMENDATION & UPDATE

1 Enhance data collection about diversity at Dalhousie

A) Expand the data collected on the diversity of our student body on admission to include queer and working class backgrounds in addition to racialization, sex, indigeneity, and disability, and require that data be reported to Senate and released publicly on an annual basis.

- Starting in 2016/2017, statistical information on diversity of student population added to enrolment reporting schedules.
- Census results analyzed and released.
- Academic hiring letters now invite participation in census.
- Data from undergraduate medical education diversity survey (in place since 2012) being analyzed to identify trends over the last six years.
 - *Census launched November 16, 2015 for students, faculty and staff. Form expanded beyond four original designated groups to include gender identity and sexual orientation and questions regarding racially visible identification provide expanded options.*

B) Survey all faculty and staff to build rich longitudinal data on our diversity regularly, potentially through the workplace survey.

- Initial analysis of Census 2015 completed and released online and via presentation to the Provost Committee, HR Committee of the Board, Senate, deans and other leaders. Memo shared with university community. Public report included summary workforce analysis.
- Census remains open to all staff and faculty to complete at any time. All new staff encouraged to complete.
- Faculty of Medicine promoted completion of the diversity survey to faculty and staff.

2 Better understand and support proactive engagement to improve inclusion and diversity at the faculty and unit levels

A) Create a council or committee on inclusion and diversity in each faculty or unit without one, with design specifications that meet the needs of that particular faculty or unit, to proactively identify and address issues and opportunities in that faculty or unit.

- Faculty of Dentistry Next Steps Committee chair attended diversity and inclusion events, including President's discussion on Teaching in the Transformed Curriculum and the Senate's Building Inclusive Classrooms workshop. Learnings will be integrated into dentistry curriculum.
- The Faculty of Health Professions Council has approved a new policy and procedures related to the composition of reappointment/search committees for school directors that will have the effect of enhancing the diversity of search committees while respecting privacy considerations for faculty.
- A working group will be meeting over the Spring/Summer to develop a Faculty of Health Professions response to the Belong Report.
- Agricultural Campus Inclusivity Advisory Committee is meeting regularly and has made connections with Executive Director for Diversity & Inclusiveness (EDD&I).
- Regular meetings hosted by Human Rights, Equity and Harassment Prevention (HRE&HP) with institutional partners interested in promoting and enhancing inclusion on campus (including Student Life, International Centre, Black Student Advising Centre, South House and Dalhousie Student Union Equity, etc.). Meetings assist with information sharing, collaboration and program development.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

- HRE&HP is supporting Faculty of Computer Science committee with planning, including discussion of equity hiring.
- HRE&HP is supporting implementation of diversity and inclusion initiatives in Faculty of Management.
- HRE&HP met with Faculty of Science equity committee to assist with priority setting.
- Dal Libraries are in the process of forming a staff committee across the five libraries.
- Faculty of Arts and Social Sciences (FASS) diversity curriculum audit: Faculty Council asked departments to do landscape analyses of inclusivity and diversity in their curricula. Reports have now been submitted to the Faculty's Academic Development Committee and will be shared with all chairs to promote discussion of best practices and next steps.
- In 2013, the Faculty of Medicine established a Social Accountability Committee and Professionalism Committee which report to Faculty Council. Both committees oversee and lead the diversity work within the faculty including development of a diversity plan.
- *Dalhousie's Policy on Employment Equity through Affirmative Action, including the Council on Employment Equity, under review for updating.*

Other new initiatives:

- *Culture of Respect@Faculty of Computer Science established.*
- *Faculty of Science Equity Committee established.*
- *Fountain School of Performing Arts crafting a new identity and creating a statement of principles and values that reflects respect, equity and diversity.*
- *Faculty of Medicine is developing a plan to respond to the recommendations with short- and medium-term time frames.*
- *Faculty of Management, School of Public Administration developed an initial plan to respond to the university reports and increase diversity and inclusion in the program and life of the school and support Faculty of Management initiatives.*
- *Elder-in-residence program established for the Indigenous Studies Minor Program.*

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 they are appointed (and perhaps retroactively for those already employed).

- *Students in first year DDS and DH sign student-created Dental Student Code of Professional Conduct.*
- *Undergraduate and graduate dental and hygiene students swear to Oral Health Professional Oath at Convocation.*
- *Dentistry Next Steps Initiative group considering similar commitment from faculty and staff.*

B) Adopt a required statement on inclusion to be inserted in all Dalhousie course syllabi, in the same spirit as the required statement on accommodations and academic integrity.

- Faculty of Dentistry will be adopting the new university template for course syllabi, once approved.
- At Agricultural Campus, faculty-wide curriculum mapping includes tags for diversity and inclusivity.
- Faculty of Arts and Social Sciences diversity curriculum audit: The Faculty Council asked departments to do landscape analyses of inclusivity and diversity in their curricula. These reports have now been submitted to the Faculty's Academic Development Committee and will be shared with all chairs to promote discussion of best practices and next steps.
- *Under consideration by Senate.*

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

4 Enhance and formalize education on respect and inclusion

A) Establish a high-profile lecture series entitled “uncomfortable conversations” that recognizes and engages the contributions of our own Dalhousie experts and brings outside leading academics to campus to give signature lectures and establish inclusion as key in the intellectual life of the University. Provide access to supporting scholarly resources and recordings of conversations through the Dal Libraries.

- Faculty of Dentistry curriculum changes ongoing. Seminars around diversity and inclusion continue for staff, students and faculty.
- In Dentistry and Dental Hygiene, LGBTQ+ seminars held for all classes as part of interprofessional education.
- Agricultural Campus speakers and workshops during the past year included:
 - Dr. Temple Grandin (Convocation)
 - Dr. Franz-Odenaal, Gender Bias in Academia (March 2016)
 - WinSETT Negotiation Training for female grad students (January 2016)
 - Bystander trainings (Fall term)
 - Valuing Diversity and Inclusivity Conversation (March 2016)
- Residence/Student Life collaborating with HRE&HP to deliver beginner and intermediate level training on diversity and inclusion to residence assistants (RAs).
- Medical School curriculum integrates professionalism through Professional Competencies and faculty development.
- In three residences across the Halifax campus, sessions on healthy relationships and consent developed by HRE&HP's Peer Education Team, Respect Reps, in consultation with Student Life and RAs delivered in February/March 2016.
- Student Life and International Centre engaged with HRE&HP in advisory capacity to support development of the Elephant in the Room education/awareness program in the Winter 2016 semester. Workshops delivered to Residence Life staff and Student Life staff.
- In the Faculty of Law:
 - Dr. John Borrows, internationally recognized scholar in the field of Indigenous Legal Traditions and Aboriginal Rights, joined the law faculty in a professional development day focused on implementing Truth and Reconciliation Commission of Canada (TRC) recommendations, and met with law faculty, Indigenous Blacks and Mi'kmaq (IB&M) Initiative, Elder-in-Residence Jane Abram and Indigenous students.
 - Mike DeGagne, (former director of the Aboriginal Healing Foundation) taught an intensive course, and met with Indigenous students.
 - Justice Murrays Sinclair, Chair of the Truth and Reconciliation Commission of Canada, lectured and met with a number of faculty members.
- In the Faculty of Arts and Social Sciences:
 - A series of events were held around International Women's Day, with participation from the office of the EDD&I, FASS faculty members and key coordination from Dr. Margaret Denike, coordinator of the Gender and Women's Studies program.
 - Racism is Killing Us “Softly” series held, including a poetry reading by Dr. Afua Cooper, the James R. Johnston Chair in Black Canadian Studies.
 - Dr. Allan Downey gave a public talk on Decolonizing the Academy.
- IB&M Initiative worked with the Dalhousie Black Law Students Association (DBLSA) on the Black History Month lecture series. Speakers included Dr. Sylvia Hamilton, Judge Jean Whalen and lawyers Shawna Hoyte, QC and Vanessa Tynes, and a panel of experts discussing race and culture assessments in legal cases.
- Dal Libraries able to archive recorded lectures and make them accessible online via DalSpace.
- IB&M Initiative director developed and offered first course on African Nova Scotians and the Law.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

B) Design and implement a formal, mandatory program for all students at Dalhousie. Many of the people who spoke with us expressed significant enthusiasm for a mandatory course for all first-time students to Dalhousie.

- **IB&M Initiative developing faculty professional development day considering Call to Action #28 of the TRC Report, calling on law schools to require all students to take a course in Aboriginal people and the law and anti-racism.**
- **First- and second-year medical students take a longitudinal course called Professional Competencies with content that includes public health and infectious disease management in the community, end-of-life decision-making and other ethical challenges, patient safety and other system and quality improvement approaches, social accountability and global health, physician wellness and career paths.**
- *All first-year students in Dentistry and Dental Hygiene participate in two-hour, mixed group seminars during Orientation Week, led by Dal community safety officer and the Dal harassment prevention/conflict management advisor, during which students are asked to talk about and discuss and define what professionalism means generally and what it means to them as professionals in training, particularly in terms of behaviour in public and on social media.*
- *A new community service element added to the two-year Clinical Comprehensive Patient Care course for third- and fourth-year DDS students, requiring students demonstrate community service and write an essay on their involvement, which is important for assessing their character and professionalism.*
- *Mandatory professionalism and ethics seminars scheduled throughout the curriculum for all dentistry and dental hygiene students.*

C) Design and implement ongoing education plans, responsive to the needs and roles of different positions, for all staff and faculty to support a fully inclusive university.

- **On Agricultural Campus, Gender Bias in Academia presentation held during March Faculty Council meeting.**
- **EDD&I addressed Office of Advancement's quarterly team meeting.**
- **The Elephant in the Room: Diversity and Inclusion Conversation Series developed and implemented by HRE&HP for students, staff and faculty.**
- **Faculty of Medicine has a faculty development program that incorporates diversity and inclusion into their curriculum planning.**
- **In the Faculty of Health Professions, sessions are underway to discuss Diversity and Inclusion in the College Classroom.**
- *New Education Coordinator hired in the Office of Human Rights, Equity and Harassment Prevention and is reviewing and implementing educational programs.*
- *Spring 2014 seminars by Human Resources in Faculty of Dentistry on sensitivity, related to diversity issues; sessions themed around inclusiveness and diversity commenced Fall 2015.*

D) Building from the optional programming already in place, design and implement an ongoing mandatory education plan for senior university administration – from Deans, Directors and Chairs to the President and Board of Governors to support a fully inclusive university.

- **Senior Administrator training in development. Anticipated rollout Fall 2016.**
- *Half-day workshop for Senior Administrators held on November 3, 2015.*
- *New Education Coordinator conducted education programs.*

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

E) Building from the programming already in place, design and implement programming to support inclusive engagement for all students who live in Dalhousie residence, covering healthy sexual engagement and respectful community-building across diversity (e.g. inclusion of students who do not consume intoxicants at events; inclusion of trans-students etc).

- Student Services, Dalhousie Student Union (DSU) reps, Faculty of Dentistry student reps and the Faculty of Dentistry's assistant dean for students continue discussion around responsible use of alcohol on campus.
- Agricultural Campus residence staff and students participated in bystander training and other diversity programming.
- HRE&HP and Student Services implemented workshops and programs addressing healthy relationships and hook-up culture.
- College of Continuing Education encouraged engagement of English as a Second Language (ESL) students in International Student Day.
- *Updating existing regular programming.*

F) Develop and hire additional faculty to support a minor in Black Studies.

- **Minor in Black and African Diaspora Studies accepting students in Fall 2016.**
- *Minor in Black Studies under development.*

G) Add a course in Mi'kmaq language and qualify it for Dalhousie's language requirement.

- **As of early 2016 Dalhousie now accepts transfer credits from Cape Breton University. Expanding course approvals is ongoing.**

5 Support an inclusive environment for students, faculty, and staff as they commence their studies and new positions at Dalhousie

A) Develop a mandatory online orientation module, to fit in an integrated way with the proposed mandatory education course, for all students to complete before they commence their studies at Dalhousie.

