

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

► *Update, June 2017*



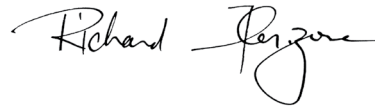
**AN UPDATE ON  
DIVERSITY AND  
INCLUSIVENESS AT  
DALHOUSIE UNIVERSITY**  
FROM PRESIDENT  
RICHARD FLORIZONE  
EXECUTIVE SPONSOR,  
*Strategic Initiative on  
Diversity and Inclusiveness*

**AFTER THREE YEARS** of collaborative effort across all of our campuses, Dalhousie's commitment to fostering a collegial culture grounded in diversity and inclusiveness now belongs to all of us. This work has not been easy. It is demanding, at times uncomfortable and requires constant consideration and attention. I am confident that we have laid a solid foundation and that our efforts to build and support diversity and inclusiveness within our campus community will continue.

This important work would not be possible without the co-operation and leadership of many. Thank you to everyone who has helped make Dalhousie a more safe, supportive and welcoming environment. In particular, I would like to acknowledge Ms. Jasmine Walsh and Senator Wanda Thomas Bernard, co-chairs of Strategic Priority 5.2, for their thoughtful counsel. I would also like to thank Ms. Norma Williams, Dr. Afua Cooper, Ms. Rebecca Thomas and Dr. Letitia Meynell for their important contributions to this report.

In three short years we have made remarkable progress. I look forward to seeing what we will accomplish in the years to come.

Sincerely,



Richard Florizone President, Dalhousie University



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

**IT IS AN EXCITING TIME** for Diversity & Inclusiveness at Dalhousie. Over the life of this strategic initiative we have achieved a significant number of our stated goals. Many more are in progress. The detail contained in this Progress on Recommendations Report (PORR) is a testament to the hard work of many across the institution who are committed not only to fulfilling recommendations in a list of reports, but more importantly to embedding diversity and inclusiveness in all that we do at Dalhousie.

This winter, we introduced a Diversity and Inclusiveness Strategy for Dalhousie that builds on the spirit and substance of the reports whose recommendations are enumerated in the PORR. Going forward we will be guided in our actions by an established framework, supported by research that supports and informs our core belief that diversity and inclusiveness are essential pillars of excellence for a post-secondary institution performing on the international stage.

The framework provides us with a meaningful way to move our work forward. We will be focussing our efforts on four key pillars: Student Access and Success, Education and Research, Climate and Intergroup Relations, and Institutional Viability and Vitality. Under these four pillars we will ensure an inclusive and strategic approach to our work that will continue long beyond the end of our strategic planning period.

Another important milestone is the work that has been undertaken towards developing an independent Indigenous Strategy for Dalhousie. A committee, led by Professors Patti Doyle-Bedwell and Keith Taylor, has been established to action the recommendations that uniquely affect our Indigenous community at Dalhousie, particularly those arising under the Truth and Reconciliation Report.

We are grateful for this opportunity to reflect on the progress that we have made. We are also grateful to everyone for your efforts. We must stay mindful always, however, of the important work that remains ahead. We remain committed to a future where everyone truly feels represented and valued at Dalhousie.

Most sincerely,



Jasmine Walsh

CO-CHAIRS,  
STRATEGIC PRIORITY 5.2



The Honourable Wanda Thomas Bernard,  
Senator – Nova Scotia



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



# DMJ

## REBECCA THOMAS

October 14, 2016

Intentions.  
Whether they pave the road to hell.  
Spell out your actions,  
Are ignored instead of enacted.  
Refracted realities, legal dualities,  
Your intentions say a lot about you.  
Like how treaties were signed, with no intended follow-through.  
I wouldn't quite say he was a hero only because of his reluctance to do so.  
Perhaps a martyr.  
A little rough around the edges,  
With more than one or two ways he has transgressed.  
He was but a man.  
A Mi'kmaq.  
Whose sacrifice can only be summed up by words that I don't possess.  
A man that the state, history, and colonialism had made powerless.  
Rose up, lifted by others, to confront those who would oppress.  
He was stripped of his youth by a system.  
That until he was seven, didn't recognize him as a citizen.  
Because here's the thing.  
When you know that your land, life and treaty were all taken,  
When there were schools that eradicated connections to your kin,  
When you were only ever called an Indian,  
You might find yourself in a position to rebel,  
To take what little power you might have and excel at mischief.  
But Marshall was convicted before the deal was even Sealed.  
No appeal existed for his existence as a disenfranchised Indigenous youth  
Whose delinquency for a structure that never fought for him, that passed a  
conviction that required no proof.  
That put a child behind bars for eleven years, and acted aloof when confronted  
with another story.  
Because at that time,  
The shades of the teller went from caught living Red-handed to whitewashed  
Allegory.  
The case was closed.  
No need to depose another witness to counter the whiteness,  
To fight this

Because who would ever care about just another drunk or Native convict?  
So much for the intended Peace and Friendship.  
He tried to escape.  
But unlike prison, the colonial legacy is still in good shape.  
That isn't up for debate.  
It quite obvious when a teen gets life for murder,  
Sentenced by perjure,  
While the killer gets five for slaughter.  
And yet, upon Ebsary's death, Marshall's father, extended sympathy to his family  
and daughter.  
We might have generations of emotional baggages,  
But Dan Paul was right, we were definitely not the savages.  
If only this were the sole Crown bully in town.  
I could drown in the ink spilled on his prejudiced rap sheet.  
But I could swim in an ocean if there were a drop for every action that broke  
treaty.  
And I can feel my spirit with the resiliency of my ancestry.  
Marshall's life not only changed the evidentiary,  
He gave us a chance to live the practices of another time.  
A lifeline to the past,  
Where our lands were vast.  
A moment where we were not defined by a band number next to our face encased  
in plastic.  
How fantastic a thought, we were people, Nations.  
From fishing eels  
To Supreme Courts cases to help us heal.  
We couldn't help but feel hopeful.  
The Marshall Decision.  
We could once again go back to our traditions for a living  
So we hit the water and started fishing.  
But the affirmation didn't do much to combat the deep seeded racism.  
Our rights were affirmed but we were rejected,  
It would appear that we weren't selected to be protected.  
So we protested the people with hate and fear that had infected their hearts.  
The iron commitment had completely rusted away from when we buried the  
hatchet.  
Because a second decision snatched it.  
Altered it.  
Changed the implications.  
Conservation was the justification.

But we are the First Nations,  
We know that this land is not ours but borrowed from the 7th generation.  
I began this poem by saying he wasn't a hero.  
I stand by the writings of my pen.  
Because, I would suggest that instead, when Marshall died, he did so as a legend.  
His dedication to his people or merely his disdain for the crown resounds in our  
people today.  
The reverence we have when we say his name will only grow from story to myth.  
About a man who had no intention of putting down his fishing kit.

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# 1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATION NOVEMBER 1, 2016 – APRIL 28, 2017

## 1 Enhance data collection about diversity at Dalhousie

### A) *Expand data collection on diversity of our student body on admission. Explore whether admissions data could be effectively updated annually*

- In the Faculty of Computer Science (FCS), the Associate Dean Academic continually monitors administrative data regarding gender numbers and all demographics as it guides the recruitment and retention plans. In addition, the faculty is using these numbers as a baseline for its Dalhousie 200th project (called “We are all CS”) to decrease the gender disparity in its faculty.
- The College of Continuing Education (CCE) - Not yet or not applicable.
- For the Faculty of Dentistry (FoD) comment, please see Backhouse recommendation 10.
- The Faculty of Health Professions (FHP) continues to include self-identification on applications. FHP Inclusion & Equity (FHPIE) has developed a working group on data collection to promote updated and expanded data collection (e.g. number and type of equity seeking groups, regular analysis and reporting) to achieve consistency across units with outcomes reported to Faculty Council annually. This data will be used to inform unit level gaps and recruitment targets.
- Human Rights & Equity Services (HRES) – Student Affairs is leading a Rapid Task Force to develop tools to collect and report on disaggregated student diversity data.
- In Student Affairs (SA), Student Health Services is implementing a new EMR (electronic medical record) system, which will allow more specific reporting of groups who utilize its service. This data will help identify groups that may be underrepresented or who underutilize its service, so it can develop engagement strategies to reach these groups.

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

- In the FCS, the Alumni and Communications Officer conducted a gender/diversity survey with students in winter 2017 in preparation for the faculty’s 2018 closing the gender project (“We are all CS”). It had about 40 responses.
- For FoD comment, please see Backhouse recommendation 11.
- The FHP has committed to a university-level initiative to improve its response rates to the Be Counted census by including an invitation in all of its appointment letters to complete the census.
- In Human Resources (HR), an ethnicity question was added to Quality of Work Life (QWL), using the same categories as the Dalhousie Be Counted census.
- HR reports that the second annual Be Counted census campaign was held from Nov. 21 to Dec. 2, and a report analyzing the results was released to the university community in April.
- In HRES, a Be Counted toolkit (to aid in promotion) was shared with the Human Resources Integration Team and Communication teams across all campuses.
- The Dalhousie University Libraries (DUL) always encourage staff to participate but until this current survey, they had not included student employees, which they do now.
- President’s Office (PO) – As follow-up to our initial participation, Dalhousie participated in the “Canadian Federation of University Women – Women in Universities Project – 25 Years Later” study.



# 1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATION NOVEMBER 1, 2016 – APRIL 28, 2017

## 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 to proactively identify and address issues and opportunities***

- Communications and Marketing (C&M) participated in the three levels of the Elephant in the Room workshops.
- C&M staff participated in an African drumming workshop (Spirit of the Drum) facilitated by Dr. Henry Bishop.
- C&M is taking the lead on 200th anniversary programming, ensuring that diversity and inclusiveness are key themes guiding the programming.
- C&M brought together potential partners on campus to discuss African History Month in 2018.
- In FCS, the Culture of Respect in Computer Science Committee (CoReCS) meets regularly. The members are a mix of faculty, staff and students. FCS is in the process of reviewing budget for the next year and has finalized confidential points of contact in the Faculty (which are promoted on the course syllabi, webpage, suggestion boxes and in-house posters). Points of contact are the Faculty Navigator (a staff member) and Associate Dean Academic.
- For FoD comment, please see Backhouse recommendation 12.
- Government Relations (GR) is a small unit so a committee does not make sense with a staff of three. However, GR thinks carefully about inclusion and diversity in all of its initiatives and in the advice it gives to other units on projects, initiatives and events.
- FHP continues to have a faculty-level committee with representation from each unit, faculty council, related diversity initiatives and students from designated equity groups. A number of units continue to have diversity/equity committees and others are in development.
- HR was able to centralize medical accommodations for all faculty and staff.
- In the Schulich School of Law (SSL), the recently completed Strategic Plan calls for an Inclusion and Diversity Committee comprised of faculty, staff and students. It will be established at the beginning of the fall semester.
- The Rowe School of Business (RSB) appointed its first African Nova Scotian research chair holder.
- In the Faculty of Medicine (FoMed), a Diversity in Leadership Task Force was established by the Dean and co-chaired by Jean Marshall and Shawna O'Hearn in January. The purpose of the Diversity in Leadership Task Force is to identify strategies that create pathways for recruitment and development of diverse faculty into senior leadership positions within FoMed. A report with recommendations will be presented to the Dean, senior leadership and Faculty Council in June 2017.

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NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• In FoMed, as part of the Leadership Task Force, a qualitative research study is being used to understand the enablers and barriers for women in leadership and seeking leadership positions within the Faculty and the university. There is potential to apply similar techniques and research design for other underrepresented groups.</li><li>• In SA, Student Health Services is in the process of developing a comprehensive policies and procedures manual. A statement of inclusion will be included in this, both for the patients we serve and the staff we hire.</li><li>• In SA, the Student Affairs Communications team has taken part in Level 1 &amp; 2 Elephant in the Room training sessions offered by Human Rights &amp; Equity Services. Elephant in the Room training also conducted at International Centre.</li><li>• The University Secretariat (US) staff, comprised of six individuals, attended the events around the raising of Marcus Garvey Pan-African Flag. It also displayed the African Heritage Month poster in the office and encouraged staff to be aware of the events scheduled as part of this celebration.</li><li>• University Secretariat staff are also encouraged to respond to the current workplace survey initiative.</li></ul>

## 3 Commit to the value of inclusion.

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

- FCS is developing a statement of commitment for the undergraduate and graduate 2017/18 orientation package.
- CCE - Not yet or not applicable.
- FoD completed the process of updating its academic policy manual, which includes a review of the professionalism policy for all staff, student, and faculty.
- FoMed approved Diversity, Inclusion and Equity guidelines in December which guides the work of all aspects of the Faculty.

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
	<b>B) <i>Adopt a required statement on inclusion to be inserted in all Dalhousie course syllabi</i></b>	<ul style="list-style-type: none"><li>• In the Faculty of Arts and Social Sciences (FASS), this should now be covered by the new syllabus policy and its course outline guide.</li><li>• FCS included this on all of the course syllabi and each instructor is encouraged to go through this at the start of the term. As well, if requested, a member of the Faculty's CoReCS Committee will visit classrooms to go over this with the students.</li><li>• The FoD will continue to support this initiative alongside the university.</li><li>• FHP continues to include Senate-approved statements in course syllabi for its courses. The School of Social Work (SSW) undergraduate syllabi has a Critical Reflection Awareness, Analysis and Action statement that challenges students to identify their own biases and assumptions as it pertains to dominant views.</li><li>• FoMed strives to reflect the diversity in its own community and is committed to the principles of meritocracy and equity, taking action to support the access and success of underrepresented groups such as women; Indigenous Peoples, with emphasis on Mi'kmaq peoples; Persons with Disabilities; racialized persons (visible minorities), with an emphasis on African Nova Scotians and African Canadians; and persons who traditionally have not had the opportunity for university education because of economic, social and cultural reasons, lack of formal education or residence in non-urban areas.</li></ul>
<b>4</b>	<b>Enhance and formalize education on respect and inclusion</b>	
	<b>A) <i>Establish a high-profile lecture series entitled "uncomfortable conversations." Recognizes and engage the contributions of Dalhousie's experts and brings outside leading academics to campus to give signature lectures and establish inclusion as key in the intellectual life at the University.</i></b>	<ul style="list-style-type: none"><li>• FCS has a regular lecture series (weekly). To avoid conflicts, these seminar talks are interwoven with presentations related to diversity and research. For example:<ul style="list-style-type: none"><li>– Sowmya Somanath (University of Calgary) gave a talk "Engaging Makers in Physical Computing" which discussed how technology may help novice makers create physical computing projects despite technical, cultural and social constraints.</li><li>– Rita Orji (University of Waterloo) presented "Designing for Behaviour Change: Improving the Efficacy of Persuasive Technology (PT) using Personalization Models" which examined using PT to avoid risky behaviour, to promote safety and security-conscious behaviours online and offline, to preserve the environment and reduce climate change, and to contribute to a team or community volunteer base.</li></ul></li><li>• In the FCS, CoReCS cosponsors events with the Women in Technology society (WiTs): "We Talk Tech Conferences." Students who received funding from CoReCS to go to the Grace Hopper Conference and the CAN CWIC Conference in 2016 presented to about 40 other students about their experience and suggestions for attending tech conferences.</li></ul>

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		<ul style="list-style-type: none"><li>• The FCS advertises talks put on by other departments to its faculty, staff and students using social media. FCS found that social media works well since there is no good mechanism in place for communicating to students in general for Dalhousie. Due to this, it continually tries different modes of advertising. In September 2017, it is going to try a monthly student newspaper which will include a section that will highlight events/talks in the faculty and around the university.</li><li>• CCE - Not yet or not applicable.</li><li>• The FoD has implemented the faculty and staff development program The Elephant in the Room, which is a conversation series designed to get faculty and staff talking to each other about issues of diversity and inclusion. To date, two of the three parts of this series have been completed (December and February). Part 3 is scheduled for June 2017. Sessions for students will begin in the autumn of 2017.</li><li>• A unit within FHP (SSW) has offered to host an annual lecture on race, inclusion and diversity, and will host the inaugural lecture in 2018-2019.</li><li>• HRES offers The Elephant in the Room: Diversity and Inclusion Conversation Series, which engages the Dalhousie community in thoughtful, open-minded dialogue and encourages global awareness and sensitivity.</li><li>• HR created and delivered a presentation on managing mental health in the workplace to senior administration (Associate Deans' Academic Council).</li><li>• FoMed led the work to secure Dr. Nadine Caron as the Visiting Professor in Medical Citizenship.<ul style="list-style-type: none"><li>– Session with Dr. Nadine Caron to focus on Professional Competencies and our Indigenous Health Cases/OSCES. This includes Department of Bioethics members and related others. Opportunities to enhance connections between different activities are already underway in the undergraduate curriculum and FHP. Other approaches being used at University of British Columbia are also shared.</li></ul></li></ul>
	<p><b><i>B) Design and implement a formal, mandatory program for all students at Dalhousie.</i></b></p>	<ul style="list-style-type: none"><li>• The Faculty of Architecture and Planning (FoAP) is developing a global history curriculum to be applied across the Schools of Architecture and Planning in the third year of study.</li><li>• The FoD is in the final stages of implementing its first DDS/DH curriculum.</li><li>• Within Interprofessional Education (IPE), FHP continues to diversify the content. In addition, some programs have required content relevant to diversity and inclusion.</li><li>• This year in SSL, all first-year students participated in the Blanket Exercise. This will be a permanent feature of our first-year program from now on.</li><li>• SSL is working with the Law Students' Society to revamp some of the events during its Orientation Week for incoming students. This fall, SSL anticipates that all new students will participate in the Blanket Exercise and a panel session on cultural competence.</li></ul>

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	<p><b>C) <i>Design and implement ongoing education plans for all staff and faculty to support a fully inclusive University.</i></b></p>	<ul style="list-style-type: none"><li>• SSL is also reworking its course Orientation to Law, a mandatory course for all first-year law students. The new schedule will include the following topics: Aboriginal law and Indigenous legal traditions; the development of common law and equity; African Nova Scotian legal history; feminist theories of law; and critical race theory.</li><li>• In FoMed, residents in obstetrics and gynecology participate in an annual education day which includes a focus on Indigenous health, refugees and global health as well as local health equity issues including North End Clinic.</li><li>• In SA, Student Academic Success Services offers a Community and Citizenship module as part of the online orientation program. It was completed by 540 students (offered to new students in September and January, non-mandatory).</li><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• FCS has always offered Teaching Assistant (TA) training put on by the College of Continuing Education. FCS is developing its own TA workshop series and hopes that this will be ready in the fall of 2017.</li><li>• In FCS, the World Café will be held again next fall, which provides an opportunity to bring together the societies within the Faculty, CS students and members of CoReCS to discuss future workshops/ activities to promote diversity, inclusiveness and respect in FCS.</li><li>• In FCS, CoReCS helped with the organization of the Atlantic ConnecTions Conference (ACT) titled Supporting the Career Progression and Retention of Women in SETT, which will be held at the beginning of May 2017 at Mount Saint Vincent University. CoReCS is funding ten students to participate. As well, four staff/faculty members will be attending.</li><li>• The FoD is working in conjunction with HR and our recently hired HR advisor. This will be an ongoing initiative for FoD faculty and staff.</li><li>• In FHP, many units are working on education plans for staff and faculty with regards to diversity and inclusion. Examples include engagement with TRC recommendations and the Elephant in the Room workshops hosted by HRES. FHP has engaged in a strategic planning process and has identified education priorities on inclusion and diversity for staff and faculty.</li><li>• HRES is in the early stages of developing a diversity, inclusiveness and equity training program for senior administrators.</li><li>• HR is continuing to review existing courses and training within the institution with the goal of including applicable training under a diversity and inclusion umbrella program for all faculty and staff.</li><li>• The central HR team along with other interested colleagues completed a full-day transgender inclusion workshop as a pilot for administrative units. A faculty pilot is planned for the Faculty of Law.</li></ul>