- Student Life, DSU and HRE&HP reviewing online module delivered in 2015.
- Reviewing new student completion rates to determine next steps (2015 rates: 172 enrolled students and 123 completed entries).
- Dal Libraries manage and support Blackboard and BrightSpace and will support development of an orientation module.
- Merits of the module are being discussed by Senate Academic Programs and Research Committee (SAPRC) and other committees.
- *Piloting on-line learning module on consent.*

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

B) A review be undertaken to review the design and operation of Orientation Week events on campus and within faculties to ensure they demonstrate respectful inclusion of the wide range of students.

- Faculty of Dentistry and Dalhousie Dental Students' Society ensured inclusive orientation activities.
- New connections between Agricultural Campus orientation and Town of Truro and Nova Scotia Community College (NSCC) established, to connect Shinearama with EMBRACE diversity festival.
- Diversity and inclusivity addressed at Agricultural Campus orientation events.
- Student Life conducted SWOT analysis regarding transition programming/orientation on campus to inform orientation strategy.
- University Orientation Committee established sub-committee to ensure prominence of diversity and inclusion education in orientation and transition programming Summer/Fall 2016.
- HRE&HP involved in orientation discussions for both students and staff/faculty.
- Bystander training began for faculty, staff and student leaders on the Agricultural Campus, as well as student-athletes on the Halifax Campus. Trainers are available on both campuses, and have been trained together.
- Medical students are planning Orientation Week for 2016 to ensure diversity and inclusion are foundational to the program. A new student-led diversity group is actively engaged in this work.
- *More focus on more family-centred, alcohol-free events during orientation.*

C) 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 (including staff in the Registrar's Office, Associate and Assistant Deans (Academic), Deans, staff in Student Academic Success Services, Student Wellness, Student Life, and the DSU executive) alongside attending mandatory continuing education as part of the conditions of appointment.

- Respectful Workplace program will be delivered in the next six months for all existing and new staff.
- New employee orientation includes the revised Respectful Workplace policies.
- Student Life, International Centre and HRE&HP exploring existing resources and expertise to develop diversity and inclusion component for units/ departments to include in student staff training programs.
- Medicine's HR will support and communicate this training course to new hires within the Faculty.

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. Require all graduate student supervisors to attend a mandatory module on the expectations and responsibilities of graduate supervisors.

- On Agricultural Campus, series of diversity and conflict management workshops developed for grad students and supervisors.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

6 Provide additional supports on respect and inclusion

A) Explore the potential of upstander programming.

- The Dalhousie Agricultural Students Association is developing a student organization guide that will include diversity and inclusiveness resources.
- Sexualized Violence Bystander Training Program sub-committee established.
- Student Health Promotion (SHP) exploring bystander models to be utilized as awareness campaign and basic training.
- Medicine is developing a list of resources to be clearly communicated on website including assistant deans (student affairs) and coordinator (Promoting Leadership in health for African Nova Scotians, or PLANS) to support students, staff and faculty members.
- *Implementing Bystander program for sexualized violence.*
- *Designing Speak-up/Upstander program on issues of discrimination using peer-to-peer model.*
- *Faculty of Dentistry Restorative Justice Process and Next Steps Committee examining a number of initiatives, including ensuring the organizational structure, reporting processes and Faculty policies are clear and transparent.*

B) Develop, publicize, and update annually a network of human resources (e.g. staff, students, and faculty members) 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.

- Dalhousie Agricultural Students' Association (DASA) developing student organization guide that will include diverse voices and perspectives.
- Elder-in-Residence Jane Abram undertook Medicine Ties Workshop and related teachings in March 2016.
- *Elder-in-residence in IB&M program to support Mi'kmaq students.*

7 Acknowledge our rich history

A) Commission a redesign of our ceremonial mace.

- Working group in development to review the mace.
- President's Office to participate in working group assembled to redesign Dalhousie's ceremonial mace, with redesign to be unveiled during May Convocation of 2018, for 200th Anniversary.
- *In the early stages, starting to identify individuals to sit on this Committee.*

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

B) Formalize an acknowledgment statement to be used at Dalhousie events recognizing Dalhousie's place on Mi'kmaq territory.

- First acknowledgement at Convocation was made at Fall 2015 ceremonies.
- Statement acknowledging Dalhousie's place on Mi'kmaq territory used at IB&M Initiative events for many years.
- Formal statement increasingly being used at events in the Schulich School of Law, including public lectures.
- Medicine starts events with the acknowledgement statement.
- Agricultural Campus granted permission from Mi'kmaq Grand Council to install flag on all campuses.
- A number of Student Services staff incorporated acknowledgment statement into email signatures.
- Medicine celebrates graduation of Aboriginal, African Nova Scotian and international students through separate receptions with various leadership, community members and advisory committee members.

C) Commission an official graduation regalia for Indigenous students, faculty, and staff who choose to wear it.

- Initial discussions underway.

8 Celebrate our diverse community

A) Develop and support already existing inclusivity campaigns around observances recognizing inclusion and diversity matters with high-impact communications and education pieces.

- Agricultural Campus celebrations and events honour Chinese New Year, Holi, Diwali and other cultural activities.
- Equity & Access: Supporting Human Rights Across Our Community panel discussion held during the 16 Days of Activism Against Gender-Based Violence Campaign.
- Preliminary discussions around Pride 2016 have begun. Planning week of on-campus events and determining process to be included in official Halifax Pride program.
- IB&M and Dalhousie Black Law Students Association (BLSA) to organize the Black History Month lecture series for Law Hour.
 - Increased engagement in Pride events.
 - Pink Day expanded into Respect Week with cross-university representation and engagement. New Education Coordinator will lead on social-media and communications planning.
 - 20th Anniversary of the Faculty of Dentistry's contributions to North Preston Clinic will be celebrated on June 16, 2016.
 - New Mosaic calendar added to website of Office of HRE&HP.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

B) Acknowledge the religious pluralism of our community.

- Space is available in the Faculty of Dentistry for prayer and reflection.
- On the Agricultural Campus, conversations underway for a prayer/meditation space in proposed Student Centre as part of Campus Master Plan.
- President's Office, in conjunction with HRE&HP, implemented ongoing campaign to communicate information regarding 'days of importance'. Working with staff in Communications, information is presented in a timely fashion.
- Faculty of Dentistry, Facilities Management and Dalhousie Student Union support and facilitate a room for prayer and/or reflection in the Dentistry building.

C) Add a position on Senate for an elected international student.

- Senate has accepted a preliminary proposal to expand student representation on Senate, including an international student.

9 Create welcoming and accessible services and buildings

A) Update the design of our symbols to promote a greater sense of inclusion (e.g. the Modified International Symbol of Access (ISA)).

- President's Office in discussions with Facilities Management regarding accessible services and buildings. Facilities Management implementing a prioritized and planned approach, consistent with needs and budget.
- Dal Libraries designing welcome signs in English, French and Mi'kmaq.
- Art on display in the law school is gradually changing to reflect a more diverse community
- The IB&M Initiative facilitated Sylvia Hamilton's exhibit Excavation: Here We Are Here at the Schulich School of Law. It was the fourth iteration of an organic multi-media installation first titled Excavation: A Site of Memory. The Schulich School of Law was the first non-gallery/museum to host this project, which featured newly created pieces reflecting on the broad theme of African Nova Scotians and the law.
- Use of the International Symbol of access included in the design of the new Collaborative Health Education Building (CHEB).

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

B) Ensure the washrooms in every building on campus support inclusion (disability accessible, gender-inclusive, and where gendered, gendered evenly).

- Gender-neutral and disability accessible washrooms available in the following buildings, where various Student Services are housed: Student Union Building, LeMarchant Place, Dalplex, Henry Hicks, Agricultural Campus Dairy Building and Cumming Hall.
- Risley Hall—Public: male & female (both accessible); Residence: gender-inclusive/accessible.
- LeMarchant Place—Public: gender-inclusive/accessible; Residence: gender-inclusive/accessible.
- Shirreff Hall—Public: gender inclusive/accessible; Residence: gender-inclusive
- Mini-Residences—Residence: gender-inclusive.
- Howe Hall—Residence: varies between area, mix of gender-inclusive and male and female.
- Gerard Hall—Public: male and female; Residence: gender-inclusive.
- New Fitness Centre will have three new locker rooms: Female, Male and Universal.
- New issues arising regarding accommodations requiring designated private space (i.e. breastfeeding and spiritual ceremony and ablutions).
- Included in Faculty of Dentistry clinic renewal project.
- Medicine works with Facilities Management to meet accessibility requirements.
 - *Included in standards for Dental Clinic renewal project.*

C) Audit the reliance on gender identification at Dalhousie (including on all forms) and consider when gender identification is necessary to achieve the purpose of the underlying activity, and where it is necessary, provide an option for gender to be self-defined.

- Faculty of Dentistry patient history forms amended to provide option to self-identify gender.
- Engaged in discussion with Human Resource Information System (HRIS) towards removal of mandatory Female/Male identification.
- Medicine recruitment includes community members in the Mini Medical Interviews (MMI). Some community members are identified through Aboriginal Health Sciences Initiative (AHSI) and Promoting Leadership in health for African Nova Scotians (PLANS).

D) Develop a detailed and unified plan for ensuring full physical accessibility of the university campus, including weather accessibility. Determine where the minimum required standards are insufficient.

- Need for coordinated approach on accommodation being explored by HRE&HP and Student Affairs.
 - *Included in standards for Dental Clinic renewal project*

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

E) Champion universal design for learning and work.

- Faculty Guide to Access and Accommodation, which includes best practices for inclusive classrooms and courses, developed by Student Affairs. Distribution scheduled for August 2016.
- Dal Libraries created Universal Design LibGuide (Library Guide), providing faculty members and others with a place to learn about Universal Design: <http://dal.ca.libguides.com/c.php?g=359559>

F) Review the location of the Human Rights, Equity and Harassment Prevention Office.

- Jasmine Walsh designated as lead, working with Facilities Management in consultation with advisors and Provost and VP-Academic, Carolyn Watters.
- Strategic planning and review of mandate, structure and resources is underway.

G) 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

- President's Office engaged in discussion, in-house and as part of the 200th Anniversary Group, as regards the Halifax and Truro campuses.
- Dal Libraries curated thematic book displays:
 - World Water Day incorporated UN's logo for World Water Day in multiple languages: English, French, Spanish, Chinese, Hindi, and Arabic.
 - International Women's Day
 - African Heritage Month
 - Chinese New Year
 - Freedom to Read Week (banned books)
- Student project that challenges traditional teachings of history and explores "hidden" histories, or histories of people who have been traditionally marginalized, currently on display in Killam lobby.

H) Promote reporting discriminatory graffiti to aid its swift removal. Graffiti should be documented before it is removed and the Human Rights, Equity and Harassment Prevention Office should keep an electronic record of it.