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NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• HR offers courses on the Skillsoft Online Learning platform. Featured courses on the opening page change monthly, and included Understanding Unconscious Bias and Overcoming Your Own Unconscious Bias in March.</li><li>• HR added an inclusion question to the evaluation of all HR personal and professional development courses and workshops.</li><li>• HR biannually offers the 30-hour Getting to the Heart of the Matter: Having Non-Defensive Conversations course.</li><li>• HR offers unconscious/implicit bias workshops to various academic and administrative leadership groups and other staff groups.</li><li>• DUL encourages all staff to participate in any relevant workshops. The Libraries' new Diversity and Inclusion Committee is planning a professional development day for staff February 2018.</li><li>• FoMed implemented the last phase of the first Service Learning Program that allows students to volunteer with a community-based organization and contribute to a project based on community-identified needs. Students will practice skills and test classroom knowledge through experiences in the community. Students will be able to describe the social determinants of health encountered and develop a critical analysis of how these determinants affect the health of individuals.</li><li>• In FoMed, the first year of the program includes 14 community partners (nine in Halifax and five in Saint John) and 27 Med 2 students (16 in Halifax and 11 in Saint John): <a href="https://medicine.dal.ca/departments/core-units/global-health/education/programs/service-learning.html">https://medicine.dal.ca/departments/core-units/global-health/education/programs/service-learning.html</a></li><li>• In Research Services (RS), Norma Williams has been invited to the May 16 Dalhousie Research Services staff meeting to discuss the equity and diversity initiatives at Dalhousie.</li><li>• In SA, Student Health Services has continued to present educational opportunities for staff and physicians on such topics as transgender issues, LGBTQ+ issues and cultural differences, particularly for expectations of health care.</li></ul>
	<b><i>D) Design and implement an ongoing mandatory education plan for senior university administration to support a fully inclusive university.</i></b>	<ul style="list-style-type: none"><li>• HR created and delivered a presentation on managing mental health in the workplace to senior administration (Associate Deans' Academic Council).</li><li>• In the University Secretariat, the Director has committed to attending a diversity training session for senior administrators, scheduled for June 16, 2017.</li></ul>

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	<b>E) Design and implement programming for all students who live in Dalhousie residence that supports inclusive engagements, including sexual engagement and respectful community building across diversity</b>	<ul style="list-style-type: none"><li>• In HRES, the Psycho-Educational Group for Survivors of Sexual Assault (PEGaSUS) program ran for a second session in winter 2017, to support all Dalhousie students who experienced adult sexual assault.</li><li>• In HRES, Respect Reps developed and delivered educational awareness activities in residences for approximately 400 students on healthy relationships and sexual health.</li><li>• In SA, the Student Health Outreach Nurse developed a comprehensive student engagement plan with key input from the International Centre, Black Student Advising Centre, Aboriginal Student Centre and the Multifaith Centre.</li><li>• In SA, Residence Life ran the following relevant campaigns with passive and active components:<ul style="list-style-type: none"><li>– Alcohol &amp; Substance Awareness (Wellness)</li><li>– Healthy Relationships/Consent (Wellness)</li><li>– Academic Integrity &amp; Success (Learning &amp; Transition)</li><li>– Career &amp; Leadership (Discovery &amp; Exploration)</li><li>– Charity Games (Citizenship)</li><li>– World Café (Diversity)</li></ul></li><li>• In SA, Student Life (in connection with the ProSocial Campaign) is currently in the process of developing healthy masculinity initiatives campaigns. Activities in Residence focus on breaking down toxic masculinity and linking masculinity with alcohol and mental health awareness.</li></ul>
	<b>F) Develop and hire additional faculty to support a minor in Black Studies</b>	<ul style="list-style-type: none"><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• In FASS, this minor is now operational, with good numbers in its core course. Isaac Saney was hired on a CUPE contract to teach a new course on Black Nova Scotian history in support of the minor. (FASS will be committing CUPE funds to replace Afua Cooper's core course next year while they are on sabbatical).</li></ul>
	<b>G) Add a course in Mi'kmaq language and qualify it for Dalhousie's language requirement.</b>	<ul style="list-style-type: none"><li>• On the Agricultural Campus (AC), the Aboriginal Student Manager is working with others to facilitate hosting a Mi'kmaq language course.</li><li>• The Associate Vice-President Academic (AVPA) reports that, following an unsuccessful search for a local instructor, FASS has approached Cape Breton University about the possibility of a section of a course in the Mi'kmaq language being offered by distance to Dal students during the 2017/2018 academic year.</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATION NOVEMBER 1, 2016 – APRIL 28, 2017

**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 for all students to complete before they commence their studies at Dalhousie***

- In FASS, Part A is being done through Student Services.
- CCE - Not yet or not applicable.
- This year, the FoD orientation and development sessions included all dentistry and dental hygiene faculty members. The objective was to share individual curricula and course content and promote an appreciation of mutual educational goals and values. Discussions focused particularly on part-time faculty, who provide a large part of clinical teaching. This session allowed the part-time faculty to gain a greater understanding of FoD's teaching models and contribute to future planning. All sessions were video recorded and made available to those who could not attend.
- HR updated and enhanced the Disability Administration website.
- FoMed revised curriculum for online orientation for international students who will be coming to Dalhousie Medicine to complete two years of medical school training.
- In SA, the Dalhousie Student Union (DSU) and HRES delivered an online orientation program in 2016 through Brightspace which consisted of five modules (Academic Readiness, Alcohol Harm Reduction, Consent and Sexual Violence, Community and Citizenship, and Health and Wellness), and which was completed by 2,664 people in 2016/2017. The online orientation modules will be updated and expanded (from five to ten modules) for implementation in summer 2017. Several of the modules contain content related to developing an inclusive environment.
- In SA, the Student Health Outreach Nurse is currently working with HR to provide health information and testing sessions for staff and faculty informed by the Dalhousie QWL Survey.
- In SA, the Student Health Outreach Nurse is developing a comprehensive student engagement plan that will include appropriate Orientation Week sessions to educate and encourage marginalized groups to utilize Student Health & Wellness services.



# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
	<b>B) Review student orientations to study the design and operation of orientation week events on campus and within faculties and to ensure that they demonstrate respectful inclusion of the wide range of students</b>	<ul style="list-style-type: none"><li>• FoAP is working with its student societies—DASA (Dalhousie Architecture Students Association), SUP (Society of Undergraduate Planners), and GPS (Graduate Planning Students)—to develop Orientation activities that discuss and demonstrate respect and inclusion in the classroom and in the social activities of the Schools.</li><li>• In the FASS training for first-year interest group (FIG) leaders, it included the Elephant in the Room session and training in such issues.</li><li>• FCS is working with staff and student societies for the 2017/2018 fall Orientation to build a diversity/inclusion component.</li><li>• FCS is designing an exhibit to celebrate the contributions of women in computer science to be installed in the Goldberg Building foyer as one of its Dalhousie 200th celebration projects.</li><li>• In FoD, student-led Orientation Week activities are reviewed in advance. For the past two years, there has been a much greater emphasis on family-friendly activities and ensuring that activities are inclusive of all students, including those from different cultures. A number of orientation sessions are mandatory for all students in the FoD. These include presentations from a number of speakers, including Student Services, and discussions around diversity and inclusion. First-year students are also required to participate in IPE events, which are aimed at fostering greater collaboration between the different health professions. Read about Dalmazing: <a href="http://www.dal.ca/news/2016/09/29/dalmazing-event-embraces-new-reality-of-canadian-health-care.html">http://www.dal.ca/news/2016/09/29/dalmazing-event-embraces-new-reality-of-canadian-health-care.html</a>. Read about the IPE first-year event, which deals with treating transgender people: <a href="https://www.dal.ca/faculty/healthprofessions/news-events/events/2016/10/25/first_year_event.html">https://www.dal.ca/faculty/healthprofessions/news-events/events/2016/10/25/first_year_event.html</a>.</li><li>• In FHP, some units are reviewing student orientations to identify existing content on diversity and additional supports, on and off campus, for diverse groups to educate all incoming students, and provide additional support to students identifying as African Canadians, Indigenous, Sexual Orientation and Gender Identity (SOGI), and (dis)Ability. Many units are working to expand and enhance inclusiveness during orientation activities.</li><li>• In SSL, the Orientation Week committee partnered with Sober Support. It also developed a focus on non-alcohol based social events throughout the week. SSL also introduced Bringing in the Bystander (a Dal program) to O-Week, with over 90% participation and major positive feedback.</li><li>• SSL is working with the Law Students' Society to revamp some of the events during Orientation Week for incoming students. SSL intends to have more wellness and support activities, in addition to mandatory sessions including the Blanket Exercise and a panel session on cultural competence.</li><li>• In SA, Student Life Terms of Reference are currently being reviewed for the joint Student Affairs Orientation Committee.</li><li>• In SA, <i>Diversity and Inclusion on Campus: A Guide for Organizers</i> was created and adopted by the 2016 Orientation Committee as a resource for planning and executing inclusive Orientation programs.</li><li>• In SA, Student Academic Success Services is in the process of rebranding their Summer Orientation, which includes input and participation from the Aboriginal Centre, Black Student Advising Centre, and Advising and Access Centre (students with disabilities).</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
<b>C)</b>	<b><i>Develop, implement, and monitor an intensive inclusion training course as a condition of appointment/hire for all staff and faculty who work in advising students, alongside attending mandatory continuing education as part of the conditions of appointment</i></b>	<ul style="list-style-type: none"><li>• As noted in their letters of offer, FASS faculty members who were hired through the Dalhousie Diversity Faculty Awards (DDFA) must attend the academic staff orientation session offered by the Centre for Learning and Teaching (CLT). They would support participation by staff and faculty in other training sessions.</li><li>• FoD staff and faculty are encouraged and supported to attend these sessions. In addition, the clinic nurse has completed the Mental Health First Aid training program and is now able to train faculty, students and staff. The Blue Folder has been distributed to all FoD faculty and staff. FoD also implemented the Elephant in the Room workshop series for all faculty and staff to stimulate discussion on issues of diversity and inclusion.</li><li>• In SA (Student Academic Success Services), the Acting Director of the International Centre received training in using the Intercultural Development Inventory, which specializes in the assessment and development of intercultural competence. The Acting Director will use this training with both staff and student groups. The training includes First Year Peer Advisor Training 2017 to include diversity, inclusion and equity, and a subsequent Intercultural Development Inventory Assessment.</li></ul>
<b>D)</b>	<b><i>Include a module in the orientation for graduate students on appropriate faculty-student supervisory relationships and on structures for support and reporting when things are not working</i></b>	<ul style="list-style-type: none"><li>• AC provided this training to its graduate students as part of the required communications course (and have been doing so for several years).</li><li>• On the undergraduate front, FCS is assessing how well the Course Representatives (1st-4th years) process worked. The Course Representative is a point of contact to facilitate and provide more timely feedback mechanisms to instructors and to the FCS. Additionally, Course Representatives can assist peers in navigating to the most appropriate support mechanism on campus.</li><li>• FCS is working with its Graduate Society to develop a resource for graduate students (with contacts, expectations, how to report issues, etc.). FCS hopes to include this in the 2017/2018 orientation package.</li><li>• In FoD, these issues are discussed as part of the orientation sessions for master's in periodontics students, in addition to an explanation of students' research obligations and expectations of their performance. These students are also shown how to gain access to supports available through the Faculty of Graduate Studies.</li></ul>

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NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• For the Faculty of Graduate Studies (FGS), see comments from the previous reporting period regarding the overall approach FGS is taking. Here are specific activities related to that approach for the current reporting period:<ul style="list-style-type: none"><li>– Feb. 1, 2017 – FGS, along with CLT, met with graduate students and the Chair of the Grad Council to prepare for a panel led by graduate students on good supervision.</li><li>– Feb. 8, 2017 – A student panel discussion on good supervisory practices was held in Engineering.</li><li>– Jan. 31, 2017 and March 6, 2017 – The Graduate Student Experience Committee had a discussion on resources available to graduate students and plan to hire a new part-time communication officer in FGS. Once hired, they will guide the group on how best to communicate available resources and support structures to students.</li><li>– March 21, 2017 – In conjunction with CLT, there was a lecture in Engineering on student and supervisor rights and privileges, and expectations.</li><li>– April 3, 2017 – The Dean of FGS served on the Excellence in Graduate Supervision Award prize panel.</li></ul></li><li>• HRES is updating the pamphlet <i>Instructor – Student Relationships</i> to address and support individuals navigating these relationships.</li><li>• In SSL, the graduate orientation sessions address “appropriate faculty-student supervisory relationships and ... structures for support and reporting when things are not working.” Specifically:<ul style="list-style-type: none"><li>– The incoming students are required to attend the FGS orientation, which addresses these issues.</li><li>– The incoming students are required to attend a one-day law faculty orientation, where the Associate Dean (Graduate Studies) explains structures and supports information on the supervisor/mentor student rights and the responsibilities that have been given to all supervisors and mentors.</li></ul></li><li>• SSL has a handbook that includes information on the student/supervisor and student/mentor relationship and addresses these issues. The handbook is being updated this summer and will be available on the website.</li></ul>

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NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
<b>6</b>	<b>Provide additional supports on respect and inclusion</b>	
	<b>A) <i>Explore the potential of upstander programming</i></b>	<ul style="list-style-type: none"><li>• In the FoD, as a follow-up to the <i>Dentistry and Dental Hygiene Student Report on Sustainable Change in the Climate and Culture at the Faculty of Dentistry</i> (shared with Senate on April 25, 2016), 50 students from across all programs participated in their first annual Leadership Summit to renew their commitment to uphold the values they believe are important in the FoD, including accountability and responsibility, inclusivity, safety and transparency. A second Leadership Summit is planned for September 2017.</li><li>• In the FoD, the students' previous bar reps have been transformed into social reps to emphasize their obligation to plan safe, inclusive social events. All social reps must attend the Leadership Summit so that they all have the same training in dealing with conflict and difficult conversations. They also receive social hosting education tailored to help student leaders create welcoming, safe and inclusive events for the student community.</li><li>• HRES continues to deliver the Bringing in the Bystander pro-social intervention workshop across campuses.</li></ul>
	<b>B) <i>Develop, publicize and update annually a network of human resources across campus who are willing to work with faculty members who wish to explore the expansion of their course content to include more diverse voices and perspectives. Remind faculty of these resources annually</i></b>	<ul style="list-style-type: none"><li>• In FHP, some units have been encouraged to develop stronger relationship with CLT to ensure inclusiveness within courses.</li></ul>
<b>7</b>	<b>Acknowledge our rich history</b>	
	<b>A) <i>Commission a redesign of our ceremonial mace</i></b>	<ul style="list-style-type: none"><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• In the PO, rollout of call for submissions regarding the redesign of a ceremonial instrument was accomplished. The call closed April 10. Presently, a jury is being selected to review and advise on the received submissions.</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
	<p><b>B) <i>Formalize an acknowledgment statement to be used at Dalhousie events recognizing Dalhousie's place on Mi'kmaq territory</i></b></p> <p><b>C) <i>Commission an official graduation regalia for Indigenous students, faculty, and staff who choose to wear it</i></b></p>	<ul style="list-style-type: none"><li>• The FoD will comply with university policy on course syllabi and include this statement, beginning in the 2017 academic year.</li><li>• GR has purchased a Mi'kmaq flag which is regularly used in high-profile events on campus where flags are appropriate. GR regularly advises organizers of events to include the flag in their set-up.</li><li>• FHP and many units formally acknowledge Mi'kmaq territory at the beginning of all public gatherings and have begun to acknowledge the territory within the classroom.</li><li>• HRES staff incorporate an acknowledgment statement into email signatures.</li><li>• SSL acknowledges that we are on traditional Mi'kmaq land at most public events.</li><li>• FoMed leadership use an acknowledgement statement at key events (i.e. public lectures, symposiums and conferences).</li><li>• SA reports that in Student Life (Athletics &amp; Recreation), there was a partnership with Atlantic University Sport (AUS) and the Office of Assembly of First Nations Regional Chief Morley Googoo, to showcase Mi'kmaq culture during the Subway AUS Men's Basketball Championship final game between the Dalhousie Tigers and the Saint Mary's Huskies at Scotiabank Centre in Halifax. The Grand Entry featured a video production from the Eskasoni First Nation followed by a performance from regional drummers and dancers. The delegation included eight Mi'kmaq Chiefs from across Nova Scotia as well as Halifax Mayor Mike Savage; Tony Ince, Minister of Communities, Culture and Heritage; and MP Andy Fillmore.</li><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• The HRES Respect Rep team is collaborating with Elders in Residence to produce medicine pouches for graduation ceremonies.</li></ul>
<b>8</b>	<b>Celebrate our diverse community</b>	
	<p><b>A) <i>Develop and support already existing inclusivity campaigns around observance and recognizing inclusion and diversity matters with high-impact communications and education pieces</i></b></p>	<ul style="list-style-type: none"><li>• For the Advancement Unit (AU), specific diverse community celebrations are outlined below:<ul style="list-style-type: none"><li>– AU and the FASS hosts an annual Shaar Shalom Lecture, which took place this year on April 5. The lecture is an annual lecture series which explores the broad themes of tolerance, multiculturalism, diversity and differences in contemporary Canadian society. Established as a partnership between the Shaar Shalom Synagogue and the FASS, this lecture series demonstrates our shared interests in bringing these themes to wider civil society. The annual lecture normally takes place in the winter term. This year the featured speaker was Lieutenant General the Honourable Roméo A. Dallaire, O.C., C.M.M., G.O.Q, M.S.C., C.D., (Retired). Roméo Dallaire is a retired Lieutenant-General and former Senator, celebrated as a humanitarian worldwide, whose passion for child rights and protection led to the establishment of The Roméo Dallaire Child Soldiers Initiative at Dalhousie. The Dallaire Initiative is a global partnership with the mission to end the recruitment and use of child soldiers. This event was free and open to the public.</li></ul></li></ul>