- Security Services forward all reports to HRE&HP office for review and database classification.
- Dal Libraries positioned itself at the forefront in reporting and removing discriminatory graffiti.
- Security Services incorporated these steps into its removal process.
- Upgrading database to include more detailed tracking.
- Restorative Justice process and Next Steps Initiative are examining a number of initiatives including clear, transparent reporting processes.
- HRE&HP Office tracking when reported and identifying grounds of discrimination where applicable.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

- I) Build knowledge about our lone worker program (i.e. supports for individuals on campus who need to work alone outside of regular business hours).
- Dal Libraries considers lone worker support when staffing the five libraries evenings and weekends. Efforts are made to have two staff on whenever possible, and the two new learning commons spaces have been designed specifically with safety of lone workers (and lone students) in mind.
- J) Make funding available to low-income students who require mental health or learning disability assessments in order to support formal accommodation requests.
- K) Support the interaction between Dalhousie Security and diverse community needs.
- The Faculty of Dentistry and Dalhousie Security Services host seminars for students and faculty.
 - Clear presence of Dalhousie Security Services through recent events at Faculty of Dentistry has raised profile in university as well as Faculty.
 - Risk assessment presentations by Security Services to faculty and staff.
- L) Review communications practice 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
- M) Enhance recruitment from diverse communities by including members of those communities (students, graduates, international students) in recruitment teams.
- Faculty of Dentistry is continuing to work with PLANS and continues discussions with AHSI regarding annual summer camps.
 - The Faculty of Dentistry successfully hosted its first hands-on “I am Potential” session for inner city junior high students: <http://www.halifaxnavs.ca/our-work/coaching-inner-city-kids/>.
 - Enhanced content relating to Aboriginal and African Canadian students in publications, online resources and presentations about the university used both on campus and across the country to represent Dalhousie.
 - Conducted targeted outreach to schools in Aboriginal communities across Maritime Canada, often in concert with other Dalhousie partners whenever possible (e.g. AHSI).
 - Coordinated campus visits for Aboriginal and African Canadian student groups from across the province, to acquaint them with the people, programs, services and pathways available at Dalhousie.
 - Supported Dalhousie's Aboriginal Ambassador, Leah Johnston, with presentations, materials and prizes to help inform and inspire interest in the sciences and Dalhousie: <http://bit.ly/1Rpk3ml>.
 - Targeted scholarships developed and implemented for diverse communities, including FASS bursaries encouraging diversity established in a number of departments as a result of the initiative of a number of English professors.
 - Implemented several recommendations from the Aboriginal and African Canadian Student Recruitment and Retention report.
 - Specific residence scholarships developed to target diverse groups.
 - Dalhousie partnered with Pathways to Education to provide additional support to students in their programs and to provide scholarships to students who transition to university.
 - Outreach meetings inclusive of students, faculty, parents/guardians held at President's residence.
 - Equity training for faculty recruitment teams in development; to commence Fall 2016.
 - IB&M participated in recruiting event for Mi'kmaq and other Aboriginal high school students hosted by the Native Education Counselling Unit.
 - Health Professions, Dentistry and Medicine working with PLANS and AHSI.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

10 **Attract and retain diverse faculty, staff, students, and administrators**

A) Design recruitment and retention strategies focused on attracting diverse faculty, staff, students and administrators.

- Johnson Scholarship Foundation to provide funds for scholarship and programming, encouraging Aboriginal and African Nova Scotians to consider careers in healthcare: http://medicine.dal.ca/news/news/2015/11/26/promoting_diversity_in_health_care.html.
- Implementation of an Affirmative Action Program to facilitate admission of First Nations students into Faculty of Medicine. Current enrolment is 12 self-identified First Nations students (about 2.5% of student body).
- Submitted Strategic Initiative Fund (SIF) proposal to add additional supports and services for Aboriginal student on the Agricultural Campus.
- Replaced Employment Equity/Affirmative Action statement on Dalhousie job postings with new diversity statement, which has been broadened to include persons of minority sexual orientation and gender identities.
- Review and update of Employment Equity Through Affirmative Action Policy and its implementation and oversight is ongoing, including implementation of Federal Contractors Program requirements for employment equity. Review to formally begin May 2016.
- Employment Systems review ongoing to identify barriers in equity attraction and retention, and measures to address these barriers.
- IB&M Initiative recruitment and retention strategies ongoing, with focus on Mi'kmaq and African Nova Scotian students. The Initiative responds to ongoing inquiries and provides support to potential applicants, to our current students including peer educator and mentoring programs.
- During this period, the IB&M Initiative
 - (1) participated in presentations to high school students organized by Black Student Advising Centre (BSAC);
 - (2) hosted a student holiday social to celebrate the completion of the Fall semester of law school;
 - (3) organized an applicant information session and Law School Admission Test (LSAT) preparatory workshop;
 - (4) provided resource support to a recruiting partner at Cape Breton University's Unama'ki College;
 - (5) co-hosted a meeting of African Nova Scotian leaders;
 - (6) organized a student meeting with visiting instructor Mike DeGagne;
 - (7) supported DBLSA's Law Hour lecture series in Black History Month;
 - (8) participated in the launch of the Atlantic Branch of the Canadian Association of Black Lawyers; and
 - (9) helped to develop a funding proposal for a program that would enhance curricular offerings for Indigenous peoples.
- IB&M Initiative director offered course on African Nova Scotians and the Law, which enabled students to address legal issues of concern to their communities, and involved community leaders/educators and site visits.
- New Chancellor's Chair in Aboriginal Law and Policy established.
- Medicine is reviewing affirmative action statement for recruitment of medical students with support and input from AHSI and PLANS. Both programs (AHSI and PLANS) have mentorship programs and supports to ensure success and retention of students in medicine, health professions and dentistry.
- The Faculty of Health Professions Affirmative Action Committee has been reviewing its terms of reference and a progress report will be made at the upcoming full faculty meeting.
- The Faculty of Health Professions continues to be involved with the PLANS initiative.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

- *In compliance with Employment Equity through Affirmative Action policy, the Federal Contractors Program and further equity, diversity and inclusion planning, using the 2015 census data, the Office of HRE&HP will support university-wide workforce analysis, development of short- and long-term numerical goals, coordination of faculty and administrative goal setting and implementation.*
- *Office of HRE&HP leading education programs and workshops to support diversity and inclusion with students, faculty, staff and administration.*
- *Replacing the Employment Equity/Affirmative Action statement on all Dalhousie job postings with the new diversity statement which has been broadened to include persons of minority sexual orientations and gender identities:*
- *Dalhousie University is committed to fostering a collegial culture grounded in diversity and inclusiveness. The university encourages applications from qualified Aboriginal people, persons with a disability, racially visible persons, women, persons of minority sexual orientations and gender identities, and all qualified candidates who would contribute to the diversity of our community.*
- *Reviewing and updating the Employment Equity Through Affirmative Action Policy and its implementation and oversight.*

B) Ensure our awards and honours celebrate accomplishments in an inclusive way through a review of application procedures and criteria (for example, honorary doctorate recipients, alumni awards and teaching award recipients, should be reflective of the “face” of our community).

- **The Dentistry Alumni Committee has increased awareness and encouragement for its Distinguished Alumni Awards.**
- **Medicine has an Awards Committee that is reviewing terms of reference as well as process to ensure that nominations reflect the diversity of our community.**
- **President’s Office held discussions across the university on approaches to ensure a more inclusive awards process.**
- **HRE&HP and Career and Leadership Development Centre (CLDC) are assessing Impact Awards to ensure inclusivity.**
- **Potential to create an award centred on celebrating students who contribute to addressing diversity and inclusiveness is being considered.**
- **Schulich School of Law has an Aboriginal Elder-in-Residence; see IB&M Initiative Report for details.**
- *Proposal for the development of a staff diversity award being developed.*
- *Dentistry Faculty Academic Awards Committee reviewing current procedures.*

C) 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. Provide support for modest teaching release and some modest seed funding for grant applications.

- **Her Honour, Dr Mayann Francis, ONS, appointed as the first Distinguished Public Service Fellow in the School of Public Administration, Faculty of Management in December, 2015.**
- **Medicine has two program coordinators who focus on support for international students and residents.**

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

D) Better profile and encourage participation in the travelling workshop on accessibility-related topics that is already offered by the Centre for Learning and Teaching.

- Accessibility figured as a significant criteria for selection of a new learning management system, BrightSpace.
- Major consideration is given in the purchase of all library e-resources.
- University library locations have installed more automatic door openers.
- A revised profile for an assistant dean of student affairs will support the growth of programs for medical students including peer-support initiatives.
- Assistant dean and director (medicine), Dalhousie Medical Students' Society (DMSS) coordinates student peer support program for medical students.

E) Provide an Indigenous learning centre including appropriate scholarly resources and support the availability of Indigenous Elders at the Centre.

- A dedicated space for Aboriginal students was created on the Agricultural Campus, Winter, 2016.
- In cooperation with the Confederacy of Mainland Mi'kmaq, Dalhousie created an Aboriginal Student Advisor position to support Aboriginal student success and degree completion, April, 2016.
- IB&M Elder-in-Residence Jane Abram continues support of law students and others.
- University libraries have increased collection of scholarly resources to support the work of the Elders-in-Residence, Aboriginal Student Advising Centre and a newly established Aboriginal degree minor.
 - Faculty of Arts and Social Sciences implementing Elder-in-Residence program.
 - Discussions underway with the Confederacy of Mainland Mi'kmaq to jointly fund an Aboriginal student advisor position to support Aboriginal student success and degree completion.

F) Review and update our Employment Equity Policy and its implementation and oversight.

- Policy review progressing.
 - Dalhousie's Policy on Employment Equity through Affirmative Action, including the Council on Employment Equity, under review for updating.
 - In compliance with Dalhousie's policy on Employment Equity through Affirmative Action, the Federal Contractors Program and further equity, diversity and inclusion planning, using the 2015 census data, the Office of HRE&HP will support university-wide workforce analysis, development of short- and long-term numerical goals, coordination of faculty and administrative goal setting and implementation.
 - Replaced the Employment Equity/Affirmative Action statement on all Dalhousie job postings with the new diversity statement which has been broadened to include persons of minority sexual orientations and gender identities.

G) 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.

- The Human Resources department initiated an equity pay review.
 - Being considered in the context of collective bargaining planning.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

H) Work with municipal and provincial governments to build a strategy for welcoming, supporting, and retaining international students.

- International Student Centre is collaborating with EduNova to improve airport reception services.
- Participated in City of Halifax welcome event for international students.
- Office of HRE&HP supporting specific workshop for international students and international student associations on human rights and employment rights.

I) Explore inclusion issues in Dalhousie residences.

- Residence Life survey repeated in Fall 2015, enabled data comparison from the 2014 survey in regard to diversity and inclusion. Survey to be conducted annually. Residence initiatives will create new initiatives to respond to survey results.
- HRE&HP and university Security Services are evaluating actions that may be taken to address equity and exclusivity issues that arise in residences on Halifax and Truro campuses.

J) Explore means to expand childcare availability.

K) Develop a peer-support program for students with mental health issues.

- A new Wellness Coaching model that encompasses all aspects of including mental health is being evaluated.
- The Stay Connected student team established regular weekly office hours in the off-campus student lounge (4th floor Student Union Building), Winter 2016 term.
- Counselling Services is now collaborating with the Dal Peer Support program.
- New dal.ca/thrive website launched which provides students, faculty and staff resources about mental health including services and initiatives offered at Dalhousie.
- During 2016 Mental Health Awareness Week, the student-led Mental Health Committee at Dal offered a number of programs and events including:
 - Stand Up for Mental Health Show;
 - Therapy Dogs around Campus;
 - Stigma Smash;
 - Keep Calm and Game On;
 - Relaxation Station;
 - Yoga in the SUB;
 - #MyDefinition Launch Party;
 - Self-care Fair;
 - Tiger Talks: Mental Health & Identity.
- Underway.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

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, with clear articulation of that responsibility in the officer's title and with significant weight given to this aspect of the officer's portfolio within the position description.
- Executive Director Diversity & Inclusiveness (EDD&I) Norma Williams began role, December, 2015.
 - Consultation ongoing; new position descriptions for senior administrators will include language detailing accountability for diversity and inclusiveness within the scope of their positions.
 - Skill sets related to inclusion issues now included in the Dalhousie Employment Systems Review for employment equity under the Federal Contractors Program.
 - Medicine's Social Accountability and Professionalism Committees (SAPCs) are developing a plan on diversity and inclusion to allow for annual reporting on progress.
 - Medicine's Human Resources will ensure diversity and inclusion are incorporated into the position descriptions.
 - Executive Director Diversity & Inclusiveness hired. Reports directly to the President.
- 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.
- Skill sets related to inclusion issues now included in the Dalhousie Employment Systems Review for employment equity required under the Federal Contractors Program.
 - Medicine's Social Accountability and Professionalism Committees are developing a plan on diversity and inclusion to allow for annual reporting on progress.
 - Underway.
- C) Design a biennial equity and diversity report for each faculty and unit to be prepared by and submitted to Senate or Human Resources, as appropriate, that sets out that faculty or unit's inclusion and diversity goals for the next five years, and measures progress made against those goals.
- Purchased online tool 'DEAP' dashboard to assist with employment equity planning and will review and revise to incorporate all diversity initiatives over 2016-2017.
 - Medicine's Social Accountability and Professionalism Committees are developing a plan on diversity and inclusion to allow for annual reporting on progress.
 - Included in Employment Equity planning. Reviewing online option for equity, diversity and inclusion planning including goal setting and implementation.
- D) Design a biennial university equity and diversity report to be prepared by the Provost and Vice-President Academic for review and discussion by the Board.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

E) Track and report data at a macro level on harassment and discrimination complaints and sexualized violence.

– **In final stages of implementing a new tracking system.**

• *Software in place in Office of Human Rights, Equity and Harassment Prevention and in Security Services to allow for more detailed tracking and reporting capacity.*

F) Design a plan for proactively reviewing diversity and inclusion in faculties and units; expand Senate review process to include at least one expert on issues of diversity and inclusion.

– **President's Office, via EDD&I portfolio, initiated meetings with faculties and units and joined Senate Work Group.**

– **President's Office issued call to faculties and administrative units to provide a biannual update.**

– **Implementing employment equity under the Federal Contractors Program.**

– **Dal Libraries continues to have a better record on diversity hiring than most Dal units and considers this a priority.**

• *In compliance with Dalhousie's policy on Employment Equity through Affirmative Action, the Federal Contractors Program and further equity, diversity and inclusion planning, using the 2015 census data, the Office of HRE&HP will support university-wide workforce analysis, development of short-and long-term numerical goals, coordination of faculty and administrative goal setting and implementation.*

• *Policy and plan reviews underway in various units across the university.*

G) Rename, additionally staff, and expand the mandate of our Human Rights, Equity, and Harassment Prevention Office.

• *Education Coordinator hired in Office of Human Rights, Equity and Harassment Prevention.*

• *Strategic planning/mandate review underway.*

12 Provide an inclusive environment for engagement in sport

A) 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.

– **Faculty of Dentistry cricket team is made up of Qualifying Program students and one faculty member.**

– **Varsity Athletics working with Dalhousie International Students' Association (DISA) to develop events around a Tigers basketball game, designed specifically to engage international students.**

– **Increased access to athletic facilities and equipment (changes include pricing, promotion and programming for international students, introductions to facilities, access to facilities during exams, etc.).**

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

B) Expand the hours of Dalhousie's athletic facilities so that students can participate in sport a couple of hours later into the evening to enable greater participation in non-elite team sports by a broader and more diverse group of students.

- Additional offerings delivered by booking off-campus facilities (bowling/curling).
- Recreation investing in snowshoeing equipment to expand student opportunities.
- Addition of recreation equipment and table games at International Centre allows for increased access to recreation opportunities for students (international and domestic).

C) Review our athletics and recreation program to ensure that we are providing student participants with sufficient supports for healthy engagement, given that we know from other university reports that athletics, and most particularly elite athletics, can provide both a strong site for inclusion, but also a site of sexualized violence and exclusion.

- Student Affairs, in collaboration with DISA, offered tournaments and events for international students. Badminton Club, Recreations and International Centre/DISA collaborated in Winter 2016 to offer a badminton tournament.
- Student Affairs to provide additional off-site facility rentals to increase intramural availability (see above note re: curling and bowling).
- Student Affairs collaborated with Recreation Management program to assist with the coordination and implementation of new events. Recreation supports recreation management orientation. Student internship to assist with further collaboration Winter 2016.
- Varsity Athletics working with Student-Athlete Mental Health Initiative (SAMHI) to conduct training Spring/Fall 2016 for select number of student athletes.
 - Proposing changes to Hazing Policy to add Advisor, Harassment Prevention/Conflict Management as a member of the Hazing Committee.
 - Bystander program piloted and consideration is being given to implementing in a variety of units.

D) Adopt a zero-tolerance approach to hazing in Dalhousie's Hazing Policy.

- A robust university-wide Hazing Policy was recently created.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

13 Respond to behaviour that is inconsistent with Dalhousie's commitment to an inclusive and diverse community.

A) Promote counselling services and supports available to students with substance abuse, practices of unhealthy sexual engagement, and other asocial behaviours.

- New link added to the Faculty of Dentistry website, clearly directs faculty, staff and students to appropriate counselling services information, policies and other resources.
- Dentistry's dean of students maintains an open door policy and is equipped to handle student queries about academic, social, financial and emotional questions and concerns. This position works closely with the academic dean to ensure students are directed to further sources of information and support, and that each situation is followed up on.
- One-year term social worker added to Student Health Promotion.
- Sexually transmitted infections (STI) clinics held throughout the year on various Halifax campuses to promote sexual health and positive behaviour.
- Poster campaign in the LeMarchant Place (LMP) bathrooms included messaging on responsible drinking and safe sex.
- Student Health Services staff underwent additional training related to LGBTQ+ issues with Bill Hart from Allies and is arranging refresher sessions with Bill Hart and physicians in Spring 2016.
- Dr. Glenn Andrea attending full-day workshop at American College Health Association (ACHA) on trans health in May.
- Improvements made to LGBTQ+ website to provide more on-campus and health-specific information.
- Nurse practitioner and Dr. Amy Mallory have the training needed to assist students interested in transitioning genders. Clinic protocols to be completed by July 1.
- A revised profile for an assistant dean of student affairs will support the growth of programs for medical students.

B) Include a representative from the Office of Human Rights, Equity, and Harassment Prevention on the university Alcohol Use Advisory Committee and include consideration of the interaction between alcohol use and sexualized violence.

- **Complete.**
 - *Advisor, Harassment Prevention/Conflict Management is on university Alcohol Use Advisory Committee and adds expertise on alcohol use and sexualized violence prevention.*

C) Consider ways to enhance respect within faculties and units. Consider exit interviews and monitoring turnover rates.

- IB&M Initiative involved in developing a faculty professional development day that considered how to implement TRC Calls to Action within Faculty of Law.
- Medicine's Human Resources continues to monitor turnover rates and encourages exit interviews. A focus on collegiality led by the dean and senior leadership assisted to build a culture of respect across the faculty.
- Included in Employment Systems review, as part of employment equity strategy, retention component.
- Exit interview includes questions regarding diversity and inclusiveness.
- Dal Libraries conduct exit interviews unless the employee declines to participate.

1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATIONS & UPDATE

D) Develop a university-wide social media use policy that addresses respect and diversity.

- Social media use policy included as part of the review of human rights and related policies.
- Medicine's communications unit and Global Health Office will work with the revised social media policy.
 - Policy review underway.
 - Conversations have started about creating guidelines for using social media.

14 Build an integrated and comprehensive strategy to promote student, faculty, and staff wellness.

A) Ensure that mental health is central in the development of student and faculty/staff wellness plans and make those plans public.

- Faculty of Dentistry Wellness Committee devises activities and info sessions to promote physical and mental health of everyone in the Faculty of Dentistry.
- Faculty of Dentistry nurse completed the Mental Health First Aid course and has budget approval to become the in-house trainer in mental health first aid.
- Thrive campaign launched Winter 2016 in partnership between Student Services, Human Resources and the DSU to promote campus mental health.
- Student Affairs, in coordination with Dalhousie HR, created a webpage highlighting mental health resources and supports (www.dal.ca/thrive).
- All-student Mental Health edition email sent to Dalhousie students with information about resources, supports, services and initiatives related to mental health; an all-staff email was created in conjunction with Dalhousie HR and sent to all staff as a follow up to the Thrive launch.
- Efforts underway to link existing services, supports, resources and events to the three goal areas identified in the university-supported Thrive campaign for mental health.
 - Underway

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.

- The assistant dean of student affairs will work with this statement to ensure all students have appropriate supports.

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

- Dentistry faculty, staff and students are directed to sources of extra help, including counselling, on Faculty of Dentistry website.
- Dalhousie participated in the #Moodcheckchallenge, launched by WellTrack, where Dal students competed against other Atlantic universities to get the highest number of check-ins with the app.
- National College Health Assessment (NCHA) Health Survey conducted Spring 2016, allowing for significant feedback on health and wellness needs, services, behaviours and perceptions of Dalhousie students. Allows for comparison of data to 2013, when survey was first run, as well as to a Canadian reference group.
- IB&M Initiative Elder-in-Residence provides enhanced support. The initiative provides access to additional counselling and related supports through funding an enhanced EAP-type program for students.
- A revised profile for an assistant dean of student affairs will support the growth of programs for medical students including working with Dalhousie's counselling unit.

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

NO. RECOMMENDATIONS DIRECTED AT DENTISTRY & UPDATE

RECOMMENDATIONS DIRECTED TO DENTISTRY

-
- 1 The professors and administrators within the Faculty of Dentistry should collectively agree on the necessity for fundamental change, including a commitment to implementing the recommendations in this report. This should entail developing an action plan with defined goals, timelines, and identification of people to be responsible for implementation.**
- Work initiated and reported in last update is ongoing.
 - Dentistry faculty and administration agree fundamental change is needed; have begun development and implementation; e.g., Next Steps Committee formed in January 2015 to bring about and sustain positive cultural change within the Faculty of Dentistry community and foster a working and learning environment in which all students, faculty, and staff feel safe, included and respected.
 - Currently addressing the recommendations of the Restorative Justice and External Task Force reports and working to implement many new initiatives, some of which are noted in this update report.
-
- 2 The Faculty of Dentistry should improve the complaint system so that faculty members, students, and staff understand clearly when, where and how they may lodge a complaint. The complaint system should ensure that complaints are processed promptly, fairly and transparently, and that complainants are made aware of the outcome.**
- Faculty of Dentistry section of the university website has been updated to make information and resources easier to access for faculty, staff, and students:
 - Roles of assistant deans and administrators clearly defined;
 - Students clearly directed to resources, such as university’s human rights, equity, and harassment prevention services and policies;
 - Faculty and staff have clear access to information about health and safety, unions and human resources, and counselling resources available.
 - The Provost Committee approved the creation of a policy review working group to review the sexual harassment, prohibited discrimination, personal harassment, code of student conduct and related policies that address behaviour on campus. The group has as its goal replacement and enhancement of these policies and the development of a comprehensive consultation plan.
 - HRE&HP working with student groups and faculty groups, attending meetings, facilitating info sessions, etc. to increase awareness of how to make complaints.
 - A number of avenues are currently being explored to best ensure the channels for faculty, staff and students to report issues, problems and complaints are transparent, and required resources are readily accessible. One example includes a suggestion box system where paper forms and suggestion boxes are placed throughout the dentistry building, issues triaged by patient care coordinator, then sent for action. If self-identified, complainants are made aware of the outcome.

NO. RECOMMENDATIONS & UPDATE

-
- 3 Notwithstanding the implementation of an improved complaints system, the Faculty of Dentistry should use systemic, non-punitive ways to identify and obtain information about potential or actual problems. These may include “chilly climate” reports, anonymous workplace surveys, and spot audits.**
- Student representatives for each course meet regularly with assistant dean academics. Student representatives (and individual students) meet regularly with the assistant dean of students. These meetings provide opportunities to discuss matters and concerns before they turn into problems.
 - A standardized evaluation of faculty members is being investigated by incoming assistant dean of academics.
 - Evaluation scheme is being rolled out in the clinic to enable students, staff and faculty to provide regular feedback to all members of their team.
 - *Student groups (DH1 & DH2; DDS1 & DDS2; DDS3 & DDS4) meeting every six weeks with deans/assistant deans/program directors to discuss concerns and provide feedback.*
-
- 4 The Faculty of Dentistry should implement measures to improve working conditions for staff, specifically those related to unacceptable treatment by managers and students.**
- HR consultant working with Faculty of Dentistry managers and staff to continue to develop performance planning, professional development and learning from experience as part of ACHIEVE program. ACHIEVE currently being rolled out at the staff level.
 - Workshops held for faculty and staff in December, including “What Do I Say?”, Strategies for Effectively Speaking Up; Quality of Work Life survey results; and conflict management.
 - *Effort to create a more open environment; this will be enhanced by success of other initiatives (some examples of which are noted in this report).*
-
- 5 The Faculty of Dentistry should change the patient distribution/clinical credit system to ensure fairness and reduce excessive competition and patient hoarding.**
- Qualifying Program (QP) students fully integrated into the patient distribution system.
 - All DDS3, DDS4 and DH2 students take Interprofessional Education sessions on patient co-management.
 - *Policies are under review.*
 - *Improved clinical advisor system to more closely monitor progress towards clinical requirements; intended to increase sharing of patients, identify gaps in clinical experience and decrease stress and competition.*
 - *Appointed full-time faculty member to oversee patient/student management issues.*

NO. RECOMMENDATIONS & UPDATE

6 The Faculty of Dentistry should monitor social and other extra-curricular events at the dental school to prevent excessive alcohol consumption and facilitation of sexist, heterosexist, misogynistic, or racist behaviour. Events that do not contribute to such behaviour should be reinstated.