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NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>- On Dec. 21, the Dalhousie Alumni Association hosted the 2nd International Student Holiday Dinner. The event was hosted by the Halifax Alumni Chapter partnering with the Dalhousie Women's Division. The Dalhousie International Students Association, the Dalhousie African Students Association and the Dalhousie International Centre also partnered, and the Dalhousie African Student Association president played a leading role. Students were invited for a traditional east coast holiday dinner (with turkey and all the fixings); 136 students participated. An alumni crowdfunding campaign was undertaken to buy a student a holiday dinner, in which 127 alumni participated, raising \$6,520 on a goal of \$3,000.</li><li>- On Dec. 9, the Alumni Engagement team hosted a Welcome to Canada Ceremony. AU partnered with Government Relations to host a ceremony on campus at the LeMarchant Place with over 100 people in attendance.</li><li>- On April 21, the Alumni Engagement team hosted a Discovery Centre Family &amp; Friends Night. Over 700 guests were treated to an evening of learning, discovery and fun. At this event we welcomed various community groups, a Down syndrome adult society, a number of refugee families that are sponsored by an alumni family and the Generation 1 Leadership Initiative (G1LI) group (a community-based not-for-profit initiative for youth of African descent).</li><li>• AC raised the Marcus Garvey Pan-African Flag in February and co-hosted an Africville Stories play with NSCC.</li><li>• C&amp;M profiled and covered a variety of community and cultural events, including:<ul style="list-style-type: none"><li>- 16 Days of Activism Against Gender-Based Violence (November/December)</li><li>- International Day for the Elimination of Violence Against Women (Nov. 25)</li><li>- Day of Action and Remembrance on Violence Against Women (Dec. 6)</li><li>- Human Rights Day (Dec. 9)</li><li>- Martin Luther King Jr. Day (Jan. 15)</li><li>- African Heritage Month (February)</li><li>- Heritage Day, celebrating Mi'kmaq heritage (Feb. 20)</li><li>- International Women's Day (March 8)</li></ul></li><li>• In FCS, CoReCS awarded conference grants to ten computer science students (undergrad and graduate) to attend the Atlantic ConnecTions Conference (ACT)/SETT Conference in May 2017.</li><li>• FCS is preparing the applications for grants to send students to the ACM Canadian Celebration of Women in Computing (the CAN CWiC Conference for technical women from across Canada to meet and network through keynotes, workshops, student sessions, a career fair, etc.). FCS would like to continue to send students to the Grace Hopper Conference (the world's largest gathering of women technologists with about 15,000 attendees) but since it cannot be assured that none of the students will be denied entry into the United States based on their nationality, it will focus on the Canadian equivalent. This way, everyone can have the same opportunity.</li></ul>

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		<ul style="list-style-type: none"><li>• FCS held a well-attended event in April (co-sponsored with WiTs) where the recipients from last year's conference grants (both from Grace Hopper and the CAN CWiC Conferences) shared their experiences. FCS expects that the high turnout will also mean great applicants for the conference grants for the CAN CWiC Conference.</li><li>• The FoD has a strong tradition of providing oral health care to vulnerable populations and those who are denied access to oral health care. It provides more than 28,000 patient appointments per year, which enables the dentistry and dental hygiene students to gain clinical and patient management experience and provide dental care in outreach clinics and the main dental clinic on campus.</li><li>• In FoD, oral health care is provided to several underserved populations: Inuit communities in Newfoundland and Labrador, populations served by the North End Community Health Centre, and faculty-operated clinics for children in three elementary schools (Nelson Whynder Elementary in North Preston, Harbour View Elementary in North Dartmouth and Rockingstone Heights School in Spryfield). In the main campus dental clinic, FoD treats adults and children in a variety of speciality and comprehensive care clinics as well as frail adults in the eldercare clinic. FoD also provides oral health care for new immigrants and refugees in conjunction with ISANS. Articles: Community clinics: <a href="http://www.dal.ca/news/2015/09/24/dalhousie-dental-students-at-work-in-community-clinics.html">http://www.dal.ca/news/2015/09/24/dalhousie-dental-students-at-work-in-community-clinics.html</a> Halifax Dentistry Student Society for Refugees: <a href="http://www.dal.ca/news/2016/01/29/sustained-smiles-dentistry-students-fundraise-to-bring-refugee.html">http://www.dal.ca/news/2016/01/29/sustained-smiles-dentistry-students-fundraise-to-bring-refugee.html</a> ISANS interpreter project: <a href="http://www.dal.ca/news/2016/02/26/translating-the-language-of-oral-health-care.html">http://www.dal.ca/news/2016/02/26/translating-the-language-of-oral-health-care.html</a> North Preston 20th anniversary: <a href="http://www.dal.ca/news/2016/06/30/watching-flowers-bloom--20-years-of-the-north-preston-dental-cli.html">http://www.dal.ca/news/2016/06/30/watching-flowers-bloom--20-years-of-the-north-preston-dental-cli.html</a></li><li>• Each year in FoD, a group of oral and maxillofacial sciences (OMFS) faculty travels to Vietnam to perform cleft surgeries on children there. OMFS has participated in over 30 cleft surgical missions to Vietnam, North Africa and Brazil.</li><li>• FHP has supported a number of campaigns through HRES (e.g. Mi'kmaq Heritage Month, 16 Days of Activism, African Heritage Month, Pride activities), PLANS and former Aboriginal Health Sciences Initiative. FHP has committed to reporting on diversity and inclusion in its faculty newsletter with an emphasis on education and awareness.</li><li>• HRES celebrated 16 Days of Activism to End Gender-Based Violence, in collaboration with South House Sexual and Gender Resource Centre and Department of Gender and Women's Studies.</li><li>• HRES celebrated African Heritage Month, with events being held on all campuses, including the raising of the Marcus Garvey Pan-African Flag on both the Agricultural Campus and Studley Campus, and a trip to the Africville Museum. Numerous university collaborations happened to support African Heritage Month.</li></ul>

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NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• HRES celebrated International Women's Week, collaborating with the Dalhousie community to support events discussing gender equality.</li><li>• Discussions are held between HRES, DalOUT and the South House Sexual and Gender Resource Centre. The LGBTQ2SIA+ Collaborative is a forum for communication between, and collaboration among, campus groups.</li><li>• This year, the SSL funded eight of its Indigenous Blacks and Mi'kmaq Initiative (IB&amp;M) students to attend the Indigenous Bar Association meeting in Vancouver. The IB&amp;M Initiative funded one IB&amp;M student to attend the IBA in Vancouver.</li><li>• DUL staff participate in existing inclusivity campaigns and their Diversity and Inclusivity Committee helps to promote events to Libraries staff.</li><li>• In the RSB, Alex Johnston gave a public lecture in April to the Rowe Women in Business Association, speaking about their experience as Executive Director of Catalyst Canada, a non-profit research organization focused on the advancement of women in business and diversity and inclusion.<ul style="list-style-type: none"><li>– In the RSB, the School of Public Administration is working on exploring the issues of equality, diversity and inclusion (EDI) in the SPA and for the MPA and MPAM programs.<ul style="list-style-type: none"><li>• The School has completed or nearly completed the diversity goals it put into place for its strategic plan in 2015. These include:<ul style="list-style-type: none"><li>• Increasing participation of students in EDI issues including seminars they design and conduct in the PD program schedule.</li><li>• Increasing integration of Indigenous governance as part of public service for the Atlantic Conference of Public Administration.</li><li>• Initiation of a new course in the MPAM on EDI knowledge for public service. Agreed upon, the course design is scheduled for 2017.</li><li>• Initiation of discussions for a EDI course and eventually possibly a minor in the BMgmt (commence with program May 2017).</li><li>• Consultation with stakeholders.</li><li>• Meetings (to be scheduled for summer 2017) with the CLT to discuss inclusion in classrooms (both content and behavioral) with the goal of designing a classroom strategy and content approach for all of the School's courses.</li></ul></li><li>– During summer 2017, the School will be reviewing its progress and designing new statements of principles, goals and program elements to be brought to the School Meeting in the fall for approval.</li></ul></li></ul></li></ul>



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NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
	<p><b>B) Acknowledge the religious pluralism of our community</b></p>	<ul style="list-style-type: none"><li>- The Public Service Human Resource Management Course in the Masters of Public Administration (Management) program is being revised to better reflect diversity and inclusiveness practices in HRM. Representativeness in staffing is a fundamental principle of the Canadian public service in its HR policies and practices. The revised HRM course will help students to develop critical knowledge and capabilities in HR management and in creating a neutral and professional public service, ensuring that they have strong competencies regarding diversity and inclusiveness in the design and delivery of public program and in evaluations and assessments of these programs. Canada is one of most diverse countries in world, and issues of diversity, inclusion, equality and equity are guiding principles in public sector management.</li><li>• In the RSB, former Lieutenant Governor Mayann Francis gave a public lecture on diversity and inclusion in the public service.</li><li>• FoMed was an active participant and leader in the planning and events for African Heritage Month in February 2017.</li><li>• PO initiated a February event to recognize African Heritage Month. The Marcus Garvey Pan-African Flag was raised in Halifax as part of the event. To the PO's knowledge, Dalhousie is the only Canadian university to raise this flag.</li><li>• As part of the events to mark March 21, the International Day for the Elimination of Racism, the PO encouraged Dalhousie University faculty, staff and students to wear kente cloth to recognize the importance of the day.</li><li>• PO staff are working with Waycobah Chief Morley Googoo, to establish the first Legacy Room on Dalhousie University campus. The room is inspired by musician Gord Downey, and will be a place for conversation on Indigenous matters of importance.</li><li>• In SA, Student Life (Athletics &amp; Recreation), the 7th Annual Women in Leadership Dinner was held. This event is organized by the Women's Basketball and Volleyball teams, and the fundraiser spotlights the successes of current, former and future Dalhousie student-athletes, as well as celebrates the role and growth of women in leadership. The message this year focused on mental health and sports.</li><li>• AC organized and hosted, in collaboration with local Muslim community, a vigil honouring the victims of the Quebec City mosque shooting.</li><li>• CCE has a very diverse cultural, ethnic and religious culture.</li><li>• FoD continues to support a prayer/reflection room in the Dentistry Building.</li><li>• HRES purchased a new online Multifaith Calendar to promote religious, cultural and national events of importance in our community. The Multifaith calendar is available to the Dalhousie community via HRES's website, and offers information on a breadth of religious and cultural dates in a more interactive format than before. This Multifaith calendar is promoted weekly across Today@Dal and @DalRespect Twitter.</li><li>• FoMed's study society established a Muslim Medical Association Chapter with an initial focus to increase awareness and cultural competency amongst physicians of the Islamic practice of fasting in Ramadan and its possible healthcare considerations: <a href="http://www.muslimmeds.ca/">http://www.muslimmeds.ca/</a>.</li></ul>