- Dean's Office sponsored 37 dentistry and dental hygiene students to attend the 2016 National Health Sciences Students' Association Interprofessional Conference on Diversity & Inclusion in Healthcare, March 4-5. Speakers included emergency room doctor Dr. John Ross and Scott Jones, founder of the anti-homophobia/anti-transphobia "Don't be afraid" campaign. A panel discussion on the North End Community Health Centre also took place.
- Sharing Smiles Day, a student-led initiative aiming to help children with special needs was held on April 2. Students held fundraising events for several months to support this event.
- Held International Foods Day in November. Food represented 15 different countries, prepared by students from those countries. More events of this kind are planned.
 - Faculty of Dentistry student orientation revisited; increased focus on alcohol-free events.
 - Increase in social events based around community service.
 - First-year hygiene and dentistry students participated in Random Acts of Kindness project during orientation week. They met a week later to discuss and celebrate the impact of their projects.
 - Organizing more family-friendly events, increased number of alcohol free events.
 - Greater focus on student outreach activities.
 - Dental Students' Society and Assistant Dean Students met several times with Security Services and the building manager of the Faculty of Dentistry during the Summer and Fall of 2015 to address these issues. They also met with the Alcohol Use Advisory Committee (AUAC) and proposed draft rules for serving alcohol at events. This draft was used as the basis for the development of formal Expectations for Society/Faculty Events approved by the AUAC for use campus-wide. Talks continue with Student Services DSU representatives, Faculty of Dentistry student representatives, and the assistant dean to address responsible use of alcohol on campus.

7 The Faculty of Dentistry should improve the integration of the School of Dental Hygiene within the Faculty of Dentistry. One possible step might be to appoint an assistant dean from among the senior administrators for the School of Dental Hygiene.

- Joint participation in community service events, including Sharing Smiles Day.
- Hygiene students attended the 2016 National Health Sciences Students' Association Interprofessional Conference on Diversity & Inclusion in Healthcare.
- Faculty members from dental hygiene and dentistry held a Christmas fundraiser for Direction 180, a community based methadone clinic where dentistry and dental hygiene students volunteer their services.
 - More regularly scheduled and special social events include hygiene and dentistry students.
 - In the past, a selection of classes was taught in common to both dentistry and hygiene students. This will be carried out more broadly to encourage greater integration and respect between the two disciplines.
 - Joint participation in community service events.

NO. RECOMMENDATIONS & UPDATE

-
- 8 The Faculty of Dentistry should eliminate any inequitable treatment of Qualifying Program students. They should be fully integrated into their classes, and recognized for the expertise they bring to the school. The Faculty of Dentistry should also seek to ensure that students from the United States do not receive preferential treatment.**
- QP students are fully integrated into the faculty advisor and patient co-ordinator systems to ensure all students have equal access to patients and are fully supported.
 - In January, a number of QP students shared educational experiences from their home countries with faculty, staff and students.
 - *After completing Summer Module, QP students will be included in regular 3rd year clinic groups, which include both dentistry and hygiene students, to encourage a greater sense of inclusiveness.*
-
- 9 The Faculty of Dentistry should seek ways to celebrate the role that female, racialized and LGBTQ dentists have played in the dental profession, recognizing both their struggles and their successes.**
- The second annual Women in Dentistry Circle was held in March 2016, bringing four female dentists from different backgrounds and areas of practice together with 15 female fourth-year dentistry students to discuss the challenges female dentists face and the opportunities available to them. Topics included balancing work and home life, managing sexism in the workplace, employee relations, mentoring and professional development.
 - Nova Scotia Dental Association (NSDA) and the Faculty of Dentistry operate a joint mentorship program to provide dentistry students with help and advice from practising dentists.
 - LGBTQ+ workshops have been held for all DDS2, DDS4, DH1, and DH2 students.
 - *The inaugural Women in Dentistry Circle was held Spring 2015 bringing together five female dentists from different backgrounds and areas of practice with female fourth-year dentistry students to discuss the different challenges female dentists face and the opportunities that are available to them. The second annual Women in Dentistry Circle will be coordinate in Spring 2016 as part of the Dentistry Mentorship Program.*
-
- 10 The Faculty of Dentistry should collect data to provide information on the diversity of the student body by inviting students who wish to do so to self-identify, confidentially, with regard to sex, sexual orientation, socio-economic background, racialization, indigeneity and disability status. Aggregate data should be reported to the University's Senate and released to the public annually. The Faculty of Dentistry should also consider introducing a designated recruitment program for Indigenous and Black communities.**
- Participated in November census, publicizing it and encouraging participation.
 - The Faculties of Dentistry, Medicine and Health Professions developed a recruitment plan for communities in conjunction with AHSI and PLANS.
 - The Johnson Scholarship Foundation, supported by the three faculties, provides scholarship funds and programming to encourage and support Aboriginal and African Nova Scotians to consider careers in healthcare.
 - The Faculty of Dentistry participates in African Nova Scotian and Aboriginal health sciences camps, to encourage students to apply to the health professions.
 - The Faculty of Dentistry participates in "I Am Potential," a youth outreach project to provide role models in higher education. Third-year dentistry students hosted Highland Park and Oxford Schools to tour the dentistry building and hands-on activity to take dental impressions.
 - Dentistry students attend Immigrant Services Association of Nova Scotia (ISANS) clinics for new immigrants, with hygiene students providing oral health care and multilingual dental students providing interpretation services: <http://www/dal/ca/news/2016/02/26/translating-the-language-of-oral-health-care.html>.

NO. RECOMMENDATIONS & UPDATE

- University-wide census launched November 2015 for faculty, staff and students to self-identify.
- In compliance with Dalhousie's policy on Employment Equity through Affirmative Action, the Federal Contractors Program and further equity, diversity and inclusion planning, using the 2015 census data, the Office of HRE&HP will support university-wide workforce analysis, development of short- and long-term numerical goals, coordination of faculty and administrative goal setting and implementation.
- Dalhousie Diversity Faculty Awards program expanded with support from the Dalhousie Faculty Association.

11 The Faculty of Dentistry should survey faculty members and staff to build longitudinal data on the same axes of diversity as set out in Recommendation 10.

- Faculty, staff and students were given information and encouraged to complete the census.
- Initial census analysis complete and distributed to the university community.
- Academic hiring letters invite participation in census.
- Launch university-wide census for faculty, staff and students to self-identify.

12 The Faculty of Dentistry should create an internal council or committee on inclusion and diversity.

- Dentistry Health and Wellness Committee encourages and promotes participation of activities across campus.
- Dentistry Health and Wellness Committee organized Take the Stairs campaign, healthy lunches, and supported annual Tupper Trek.
- Equity Council meeting to implement employment equity under the Federal Contractors Program.
- Revitalization of Employment Equity Council to implement.

13 The Faculty of Dentistry should conduct an independent external review to determine whether RJ sessions, properly constituted to ensure voluntary and inclusive participation could assist in attitudinal and behavioural change in the student body, staff and faculty members of the dental school.

- Faculty of Dentistry to support an independent external review, beginning in summer 2016.
- June 2016 international Restorative Justice conference to consider best practices for Dalhousie process.
- Assessment plans will be incorporated into future development of restorative approach for behavioural, climate and/or culture changes.

NO. RECOMMENDATIONS & UPDATE

14 The Faculty of Dentistry should collaborate with other dental schools, professional licensing boards, and professional associations across Canada to address equity and sexual misconduct within the profession.

- Dr. Mary McNally named the Enid A. Neidle Scholar-in-Residence at American Dental Educators Association (ADEA). Dr. McNally will spend three months at ADEA's office in Washington, DC researching gender and diversity as elements of professionalism.
- The Faculty of Dentistry collaborates with the NSDA on the mentorship program. A specialist delivered a session on ethics and professional behaviour.
- The Faculty of Dentistry and NSDA hosted NSDA's Welcome to the Profession evening. Students circulated between stations tackling different ethical problems.
 - *Rebuilding relationships is ongoing.*
 - *The Faculty of Dentistry share experiences with fellow members of the Association of Canadian Faculties of Dentistry regarding clinics, curricula, equity, diversity and inclusion.*
 - *Faculty of Dentistry coordinated national meeting of provincial/territorial dental associations and dental schools in conjunction with the Canadian Dental Association Convention to identify opportunities to collaborate on a regional and national scale.*

15 The Faculty of Dentistry should consider ways to reduce its isolation from the university as a whole, such as through cross-appointments with other faculties and by seeking to incorporate wider perspectives on interdisciplinary research and education.

- There are eight cross-appointments between the Faculty of Dentistry and other faculties, including an Aboriginal scholar cross-appointment.
- Dr. Mary McNally invited by Dr. Margo Latimer (FHP) to join the National Aboriginal Children's Hurt & Healing (ACHH) team as part of the Canadian Institutes of Health Research (CIHR) funded Strategy for Patient Oriented Research (SPOR) Network in Chronic Disease.
- The Faculty of Dentistry supported a Canada Research Chair in Aboriginal Health candidate application.
- The Faculty of Dentistry interdisciplinary research with multiple departments includes vulnerable populations, IPHE, ethics, frailty, radioembolics, local drug delivery systems and emergency medicine.
- For over 15 years, dentistry's curriculum has included interprofessional education.
 - *Dean of Faculty of Dentistry provided regular reports to Provost, President and Senate.*
 - *Participated in community-wide sharing/discussions/sessions.*

NO. RECOMMENDATIONS & UPDATE

16 The Faculty of Dentistry should improve the effectiveness of ethics and professionalism education for dental students. Steps in doing so should include making the courses more central to the curriculum, integrating learning on these subjects with other courses and Clinic activities, and including issues relating to sexism, misogyny, homophobia, racism, disability and discrimination.

- The spiral curriculum includes mandatory seminars on ethics, law and professionalism cases in DDS and DH, beginning in year one.
- Students' professionalism regularly evaluated.
- Dental hygiene and dentistry students provided oral health care and interpreter services at weekly ISANS clinics for new immigrants and refugees: <http://www.dal.ca/news/2016/02/26/translating-the-language-of-oral-health-care.html>.
- New community service component in years three and four initiated.
- Two senior students created the Halifax Dentistry Student Society for Refugees: <http://www.dal.ca/news/2016/01/29/sustained-smiles--dentistry-students-fundraise-to-bring-refugee-.html>
- During reading week, second-, third- and fourth-year dental students provided dental health care at the North End Community Health Centre. Students supervised by dentistry alumni and faculty.
- Two dentistry alumni travelled to Jordan to provide dental health care to camp refugees. In April, they shared their experiences and the importance of giving back; the event fundraised for the North End Community Health Centre and the Halifax Dentistry Student Society for Refugees: <http://www.dal.ca/news/2016/04/04/on-the-front-lines--dental-care-in-a-syrian-refugee-camp.html>.
- The African Nova Scotians and the Law course and the Professional Development Day (as a first step in addressing the TRC Calls to Action) enhanced curricular offerings that promote cultural competency in serving Mi'kmaq and African Nova Scotian communities.
 - Dentistry and hygiene students participated mixed group seminar with increased attention on social media.
 - All dentistry students expected to participate in half-day workshop.
 - Student-written oath is displayed in patient waiting room; copy will be displayed in lounge.
 - New Aboriginal health course added to the curriculum in consultation with AHSI and Dr. Mary McNally.

17 Over the next three years, the Faculty of Dentistry should report regularly to the Senate and President on its progress in implementing these recommendations.

- Reports to Senate provided in September 2015, February and April 2016.
 - Dean of the Faculty of Dentistry providing regular reports to Provost, President and Senate.
 - Regular reports on Strategic Direction 5.2 posted to Culture of Respect website.

18 The university should ensure that all of its policies are in written format and widely accessible.

- The Faculty of Dentistry's updated website links to policies, including Thrive Mental Wellness and support material.
 - Dentistry academic and clinic policies on website.
 - Dalhousie institutional policies posted on university Secretariat website, including Accommodation Policy, Alcohol Policy, Code of Student Conduct, Employment Equity through Affirmative Action Policy, Hazing Policy, Personal Harassment Policy, Prohibited Discrimination Policy, Sexual Harassment Policy. http://www.dal.ca/dept/university_secretariat/policies.html.

NO. RECOMMENDATIONS & UPDATE

RECOMMENDATIONS DIRECTED TO UNIVERSITY ADMINISTRATION

-
- 19 The university should make clear how codes of conduct and similar policies apply to social media activity, whether by revising policies or otherwise.**
- The policy review working group will include consideration of the use of social media as part of its assessment of university behavioural policies (see Recommendation 2).
 - Policy review underway.
 - Office of HRE&HP facilitating workshops on social media.
-
- 20 The university should increase its dissemination of information about how to raise concerns and lodge complaints about sexual harassment and sexual misconduct.**
- Student Services launched Safety & Respect webpage linking safety, diversity, respect and inclusion resources and supports, and options for students to receive help.
 - Review of HRE&HP office communications strategy part of post-office organizational review.
 - Policies and Culture of Respect on website.
 - Office of HRE&HP reviewing communications strategy.
-
- 21 The university should publicize more information about the institutions and processes that can address issues of inequality, including harassment and misconduct.**
- Increased access to policies on website.
 - Culture of Respect website links to key policies and resources.
 - Office of HRE&HP reviewing communications strategy.
-
- 22 The HRE&HP should be located more visibly on campus with more adequate facilities and resources. Consideration should be given to renaming the office.**
- Addition of in-person office hours and a physical location on Truro campus.
 - Review of mandate, structure and resources underway.
 - Location, signage and structure under review.
-
- 23 The university should publicize the role and responsibilities of the Office of Vice-Provost, Student Affairs in dealing with student complaints. Particular attention should focus on informing students how they can raise concerns and make complaints.**
- Discussion undertaken to support including information on new Safety & Respect page, under “Where to go for help” section. Final decision to come.

NO. RECOMMENDATIONS & UPDATE

24 The university should consider establishing a fully funded ombudsperson office comparable to those at other Canadian universities.

- **Ombudsperson position created & posted. Position to be filled by Fall 2016.**
- *DSU and administration discussions are underway regarding reporting structure and role, and development of terms of reference.*

25 The university should develop early detection mechanisms to identify issues of discrimination or harassment that may be systemic in nature, and issue guidelines that will assist those with the power to initiate complaints on behalf of the university to identify when and how to do so.

- *Administration provided one-time start-up funding support for DSU sexual assault and harassment phone line which may provide some high level information on systemic issues.*
- *Policy review underway.*
- *Office of HRE&HP includes assessment of systemic discrimination and systemic remediation in complaint processes.*

26 University leaders and decision-makers should draw on those with legal and social science expertise in systemic discrimination when responding to issues that may have systemic dimensions.

- **IB&M Initiative routinely engages Mi'kmaq and African Nova Scotian (and other Black and Aboriginal) law graduates and community leaders in teaching, mentoring and addressing legal issues of concern.**
- *Case by case – under consideration at all times.*
- *Gender and Women's Studies program and the Dalhousie Student Union sponsored a public forum, Backhouse and Beyond: Rape Culture and the Future of Dalhousie as opportunity for Dal community to discuss completed and/or planned work to address rape culture and other forms of discrimination on campus.*
- *Office of HRE&HP and Gender and Women's Studies Program and several student associations provided support for 16 Days of Activism Against Gender-Based Violence, drawing on community experts. http://www.dal.ca/dept/dalrespect/harassment_prevention/16-days-of-activism-against-gender-based-violence.html*
- *Office of HRE&HP, with Council on Employment Equity, supporting development of network of experts.*

27 The university should make it more widely known that complaints of sexual harassment and sexual misconduct can be addressed in ways that protect the complainant's identity.

- **Student Services launched Safety & Respect webpage linking safety, diversity, respect and inclusion resources and supports and identify options for students to receive help.**
- *More links to policies on website.*
- *Office of HRE&HP reviewing communications strategy.*

NO. RECOMMENDATIONS & UPDATE

-
- 28** **The university should strengthen the retaliation protections under the Sexual Harassment Policy, make them easier to invoke, and publicize them more widely. The university should extend retaliation protections to complaints about sexual misconduct made under the Code of Student Conduct.**
- The policy review working group will include consideration of retaliation procedures as part of its assessment of university behavioural policies (see Recommendation 2).
 - Policy review underway.
-
- 29** **The university should continue to include RJ specifically among the mechanisms it may adopt in dealing with issues of inequality, such as misogyny, sexism, and homophobia, but also continue to assess the circumstances in which it is appropriate. The university should ensure that when it adopts RJ, affected students who choose not to participate in RJ are provided with alternative courses of redress.**
- As Restorative Justice (RJ) processes are centrally attentive to understanding and addressing the concerns of those involved, a needs-focused approach provides support, resources and process options for students dealing with inequality.
 - The policy review working group will include consideration of restorative approaches as part of its assessment of university behavioural policies (see Recommendation 2).
 - University policies provide option when appropriate and agreed to by complainant and respondent.
 - Policy review underway.
-
- 30** **The university should maintain and develop a variety of educational programs on issues of inequality and widely disseminate them across the university. However, such programs should not be seen as a substitute for leadership and institutional commitment to confronting inequality.**
- HRE&HP provide workshops to the university community and collaborating on new educational programs.
 - New Education Coordinator position in office of HRE&HP dedicated to developing and facilitating educational programs.

RECOMMENDATIONS ON BROADER CONTEXT

-
- 31** **The university should seek to enhance its reputation for responding to equity issues by ensuring that complaints receive fair and timely responses and establishing, over time, a visible track record of effective intervention.**
- 5.2 Steering Committee to advise on measures and goals.
 - Administration to establish common goals; Executive Director, Diversity and Inclusiveness appointed to coordinate and move forward with cultural change.

NO. RECOMMENDATIONS & UPDATE

32 The university should recognize that expertise in equity issues is a necessary skill for faculty, central administrators, and institutional decision-makers at all levels, up to and including the board of governors. The university should draw on the existing internal expertise of organizations such as South House, Gender and Women's Studies and Black Canadian Studies among others, in designing appropriate training and supports. Additional resources should be provided to increase the capacity of all of these organizations.

- HRE&HP led collaborative effort to celebrate International Women's Week, with over 30 international and external stakeholders.
 - Student Life collaborated with stakeholders to support campaigns and programs on campus, including 16 days of Activism and International Women's Week, which draw on expertise across campus and from the community.
 - Student Life, HRE&HP and other stakeholders developed and provided feedback on new education initiatives for students on issues of inclusion, respectful relationships and addressing sexual violence.
 - HRE&HP gathering academics with expertise in discrimination and equity to consult, advise and discuss larger research issues.
 - Diversity training initiative for senior leaders under development.
 - IB&M Initiative developing faculty professional development day that considered how to implement TRC Calls to Action within the Faculty of Law.
- Half day facilitated discussion on equity, diversity and inclusiveness at senior administrators' retreat.
 - The workshop, *Diversity in the Classroom: When Difficult Conversations Are Required*, piloted in 2014 and delivered jointly by HRE&HP, Academic Faculty Relations, and CLT to Truro Academic Leaders and Studley campus faculty. Revised and updated in Spring 2015 and used for individual faculty coaching.
 - Equity training provided for search committees. Enhancing education and training for search committees being explored.
 - New Education Coordinator position hired in Office of HRE&HP.
 - Office of HRE&HP, with Council on Employment Equity, supporting development of network of experts.

33 The university should seek ways to move toward greater inclusion of female, LGBTQ, racialized, disabled and diverse ethnic and religious communities within its student, faculty and administrative populations.

- Student Services launched a Campus Communities webpage linking various communities of students, where some students may feel more connected, comfortable and supported (e.g. South House, Black Student Advising, Native Education Counselling Unit, International Centre, Multifaith Centre etc.).
 - Implementing employment equity, including Federal Contractors Program requirements.
 - The IB&M Initiative mandate to increase the inclusion of Mi'kmaq and African Nova Scotian students and faculty accepted another group of Black and Aboriginal students admitted to law school.
- Strategic Priority 5.2 progress focuses on Diversity and Inclusiveness.
 - Revitalizing Council on Employment Equity through Affirmative Action; considering expanding membership.
 - Peer education respect representatives reach diverse student population on anti-discrimination and consent.

NO. RECOMMENDATIONS & UPDATE

34 The university should expand its linkages with community organizations such as front-line anti-violence services and others with expertise in equity.

- Developing Advisory Committee for Strategic Initiative 5.2, including representative groups in the Dalhousie community.
- IB&M Initiative expanded its links with equity-seeking and community organizations through work with the Nova Scotia Barristers' Society (NSBS) Race Equity Committee on implementing the TRC recommendations and the Mi'kmaq Articling Initiative; worked with African Nova Scotian organizations through the African Nova Scotians and the Law Course; and continued involvement with the Legal Strategy Coalition on Violence against Indigenous Women.
- Office of HRE&HP conducted outreach on marginalized groups and engaging diverse perspectives from students.
- Collaboration with province on sexual harassment and work continues with Avalon Sexual assault centre.

35 The university should ensure that faculty members, staff and students who raise concerns about equity are not at risk of retaliation for doing so.

- The policy review working group will include consideration of retaliation procedures as part of its assessment of university behavioural policies (see Recommendation 2).
- Policies are under review.

36 The university should continue research into the use of RJ, exploring whether there are ways to improve its process and content in disputes within areas not included in the province-wide moratorium.

- The policy review working group will include consideration of restorative approaches as part of its assessment of university behavioural policies (see Recommendation 2).
- Dal faculty and staff are involved with planning and administration of The International Restorative Conference 2016.
- RJ Conference scheduled for June 27-28, 2016; program planning underway, being led by Jennifer Llewellyn.
- Executive Director, Diversity and Inclusiveness to determine use of RJ to address conflict and equity issues.
- Restorative approaches included in complaint process options offered by Office of HRE&HP.

37 The university should build on its strong reputation for research by undertaking studies, including new forms of interdisciplinary analysis, into the nature of rape culture and ways to reduce or eliminate sexual violence in society generally. The university should draw upon the expertise of its faculty members, staff, and students to develop world-class research, teaching, and activism to dismantle inequality.

- Bringing in the Bystander pilot program reached 75 students, staff and faculty. Plans underway to expand program for the Fall.
- Piloting bystander education on campus.

NO. RECOMMENDATIONS & UPDATE

-
- 38 The university should expand on its strong reputation for pedagogy by exploring new educational and communication techniques to improve teaching in the field of anti-discrimination, exploring why our current forms of training appear to be less successful than we had hoped, and experimenting with new methods.**
- Launched African Nova Scotians and the Law Course, a community-based experiential approach to learning by immersing students in African Nova Scotian culture, introducing them to community leaders and issues, and developing legal and complementary social justice advocacy skills.
 - Offered workshop for faculty and academic leaders on *Dealing with Difficult Conversations around Diversity in the Classroom* (developed jointly by CLT, HR, and the Office of HRE&HP).
 - Developed workshops/resources supporting program and curriculum development and renewal focused on diversity.
 - Curated a LibGuide of key resources for faculty and academic leaders on *Inclusivity and Diversity* (Library, CLT and Office of HRE&HP).
 - January issue of *Focus on Teaching and Learning* dedicated to inclusivity and diversity in teaching and learning (CLT, with contributions from several faculty on campus).
-
- 39 The university should continue with its process to implement the recommendations in the 2015 Dalhousie Report, *Belong: Supporting an Inclusive and Diverse University***
- Continued implementation of [Belong Report recommendations](#).
 - Student Services tracks quarterly progress on [Belong Report recommendations](#).
 - Work ongoing under [Strategic Initiative 5.2](#).
 - Implementation of many recommendations (a number of which overlap with this report) continues and is part of the university's larger strategic plan (5.2).