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NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
	<b>C) Add a position on Senate for an elected international student</b>	<ul style="list-style-type: none"><li>• In the University Secretariat, this is currently under consideration as part of a wider review of Senate composition and membership.</li></ul>
<b>9</b>	<b>Create welcoming and accessible services and buildings</b>	
	<b>A) Update the design of our symbols to promote a greater sense of inclusion. Work with the Province to consider moving to ISA for parking spaces in the province</b>	<ul style="list-style-type: none"><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• In the FCS, the Goldberg Building has staff located in the main office (in the foyer) who welcome the students and help navigate them to the FCS's resources (e.g., the Learning Centre). There is also a computerized system that can be searched to find everyone in the building. When entering the building, a large display on the right, with rotating slides, highlights upcoming events and announcements.</li><li>• FCS is designing and developing the installation of Women in CS exhibit in the foyer.</li><li>• CCE - Not yet or not applicable.</li><li>• The FoD clinic renewal project has been designed to be accessible to people with physical challenges, including those who use wheelchairs and other mobility aids.</li><li>• Finance and Administration (F&amp;A) currently has approval to distribute a new single washroom sign that has a simple pictogram of a toilet and the word washroom. F&amp;A has secured the funding to produce the sign and to start rolling out the sign to various locations on campus.</li><li>• F&amp;A signage is consistent with provincial traffic authority signage (accessible designated parking).</li><li>• Many staff and faculty in FHP continue to participate in Dal Allies.</li><li>• HR created and centralized guidelines and processes for mobility disabled employees who require accessibility parking.</li></ul>
	<b>B) Ensure washrooms in every building on campus support inclusion (disability accessible, gender-inclusive, and where gendered, gendered evenly)</b>	<ul style="list-style-type: none"><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• FCS has an accessible, gender-inclusive washroom on the main floor in the Goldberg Building.</li><li>• The washrooms in the FoD clinic renewal project have been designed to be accessible and gender-neutral.</li><li>• F&amp;A reports that, since 1999, Dalhousie has instituted that all new buildings have a minimum of two single washrooms. Before that time, the university did not have a requirement for single and accessible washrooms. Therefore, many of the older buildings do not meet this requirement. F&amp;A is working to find ways to meet this requirement while meeting regulatory building code needs.</li><li>• Some units in FHP are examining physical spaces with regards to inclusiveness and some have implemented change (e.g. signage in CHEB).</li><li>• DUL have washrooms that are accessible for those with disabilities and they also have gender-inclusive washrooms.</li></ul>