3 RESTORATIVE JUSTICE REPORT

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

NO. RECOMMENDATIONS & UPDATE

1 Actively discourage and interrupt use of divisive gender-based practices.

- For Dentistry's comment, please see *Belong*: recommendation 9B and C.
- Faculty of Dentistry patient charts changed to male/female/transgender/other to reflect greater diversity in society.

2 Implement community wellness initiative, including support communities that use a restorative approach, provide mentorship, reflective practice and meetings with Associate/Assistant Deans and Dean.

- For Dentistry's comment, please see *Belong*: recommendation 14.
- Health and Wellness Committee established including dentistry and dental hygiene faculty and staff, with the aim of encouraging health and wellness activities and promoting health and wellness activities that are happening elsewhere at Dalhousie.
- Dentistry Mentorship Program, a joint initiative with the Nova Scotia Dental Association, will be amended to create the most valuable and user-friendly program possible.

3 Form Task Force to evaluate quality tenor and nature of faculty/student social events, including how they contribute to negative climate/culture; redesign or discontinue events as appropriate, seek input from Alcohol Use Advisory Committee.

- For Dentistry's comment, please see *Belong*: recommendations 4B, 5B, 6 and 18.
- Student Life (as a co-facilitator of the continuing restorative process in the faculty) working with dentistry and dental hygiene student leaders to develop a social hosting model, which could be shared with other faculties, student groups, the alcohol committee and others to proactively address inclusion and safety at events, particularly those involving alcohol.
- Faculty of Dentistry student orientation revisited; increased focus on alcohol free events.
- Increase in social events based around community service.
- First year hygiene and dentistry students participated together in Random Acts of Kindness project during orientation week. They met a week later to discuss and celebrate the impact of their projects.
- The Dalhousie Dentistry Student Society hosted an International Foods Day on November 23. Proceeds went towards Sharing Smiles Day. This initiative helped to improve relationships between dental/dental hygiene students and individuals with special needs.
- Dental Students' Society and Assistant Dean Students met several times with Security Services and the Building Manager of the Faculty of Dentistry during the Summer and Fall of 2015 to address these issues. They also met with the Alcohol Use Advisory Committee and proposed draft rules for serving alcohol at events. This draft was used as the basis for the development of formal Expectations for Society/Faculty Events approved by the AUAC for use campus-wide. Talks continue with Student Services, DSU representatives, Faculty of Dentistry student representatives, and the assistant dean students to address responsible use of alcohol on campus.

3 RESTORATIVE JUSTICE REPORT

NO. RECOMMENDATIONS & UPDATE

4 **Build relationship between dentistry and dental hygiene based on equality and respect.**

- For Dentistry’s comment, please see *Belong*: recommendations 7 and 10.
- Dental hygiene and dentistry students work together at the Immigrant Services Association of Nova Scotia (ISANS) clinics. The dental hygiene students work on patients in teams of two, while dentistry students (and students from other faculties) provide interpreter services.
 - Joint participation in community service events; for example, students from dental hygiene and dentistry will participate in a National ‘Sharing the Smiles Day’ on April 2, 2016. <http://www.ohth.ca/about-us/sharing-smiles-day/>.
 - A working group composed of dentistry and dental hygiene faculty meets regularly to discuss equitable distribution of patient supply to ensure all students gain the experience and competent skills required to graduate.
 - As of Fall 2015, members of the Division of Periodontics and the School of Dental Hygiene have been meeting biweekly to ensure curriculum (and content) delivered to dental and dental hygiene students is congruent in areas of overlapping concern.

5 **Introduce and fully include Qualifying Program students within Dentistry, including joining cohort as early as possible, joining clinical clusters, affording the same opportunities for welcome and connection.**

- For Dentistry’s comment, please see *Belong*: recommendations 5, 6, 8, 10 and 12.
- DDS3/QP students were actively involved in the “I am Potential” workshop and many QP students are volunteer interpreters at the ISANS clinics.
 - QP students included among clinical clusters rather than isolated to one cluster.
 - Event to welcome QP students held at lunch to ensure all students, staff and faculty could attend.

6 **Match cross-cultural recruiting strategies with specific support for international students.**

- For Dentistry’s comment, please see *Belong*: recommendation 10.
 - New Affirmative Action policy for dental hygiene recruitment in place designed for African Nova Scotians and Aboriginal people from across the Atlantic region.
 - Continuing Affirmative Action policy in place for dental students that covers both these population groups.

7 **Work with faculty on understanding diversity and under-representation in program.**

- For Dentistry’s comment, please see *Belong*: recommendations 3B and 4.
- Included students in 2015 census and ongoing.
 - Workshop held on managing cultural diversity with faculty and students.
 - Using resources developed by Dr. Lionel LaRoche, an expert in managing cultural diversity in technical professions, in workshops and discussions around cultural competence with dentistry faculty.

3 RESTORATIVE JUSTICE REPORT

NO. RECOMMENDATIONS & UPDATE

8 Continue Women in Dentistry circle as annual event.

- For Dentistry's comment, please see [Belong: recommendation 9](#).
- Student Life supported planning and design of 2016 Women in Dentistry Circle.
- The inaugural Women in Dentistry Circle was held Spring 2015 bringing together five female dentists from different backgrounds and areas of practice with female fourth-year dentistry students to discuss the different challenges female dentists face and the opportunities that are available to them. The second annual Women in Dentistry Circle will be coordinate in Spring 2016 as part of the Dentistry Mentorship Program.

9 Host international RJ conference in 2015/16 to examine lessons learned.

- For Dentistry's comment, please see [Belong: recommendation 3](#).
- HRE&HP Education Advisor sits on the Education subcommittee for RJ conference.
- Conference scheduled for June 27-28, 2016; program planning is underway, being led by Jennifer Llewellyn.

10 Implement principle-based approach to professionalism.

- For Dentistry's comment, please see [Belong: recommendations 3, 5, 14 and 16](#).
- Dentistry and hygiene students participated in a two-hour mixed group seminar during orientation (with some attention on social media).

11 Introduce common commitment to professional behaviour across faculty, including opportunities for 360 feedback.

- For Dentistry's comment, please see [Belong: recommendation 4](#).
- Implementing ACHIEVE program, recognized as an effective means of performance planning, professional development, learning from experience, improving communication, supporting staff in their growth and development.

12 Establish patient care planning that models professional collegiality between instructors and students.

- For Dentistry's comment, please see [Belong: recommendations 3 and 5](#).
- Next Steps Committee is working closely with Clinic Renewal Committee to support a new approach that will ensure a change in the practice of consultation and instruction.

13 Establish annual Day of Professionalism in Faculty.

- Discussions are ongoing.
- Tentatively planned for Winter 2016; Nova Scotia Dental Association to be engaged to identify what is important as community of professionals.

3 RESTORATIVE JUSTICE REPORT

NO. RECOMMENDATIONS & UPDATE

14 Representatives from DDS2015 to participate in seminar/workshop in conjunction with white-coat ceremony.

- \$300 raised during first Dress Like a Professional Day in October:
http://www.dal.ca/faculty/dentistry/news-events/news/2015/10/08/call_the_fashion_police_.html
- Dress Like a Professional Day held on October 1, the day of the White Coat Ceremony. Students made a donation to charity in order to dress in professional attire instead of their usual scrubs.

15 DDS2015 commitment to honesty and professionalism into future.

- For Dentistry's comment, please see *Belong*: recommendations 9 and 16.
- Dr. Mary McNally led a new half-day professionalism workshop for students as part of her ethics course. Members of the RJ process participated.
- DDS Class of 2015 presented Oral Health Professional Oath display to the Faculty of Dentistry. This Oath will be an evolving document that is updated regularly through consultation with students and faculty.
- A half-day professional workshop for students is part of their ethics course. Participants in the RJ process took part.

16 Place framed copy of Student Oath in all clinic cubicles.

- Still on display.
- Oral Health Professional Oath has been placed on permanent display in the patient services waiting room; a second smaller version will be displayed in the student lounge.

17 Focus on climate renewal for clinic renew in 2018.

- For Dentistry's comment, please see *Belong*: recommendation 3.
- Information about the clinic renewal process is communicated regularly through the monthly newsletter (*The Loop*), posters around the building, emails and other updates.
- Ongoing, and evolving based on how operational changes are implemented.
- Recently begun the process of facilities renewal; the lessons learned from the Facebook incident will be integrated into both clinic and curricular revision.
- Reviewing and updating academic and clinic policy manuals, with advice from legal counsel.
- In light of the ongoing dentistry clinic renewal project, faculty, staff, and students are being invited to a series of brief audiovisual updates concerning the progress to date and future plans to ensure all feel part of the process of developing their new clinic.

3 RESTORATIVE JUSTICE REPORT

NO. RECOMMENDATIONS & UPDATE

18 Clinic check in meetings

– For Dentistry's comment, please see *Belong*: recommendation 3.

- The clinical advisor system has been enhanced this year for DDS3 and DDS4 students to include regularly scheduled sessions for students to meet with faculty advisors to discuss patient families, report on progress towards clinical requirements, and to address any problems or concerns. The objective is to expand patient families, improve the allocation of patients, identify gaps in clinical experience, and decrease stress and competitiveness among students.
- New dentistry patient care coordinator appointed.

19 Develop conflict resolution skills among staff, faculty and students in clinic and across campus; restorative options should be more widely available.

– For Dentistry's comment, please see *Belong*: recommendation 4.

- An educational consultant and the former President of Mount Saint Vincent University, Dr. Sheila Brown, will be facilitating interactive conflict resolution workshops with managers, supervisors and academic leaders.
- Appointed full-time faculty member to oversee patient/student management issues.
- Working with Professor Jennifer Llewellyn and her international colleagues from the fields of justice, social work and education to organize an International RJ conference in June 2016.
- Restorative approaches included in complaint process options offered by Office of HRE&HP.

20 Campus resource network connecting every Assistant/Associate Dean of Students across campus to develop knowledge and skills to address common issues across campus.

- Discussions have commenced with a number of deans, associate and assistant deans for the formation of this network.

21 Equip Associate Dean of Students with skills, mandate and authority to support clinic care and wellness communities.

– As part of the faculty governance review, resources available to dentistry's assistant dean of students are being increased.

3 RESTORATIVE JUSTICE REPORT

NO. RECOMMENDATIONS & UPDATE

22 Ensure students have clear understanding of complaint process and role of Associate Dean of Students.

– For Dentistry’s comment, please see *Belong*: recommendation 13.

- A number of avenues are currently being explored to best ensure the channels for faculty, staff and students to report issues, problems and complaints are transparent, and required resources are readily accessible. One example includes a suggestion box system where paper forms and suggestion boxes are placed throughout the dentistry building, issues triaged by patient care coordinator, then sent for action. If self-identified, complainants are made aware of the outcome.

23 Ensure Associate Dean of Students has appropriate support to ensure better communication with students.

– For Dentistry’s comment, please see *Belong*: recommendation 13.

– As part of the faculty governance review, resources available to dentistry’s assistant dean of students are being increased.

- The Faculty of Dentistry section of the university website is being updated to make information and resources easier to access for faculty, staff and students.
- The roles of the assistant deans and administrators will be more clearly defined so that students, staff and faculty know who to approach for the help they need.
- Students will be clearly directed to resources such as the university’s human rights, equity and harassment prevention services and policies; faculty and staff will have clear access to information about health and safety, unions, human resources and counselling resources available.
- The Loop, a new monthly e-newsletter for faculty, staff, and students was introduced and shares news, events and people information that is relevant to everyone in the faculty.
- The dean holds new weekly office hours sessions in a classroom removed from his office where all faculty, staff and students are welcome to ask questions, voice concerns or chat in a safe environment.
- All dentistry and dental hygiene classes attend new Student Services orientation presentations during scheduled class time, which lets them know about the services and resources available to them across campus. Similar presentations for international students will continue.

24 Look to existing RJ network in province; build greater RJ capacity.

– For Dentistry’s comment, please see *Belong*: recommendation 13.

– Dalhousie signed an MOU with the Nova Scotia Department of Justice and Halifax Regional Police in 2012, agreeing to partner on The Dalhousie Restorative Justice Pilot Project. Although the MOU expired in 2014, all parties agreed to continue the partnership while exploring potential for the future. Professor Don Clairmont prepared an assessment report of the Pilot in early 2016; the RJ Advisory Committee, with members from Dal, HRP and the Dept. of Justice subsequently met to discuss the report’s findings and consider how the parties might continue to work together.

- RJ conference scheduled for June 27-28, 2016; program planning is underway, being led by Jennifer Llewellyn.
- Faculty leaders and DDS 2015 students are participating together with local, national and international experts to ensure it will contribute to capacity building

NO. RECOMMENDATIONS & UPDATE

6 Improve education attainment levels and success rates

- Continued support for the Aboriginal Health Sciences Success Program (AHSSP) in the Faculty of Agriculture. SIF proposal submitted to fund continuing support and services for Aboriginal students.
- The Faculty of Health Professions continues to fund the AHSSP.
- Created the first Aboriginal Student Advisor position at Dalhousie University April 1, 2016 in cooperation with the Confederacy of Mainland Mi'kmaq.
- The IB&M Initiative commenced its 2016-2017 admissions cycle.
- On-going support of the Indigenous Black and Mi'kmaq Initiative students (see more detailed report completed by Michelle Williams, Director, IB&M Initiative).
- Elder in Residence initiative.
 - Professor Patti Doyle-Bedwell led defined aspects of curricular content for undergraduate programming, with the goal of enhancing student recruitment and success.
 - Discussions underway with the Confederacy of Mainland Mi'kmaq to cost-share staffing a Dalhousie Aboriginal student advising centre to support Aboriginal student success and degree completion.
 - Renewed financial support commitment for Indigenous Black and Mi'kmaq Initiative in the Schulich School of Law.
 - Released *Improving Aboriginal & African Canadian Student Access & Retention: Final Report* (Drs. Kevin Hewitt and Amy Bombay) in October. Recommendations being addressed within strategic priorities framework.
 - Aboriginal Health Sciences Initiative (AHSI) review underway.

10(iii) Develop culturally appropriate curricula

- New course Indigenous Studies Minor, Indigenous Governance, in development by Amanda Peters.
- Faculty of Medicine curriculum for First Nations health-related content under review. Seeking feedback from students on curricular content and reviewing interprofessional educational opportunities for First Nations health issues.
- Dalhousie's First Nations program supporting Faculties of Health Professions, Dentistry and Medicine under review and working towards revitalized program.
- HRE&HP provided support to faculty equity committees regarding setting priorities, including Calls to Action.
- College of Continuing Education Professor Patti Doyle Bedwell course under development on Mi'kmaq/Aboriginal learning and knowing.
- IB&M Initiative supported the submission of a proposal to develop enhanced curricula on First Nations Governance.
- Faculty professional development (PD) day dedicated to responding to TRC Report Calls to Action, in particular Call to Action 28.
- Working group prepared the agenda for the PD day and is now following up as agreed on the day.
- Follow-up now underway, including outreach to local and regional Aboriginal communities for consultation and putting permanent working group in place to lead curriculum change.
- Medicine offers six hours on Aboriginal Health within the second year of the curriculum through cases and lectures led by community co-tutors.
 - *Indigenous Studies Minor* launched in Fall 2015; 53 students registered in the required course, *Historical Perspectives*; to date, 46 students enrolled in Winter term required course, *Contemporary Perspectives*.

4 TRUTH AND RECONCILIATION REPORT

NO. RECOMMENDATIONS & UPDATE

16 We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

- The Agricultural Campus developed connections with local communities through Millbrook Chief and Mi'kmaq Grand Council.
- President delivered keynote address at Annual Nationhood Conference, which included leadership from Nova Scotia's Mi'kmaq Communities.

19 Close gaps in health outcomes between Aboriginal and non-Aboriginal communities

- Information on Aboriginal children pain research shared with associate deans academic.
- Action plans being developed, with assistance from Drs. Debbie Martin and Amy Bombay, Dalhousie's pre-eminent scholars on Aboriginal health and related issues.
- Dalhousie has more than 12 scholars and teachers in Faculties of Health Professions, Arts and Social Sciences, Dentistry, Law, Medicine, Management and the College of Continuing Education, whose work has a who focus on Aboriginal themes.

23(i) Increase number of aboriginals working in health care field

- Review of AHSI underway.
- AHSI is planning the annual junior university program for high school students to learn about Dalhousie and health professions as a career pathway.
- AHSI pathways program under review in Fall 2015, chaired by Dr. Keith Taylor, with the goal of offering additional supports for students interested in direct-entry BA and BSc programs as well as second-entry health-related programs.

24 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 Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

- There are eight cross appointments between the Faculty of Dentistry and the Faculties of Medicine, Engineering and Health Professions, including the recent cross appointment of an Aboriginal scholar from the Faculty of Health Professions.
- The Faculty of Dentistry has a long history of interdisciplinary research on vulnerable populations, including community-based, participatory research with Aboriginal communities.
- Faculty of Medicine provided support for students to attend the National First Nations Students Conference.
- In the Faculty of Dentistry ethics and social justice curriculum, students participate in seminars on the complexity of health research into Indigenous populations.
- Dalhousie provides free clinic services in health care, dentistry, social work and law to Aboriginal peoples and other designated groups.
- AHSI includes a component for curriculum development around cultural competencies in courses offered in medicine, dentistry and health professions.

4 TRUTH AND RECONCILIATION REPORT

NO. RECOMMENDATIONS & UPDATE

28 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.

- New hire, Naomi Metallic, in Faculty of Law; in addition to the DDFA program.
- Faculty of Law guest speakers included:
 - The Hon. Justice Murray Sinclair (Chair, Truth and Reconciliation Commission of Canada).
 - John Borrows (University of Victoria Faculty of Law Canada Research Chair in Indigenous Law and Nexen Chair in Indigenous Leadership) taught a short intensive course titled Indigenous Law as Practice: Applying Mi'kmaq legal Traditions (March 2016). He also presented at a Law Hour session and participated in faculty PD day on the TRC Calls to Action, calling on law schools to require all students take a course in Aboriginal People and the law and anti-racism.
 - Mike DeGagné (President and Vice-Chancellor of Nipissing University and formerly head of the Aboriginal Healing Foundation) co-taught a short intensive course for law students with Professor Jennifer Llewellyn in March 2016 on Indian Residential Schools Settlement, and also spoke (with Professor Llewellyn) at Law Hour.
- The IB&M Initiative members of NSBS committee working on Call to Action #27.
 - 11 Dalhousie faculty and staff attended Dr. Marie Battiste's workshop at MSVU in October 2015, "How do we incorporate Indigenous knowledge into university curricula?"
 - 2015-16 planned speakers include Justice Sinclair and Ry Moran, director of the NCTR
 - Provost's Office provided funding to support the Halifax-wide Indigenous Speaker Series, also supported by Saint Mary's University.

62 We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples and educators to:

ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

- Faculty of Management hosted an ACPA workshop, Power of Collaboration, introducing participants to collaborative work in the fishery, environment and education being led by Mi'kmaq Peoples in our province.
 - Through the Dalhousie Diversity Faculty Awards (DDFA), FASS appointed a new Aboriginal Faculty member to lead the Indigenous Studies minor.
 - Five hires have been made under the DDFA program
 - Dalhousie Libraries hired a new librarian who is Aboriginal creating opportunities for Dal Libraries to further contribute to Aboriginal student success initiatives.

4 TRUTH AND RECONCILIATION REPORT

NO. RECOMMENDATIONS & UPDATE

65 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 of Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

- President's Office initiated work on the Dalhousie's TRC apology; developed a draft Indigenous Plan in concert with the Aboriginal Council; approved flying of the Mi'kmaq flag on Dalhousie University campuses
- Professor Jennifer Llewellyn received a SSHRC grant on Restorative Justice.
- *Dr. Debbie Martin to chair the proposed task force on Dalhousie responses to support the TRC calls to action.*
- *Dr. Amy Bombay, Faculties of Medicine and Health Professions, is Dalhousie's scholar-liaison with the National Centre for Truth and Reconciliation (NCTR).*
- *Discussions underway with NCTR regarding Dalhousie becoming a formal partner with the centre, including the opportunity for Dalhousie to become the Maritime research hub for the NCTR.*

86 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 on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.

- *In discussions with inventory programs and program planning related to the specific Calls to Actions with medicine, nursing, law, management and King's.*

Other activities

- Dalhousie submitted two proposals with PSE program for Aboriginal program development.
- Formalized partnership with NCTR.
- HRE&HP starting dialogue with residence to review policies around access for students to Smudging rooms.
- *President Florizone, Diana Lewis and Kara Paul attended a two-day national forum of university presidents to meet with First Nations, Inuit and Metis leaders, students and scholars in November 2015.*
- *IB&M (Law) initiative formed working group to respond to TRC recommendations and met with Professor Aimee Craft, director of the National Centre for Truth and Reconciliation.*
- *Sponsorship and participation in Halifax forum on renewed relationship hosted by Canadians for a New Partnership, Engage NS and Treaty Education Nova Scotia.*

5 GLOSSARY OF ACRONYMS

ACHA	American College Health Association	HRIS	Human Resources Information System
ACHH	Aboriginal Children's Hurt & Healing	HRE&HP	Human Rights, Equity and Harassment Prevention
ACPA	Annual Conference on Public Administration	IB&M	Indigenous Blacks and Mi'kmaq Initiative
ADEA	American Dental Educators Association	ISA	International Symbol of Access
AHSI	Aboriginal Health Sciences Initiative	ISANS	Immigrant Services Association of Nova Scotia
AHSSP	Aboriginal Health Sciences Success Program	LGBTQ+	Lesbian, Gay, Bisexual, Trans, Queer/Questioning and others
AUAC	Alcohol Use Advisory Committee	LMP	LeMarchant Place
BLSA	Black Law Students Association	LSAT	Law School Admission Test
BSAC	Black Student Advising Centre	MMI	Mini Medical Interviews
CBU	Cape Breton University	NSBS	Nova Scotia Barristers' Society
CHEB	Collaborative Health Education Building	NCHA	National College Health Assessment
CIHR	Canadian Institutes of Health Research	NCTR	National Centre for Truth and Reconciliation
CLDC	Career and Leadership Development Centre	NSCC	Nova Scotia Community College
CLT	Centre for Learning and Teaching	NSDA	Nova Scotia Dental Association
DASA	Dalhousie Agricultural Students' Association	PLANS	Promoting Leadership in health for African Nova Scotians
DBLSA	Dalhousie Black Law Students' Association	PSE	Post-Secondary Education
DDFA	Dalhousie Diversity Faculty Awards	QP	Qualifying Program
DDS	Doctor in Dental Surgery	RA	Residence Assistant
DEAP	Diversity & Equity Assessment & Planning (Tool)	RJ	Restorative Justice
DH	Dental Hygiene	SAMHI	Student-Athlete Mental Health Initiative
DISA	Dalhousie International Students' Association	SAPC	Social Accountability and Professionalism Committee
DMSS	Dalhousie Medical Students' Society	SAPRC	Senate Academic Programs and Research Committee
DSU	Dalhousie Student Union	SHP	Student Health Promotion
EAP	Employee Assistance Program	SIF	Strategic Initiative Fund
EDD&I	Executive Director Diversity & Inclusiveness	SPOR	Strategy for Patient Oriented Research
ESL	English as a Second Language	SSHRC	Social Sciences and Humanities Research Council
FASS	Faculty of Arts and Social Sciences	SUB	Student Union Building
HR	Human Resources	TRC	Truth and Reconciliation Commission of Canada