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NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• FoMed washroom signs have been reviewed and updated in the Departments of Family Medicine and Obstetrics and Gynecology.</li><li>• In SA (Student Health &amp; Wellness), Student Health Services developed gender-neutral washroom signs to address accessibility for transgender individuals, which have received positive feedback to staff by patients and students.</li><li>• In SA, there are pending renovations to the Sexton fitness and athletic facilities to include an all-gender locker room and washroom.</li><li>• HR accessible buildings strategy in progress under the university's multi-year capital planning initiative.</li></ul>
<b>C)</b>	<b><i>Audit the reliance on gender identification at Dalhousie and consider when gender identification is necessary to achieve the purpose of the underlying activity, and where it's necessary, provide an option for gender to be self-identified</i></b>	<ul style="list-style-type: none"><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• The FoD follows university policy.</li><li>• HRES consults with the Dalhousie community to address the need to be inclusive in situations where individuals are required to gender identify.</li><li>• HRES is in the process of developing a safe space training program that will be used as a tool to create safer space and foster a climate of respect and inclusion for LGBTQ2SIA+ students, staff and faculty.</li><li>• The HR payroll team is re-evaluating gender identification on payroll forms.</li><li>• A committee in HR has been struck to develop a Gender Affirmation policy. This policy reinforces the university's commitment to provide services, processes and resources that equitably support people of all gender identities and expression.</li><li>• In SA, Student Health &amp; Wellness has made modifications to student wellness documents and health services forms. New electronic medical records system being implemented in summer 2017 will give students the ability to use preferred gender identity.</li><li>• In SA Student Life, continued renovations to Residence washrooms/showers are being planned and executed by Housing &amp; Ancillary Services.</li></ul>
<b>D)</b>	<b><i>Develop a detailed and unified plan for ensuring full physical accessibility of University campus, including weather accessibility. Determine whether minimum required standards are insufficient</i></b>	<ul style="list-style-type: none"><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• No change in the FoD since the last report.</li><li>• F&amp;A reports that in June 2014, the NS government created an advisory panel on accessible legislation with a goal to release accessibility legislation in 2016. The purpose of the legislation is to provide a means by which everyone has the ability to participate fully in their community and feel welcome where they live, work, learn and play in an environment that is inclusive, welcoming and fulfilling. Currently, the university does not have its own standard, but follows the building code and considers accessibility in design.</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
<b>E)</b>	<b><i>Champion universal design for learning and work</i></b>	<ul style="list-style-type: none"><li>• No change in the FoD since the last report.</li><li>• FHP units refer students to accessibility services and implement accommodations as requested.</li><li>• In SA, Student Academic Success Services gave a presentation and submission to the Senate Committee for Learning and Teaching on students registered with the Advising and Access Centre; standard accommodations; and how UDL in the classroom could reduce the number of accommodation requests while also supporting other students who learn differently.</li></ul>
<b>F)</b>	<b><i>Review the location of the Human Rights, Equity, and Harassment Prevention Office</i></b>	<ul style="list-style-type: none"><li>• In F&amp;A, a review of space has been carried out. Additional space is required to accommodate the new hires. Contiguous space is being sought.</li><li>• HRES is actively seeking a new office location with increased space, visibility and accessibility.</li></ul>
<b>G)</b>	<b><i>Review the visual art and artifacts on display across the University and consider a plan for the acquisition of new work that might support a more inclusive visual environment</i></b>	<ul style="list-style-type: none"><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• AC added photos of diverse groups of students and alumni in Cumming Hall (replacing non-diverse photos), installed Pride Week tile mosaic and installed print from a local Mi'kmaq artist.</li><li>• In FoD, the student lounge has been renovated to make it more open and transparent. On May 8, 2017, a new wall mural will be unveiled as a symbol of "changing the writing on the wall" to reflect what matters to the student community. The students conducted community consultations with the patients at FoD outreach clinics, including ISANS, the North Preston Dental Clinic, Harbour View School in Dartmouth and the North End Community Health Centre before commissioning a community artist to review the consultation material and produce a final design.</li><li>• Many units within FHP have sought out art with diverse images, messages and artists.</li><li>• This is an ongoing project in SSL. In connection with the extensive building renovations, SSL has also been changing the art to ensure that it presents a more inclusive and representative image of who the School is and what it does. SSL recently unveiled the portrait of Donald Marshall Jr. at a special event including his children, Mi'kmaq Elders, Chiefs, Grand Keptin Andrew Denny, members of the judiciary, provincial and federal government representatives and Halifax Poet Laureate Rebecca Thomas.</li></ul>
<b>H)</b>	<b><i>Promote reporting discriminatory graffiti to aid its swift removal. Document graffiti before removal and keep electronic record of it</i></b>	<ul style="list-style-type: none"><li>• CCE identifies ongoing work to report and remove discriminatory graffiti.</li><li>• For FoD comment, please see Backhouse recommendation 6.</li><li>• For F&amp;A, processes in place to record all instances of graffiti in order to route through Facility and Space Management System for cleanup/removal. Since Sept. 1, 2016, 54 instances of new graffiti reported to Security Services.</li><li>• HRES continues to work with Security Services to document and respond to incidents of discriminatory graffiti on campus.</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
I)	<b><i>Build knowledge about our lone worker program</i></b>	<ul style="list-style-type: none"><li>• In F&amp;A, Security has provided a number of Creating a Safe Workplace workshops. The DalSAFE app incorporates a Mobile Blue Light function, which allows users to opt to be remotely tracked to their destination by Security via GPS tracking, or to chat with Security Dispatch in real time.</li><li>• The Dean of SSL recently sent a message to the Law School community about this subject.</li><li>• In SA, Student Health Services has an existing policy that endeavors to always have a minimum of two staff members working.</li><li>• University Secretariat scheduled a critical incident response training session for staff through Security Services. All six staff members attended this session on Jan. 30. Following this session, staff discussed safety strategies for working alone outside regular hours.</li></ul>
J)	<b><i>Make funding available to low-income students who require mental health or learning disability assessments in order to support formal accommodation requests</i></b>	<ul style="list-style-type: none"><li>• FoD acknowledges that this is university policy.</li><li>• In SA, Student Academic Success Services acknowledges that there is no specific funding earmarked over the long term to fund disability assessments. However, staff in the Advising and Access Centre have worked with the province to secure funds for Nova Scotian students. The process to access the \$2,000 bursary is to have a pre-screen completed by an Advisor or Learning Disabilities Specialist, and for students to submit a quote. Of all the Nova Scotian eligible post-secondary schools, Dalhousie has made the most submissions.</li></ul>
K)	<b><i>Support the interaction between Dalhousie Security and diverse community needs</i></b>	<ul style="list-style-type: none"><li>• CCE reports that this is an ongoing process.</li><li>• Security Services is a key partner in delivering campaigns and educational programs in collaboration with HRES.</li><li>• HRES is increasingly involving Security Service as a point of contact for the Dalhousie community to pick up promotional material for cultural events taking place on campus.</li></ul>
L)	<b><i>Review communications practices to ensure university messaging does not unintentionally exclude or unnecessarily demonstrate a Halifax-centric viewpoint. Review university business processes to determine what can be streamlined or improved for community members working or studying at sites not on the Halifax campuses</i></b>	<ul style="list-style-type: none"><li>• CCE has national and international audiences.</li><li>• HRES includes the Agricultural Campus and New Brunswick campus in its distribution of promotional material.</li><li>• HRES hosts and promotes events on the Agricultural Campus.</li><li>• HRES offers in-person Advisor meetings (by request) on the Agricultural Campus; and via Skype/ videoconference to the Yarmouth and New Brunswick campus.</li><li>• FoMed has a strong practice of inclusion for its multiple campuses (including DMNB in Saint John) and the 11 teaching sites across the Maritime provinces. In February, the accreditors had meetings in both sites as well as used videoconferencing to be inclusive of all team members.</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
	<p><b>M) Enhance recruitment from diverse communities by including members of those communities in recruitment teams</b></p>	<ul style="list-style-type: none"><li>• In SA, Student Life is currently reviewing residence rules, regulations and living guideline documents with the desire to ensure messaging and experience is consistent across all Dalhousie campuses. Communications planning will be developed.</li><li>• In SA, Student Academic Success Services developed an online AC version of the New Student Success Guide.</li><li>• University Secretariat regularly ensures that faculty and students on the Truro campus can participate remotely in Senate meetings and in meetings of Senate committees.</li><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• FCS's recruitment team for Dalhousie's 200th initiative to reduce the student gender disparity in their Faculty ("We are all CS") is made up of faculty, staff and students (which includes females in all roles). FCS developed its recruitment and outreach plan to double the number of females in the undergraduate program. This plan includes scholarships, mentorship and internship opportunities. FCS is in the process of scheduling salon events in Canadian cities and US cities with a high tech focus (e.g., Seattle) that will include industry partners and alumni. As well, FCS is continuing to examine the first-year curriculum to see if there are ways to help retain women students in the Faculty.</li><li>• CCE has identified this task as an ongoing effort in their unit.</li><li>• The FoD has an ongoing commitment to continue to strengthen its relationship with African Nova Scotian and Indigenous communities through PLANS (Promoting Leadership in Health for African Nova Scotians) and the former AHSI (Aboriginal Health Sciences Initiative). <a href="https://www.dal.ca/news/2016/09/20/johnson-scholarship-foundation--investing-in-greater-diversity-i.html">https://www.dal.ca/news/2016/09/20/johnson-scholarship-foundation--investing-in-greater-diversity-i.html</a></li><li>• See Backhouse recommendation 10.</li><li>• FoD's student population is diverse and includes ten Qualifying Program (QP) students each year. These are foreign-trained dentists who are working to qualify in Canada. A memorandum of understanding with the Medical University of Malaysia is under review. This will allow the FoD to admit a number of Malaysian students into the second year of the DDS program. FoD includes students from the diverse community in their recruitment interview teams. The experience of Abdulrahman Alkahmees can be read at this link: <a href="http://www.dal.ca/news/2016/08/26/a-happy-return-to-the-land-of-snow-and-hot-yoga.html">http://www.dal.ca/news/2016/08/26/a-happy-return-to-the-land-of-snow-and-hot-yoga.html</a></li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• Three years ago, F&amp;A reached out to ISANS in order to pitch a mutually beneficial idea, whereby they would help each other through employment, education and cultural training and diversity. After a number of conversations, they began a relationship whereby they do the following:<ul style="list-style-type: none"><li>– ISANS provides F&amp;A with resumes and referrals which allows the unit to have a much more diverse client pool.</li><li>– ISANS provides cultural and awareness training for F&amp;A's General Forepersons and Supervisors as needed.</li><li>– ISANS provides onsite English language training for those for whom English is not their first language.</li><li>– ISANS has recently offered their expertise in helping develop a video learning database in F&amp;A's present partnership with the School of Occupational Therapy.</li></ul></li><li>• FHP complies with the requirement to diversify search committees seeking diverse representation at all levels.</li><li>• HR reports that the Provost Office and Academic Staff Relations are requiring representation from two designated groups on most search committees, with some principled exceptions.</li><li>• HR added instructions to staff recruitment documents to encourage diversity when selecting panel members.</li><li>• In SSL, IB&amp;M recruiting is done by the Director, Assistant, students and alumni of the IB&amp;M Initiative, all of whom are members of the communities served by the IB&amp;M Initiative.</li><li>• In SSL's recently completed strategic plan, it has committed to reviewing and revisiting general recruitment practices and policies to ensure that diversity is promoted.</li><li>• In DUL, every effort is made to ensure that there is diversity among the search committee members.</li><li>• All hiring committees within RSB strive to have at least one member from a diverse community.</li><li>• FoMed includes representatives from Indigenous and African Nova Scotian communities in the admissions process for medical students.</li><li>• In SA, recruitment events organized by the Black Student Advising Centre and the Aboriginal Student Centre continue. The Aboriginal Student Advisor's job description has undergone modification with greater emphasis placed on recruitment.</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO. RECOMMENDATION NOVEMBER 1, 2016 – APRIL 28, 2017

**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.***

- This is a key task under the Diversity and Inclusiveness Strategy.
- In FoAP, the School of Planning successfully applied for a DDFA and completed a faculty diversity hire, the School of Architecture hired a faculty diversity candidate and the FoAP's most recent staff hire was also a diversity candidate.
- C&M continues to seek a diverse range of models to portray in all communications and marketing materials.
- FCS finished the search from its awarded DDFA. The new hire (top choice) is Dr. Rita Orji who is a Vanier scholar and a Banting post-doc fellow. Dr. Orji chose Dalhousie over other offers and will join the Faculty in July.
- CCE acknowledges the presence of diversity in its unit.
- Working in conjunction with HR and HRES, the FoD will continue to implement strategies to recruit and retain faculty members from culturally diverse backgrounds.
- FHP continues to support the recruitment and retention work of PLANS and former AHSI. Faculty, staff and students participate in high school recruitment activities, on-campus recruitment events and support mentorship programming. Units have employed strategies to assist students in reaching their learning goals where accommodations have been required; one unit has an accommodations officer to fully support this initiative. FHP has submitted an application for a DDFA and interviews have reached the final stages for a CRC Tier II in Aboriginal Health.
- In HR, as part of the Academic Leadership Development Program targeting academic leaders and search committee members, two sessions have been completed: Instilling Accountability for Faculty Diversity Efforts on Campus (EAB Webinar) in November and Equity and Diversity in Faculty Recruitment at Dalhousie in March.
- HR submitted a Strategic Initiatives Funding (SIF) request to establish a Diversity Staff Award (modelled after the DDFA). This was presented to Provost Committee in April.
- HR is continuing employment equity planning discussions with senior administrative and faculty leaders to set numerical goals for hiring of designated groups and to plan employment equity strategies to support more diverse and inclusive recruitment.
- HR submitted a SIF request to establish a centralized role in Human Resources for a Temporary Staffing Services Coordinator focusing on hiring candidates from equity-seeking groups for temporary positions. Consultation is underway with key stakeholders and HR colleagues across campus. This was presented to Provost Committee in April.



# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• In RSB, the International Student Case Competition provides international students with practice using the case method in a safe environment. The competition led to participation by the top teams in the Atlantic Throwdown, in which students competed against international or international/domestic teams from other universities. These competitions celebrate the international experience as well as integrate internationals into the life of the School. Atlantic Throwdown at Dalhousie's RSB provided a stream for international student teams to compete, a first in Canada.</li><li>• RSB provides special attention to international students in its undergraduate mentorship program, giving first-year mentees the option to be matched with a domestic or international student mentor. DCS has invited two international student leaders to assist with the mentorship program recruiting volunteers and participants, illustrating the increasing inclusion of international students in society work.</li><li>• All FoMed departments adhere to Dalhousie's HR policy on diversity in hiring. In February, seven department heads participated in training related to diversity in hiring (with a specific focus on unconscious bias).</li><li>• In PO, recommendations from the Hewitt-Bombay Report were updated. The goals of this holistic approach aim to support Dalhousie's Indigenous and Black/African Canadian students, and through financial, education, social and cultural means will do the following:<ul style="list-style-type: none"><li>– Enhance the sense of belonging at Dalhousie and perceived campus climate with respect to diversity;</li><li>– Reduce stress;</li><li>– Improve perceived social support;</li><li>– Develop leadership skills and perceived empowerment to effect change;</li><li>– Develop literacy/writing skills;</li><li>– Provide opportunities to serve as a role model</li></ul>All of these have been linked with improved retention and success among students coming from historically disadvantaged communities. By building upon the success of Dalhousie initiatives including the First Nations Indigenous and Black scholarship program, James Robinson Johnston Chair graduate scholarships, the Dalhousie Diversity Faculty Award program and others, we are likely to see growth in the population of these communities from their present low levels of about 2%.</li></ul> <ul style="list-style-type: none"><li>• RS continues to use temporary and term appointments to hire members of designated groups.</li><li>• RS continues to provide additional HR support to a member of a designated group.</li></ul>

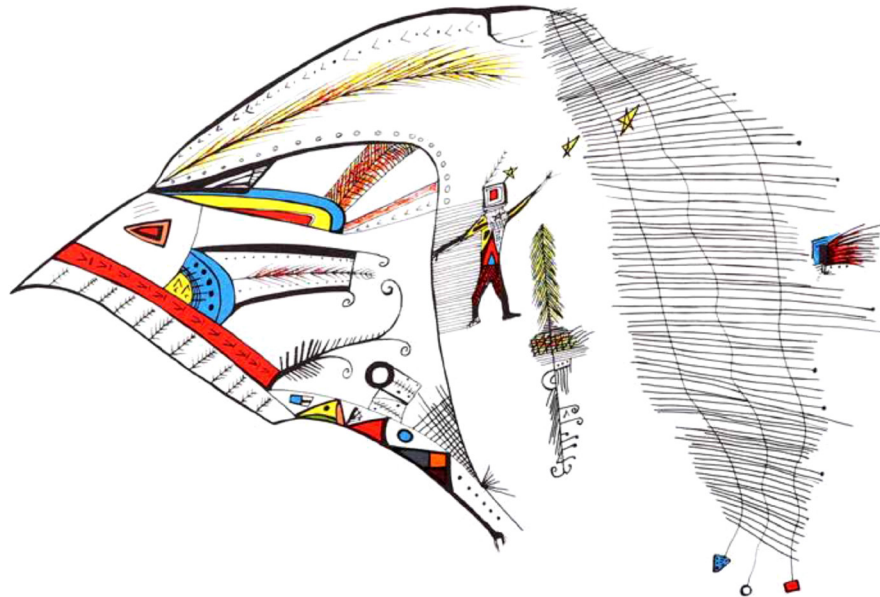
# 1 BELONG REPORT/RECOMMENDATIONS

## NO. RECOMMENDATION

NOVEMBER 1, 2016 – APRIL 28, 2017

**B) *Ensure our awards and honours celebrate accomplishments in an inclusive way through a review of application procedures and criteria***

- As a requirement of the Canada Excellence Research Chairs (CERC) competition, RS worked with faculty members and HR on a recruitment strategy and equity plan for the CERC applications. Dalhousie's progress in this area is impressive, and should the CERC applications proceed to the next round, the application teams will have the opportunity to recruit world-leading researchers applying Dalhousie's equity and diversity standards to every stage of the recruitment process.
- In SA, Student Health and Wellness is working to improve recruitment of a diverse array of students for Student Health Promotion leads for spring 2017.
- In SA Student Life, the process of hiring Residence Assistants is done with consideration for Dalhousie's equitable hiring policy and practices. Training absence forms (accommodations) are requested for Residence Assistants during training and orientation.
- In AU, the Advancement Office Donor Relations team hosted a fall donor event in Calgary on Nov. 23. The invite featured artwork of a local Mi'kmaq artist Alan Syliboy (included below).



# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
	<p><b>C) <i>Develop an internal category of Chair, offering perhaps 5 Chairs a year, targeted at pre-tenure faculty members from equity-seeking groups to support their development as researchers</i></b></p>	<ul style="list-style-type: none"><li>• In FoD, Asile and Asraa El-Darahali were the recipients of the Dalhousie Alumni Association's Christopher J. Coulter Award for career, community service and/or personal accomplishments. <a href="https://www.dal.ca/news/2016/10/14/spirit-and-impact--celebrating-the-2016-dalhousie-alumni-award-r.html">https://www.dal.ca/news/2016/10/14/spirit-and-impact--celebrating-the-2016-dalhousie-alumni-award-r.html</a>.</li><li>• In FoD, Sayed Mirbod received the 2016 Outstanding Teacher in Graduate Periodontics Award, Sachin Seth received the 2016 Student Life &amp; Community Improvement Award and Aditya Patel received the Part-Time Clinical Instructor Award. All of the faculty award-winners are selected by students.</li><li>• In FoD, Juliette Thomas was featured in the Why I Do It column in the Winter 2017 issue of DAL Magazine: <a href="http://dalmag.dal.ca/2017/02/bringing-dental-care-to-the-community/">http://dalmag.dal.ca/2017/02/bringing-dental-care-to-the-community/</a>.</li><li>• In FoD, third-year dentistry student Celeste Williams was featured in Dal News on March 8: <a href="https://www.dal.ca/news/2017/03/08/a-passion-for-public-and-pediatric-dentistry.html">https://www.dal.ca/news/2017/03/08/a-passion-for-public-and-pediatric-dentistry.html</a>.</li><li>• In FoD, third-year student dentistry student Danah Al-Radhan was featured in Dal News for making a film in support of MOSH (Mobile Outreach Street Health): <a href="https://www.dal.ca/news/2016/12/12/spreading-care-and-compassion-through-film.html">https://www.dal.ca/news/2016/12/12/spreading-care-and-compassion-through-film.html</a>.</li><li>• HR proposed an Academic Leadership Award for Diversity and Inclusion for an academic leader championing and supporting diversity and inclusion in their Faculty, Department or School. The award is to be launched fall 2017 (one award in a new series of Academic Leadership awards).</li><li>• SSL has redrafted the terms of reference for the Donald Marshall, Jr. Award to include Mi'kmaq community members on the award committee.</li><li>• In RSB, the International Student Success Program awards a certificate to students who have contributed 20 hours or more to the program through promotions, event management and mentorship. These certificates are awarded at the RSB Celebration of Achievement.</li><li>• FoMed's Award Committee submitted their list of awards (including the selection process) to be reviewed by the Social Accountability Committee with a focus on equity and diversity.</li><li>• RS established the Institutional Awards Committee and reinforced Dalhousie's commitment to equity and diversity with committee members.</li><li>• In SA Student Life, the Residence Life Staff Recognition Awards were introduced. The awards include a combination of peer and staff nominated and voted awards.</li><li>• AVPA reports the upcoming launch of the Research Fellowships for pre-tenure faculty members in equity seeking groups. The committee to review nominations is currently being constituted. The notification to the university will go out in early June.</li><li>• FoD acknowledges that this is university policy.</li><li>• FoMed is recruiting for the James R. Johnston Chair in Black Canadian Studies, to be located in the Department of Community Health and Epidemiology.</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
	<b>D) Better profile and encourage participation in travelling workshop on an accessibility-related topics that is already offered by the Centre for Learning and Teaching</b>	
	<b>E) Provide an Indigenous learning centre including appropriate scholarly resources and support the availability of Indigenous elders at the centre</b>	<ul style="list-style-type: none"><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• FASS currently hosts an Elder program funded through SIF, linked to our Indigenous Studies minor program.</li><li>• FoD acknowledges that this is university policy.</li><li>• In SA, Student Health &amp; Wellness, the Multifaith Centre meeting room has been made available for smudging ceremonies.</li></ul>
	<b>F) Review and update our Employment Equity Policy and its implementation and oversight</b>	<ul style="list-style-type: none"><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• FHP participates in the review and update through members who sit on the university Council on Employment Equity.</li><li>• HRES's Council on Employment Equity, chaired by acting Executive Director Human Rights &amp; Equity Services, has approved update to Dalhousie's Employment Equity Policy and Council Terms of Reference. The policy and terms are currently being reviewed by legal counsel and then will move through approval channels.</li></ul>
	<b>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</b>	<ul style="list-style-type: none"><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• HR reports that this review is underway.</li></ul>
	<b>H) Work with municipal and provincial governments to build a strategy for welcoming, supporting, and retaining international students</b>	
	<b>I) Explore inclusion issues in Dalhousie residences</b>	<ul style="list-style-type: none"><li>• SA Student Life reports the following:<ul style="list-style-type: none"><li>– There is continuing progress with Dal Analytics in better understanding the residents, their experience and opportunities to increase access.</li><li>– There is a strategic priority to review the Residence Student Conduct System to ensure an educational and developmental approach to community development, safety and respect. Restorative approaches and student development theories are informing the approach.</li></ul></li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
	<b>J) Explore means to expand childcare availability</b>	<ul style="list-style-type: none"><li>• FCS received inquiries about this matter from graduate students who have a difficult time securing childcare. These inquiries were directed to their Faculty Navigator who was able to help the students find student services. This is an ongoing challenge for not just the students, but also staff and faculty. FCS does not have solutions for this problem, but rather wanted to take note of it.</li></ul>
	<b>K) Develop a peer-support program for students with mental health issues</b>	<ul style="list-style-type: none"><li>• CCE - Not yet or not applicable.</li><li>• At the 2016 Student Leadership Summit for the FoD, Dr. Carolyn Thompson, the professional support program (PSP) coordinator from Doctors Nova Scotia, gave a presentation to students to explain the professional support available to them. A DDS student is now the student representative on PSP, which will enable them to help students gain support throughout their studies: <a href="http://www.doctorsns.com/en/home/benefits-and-services/support-services/professional-support-program.aspx">http://www.doctorsns.com/en/home/benefits-and-services/support-services/professional-support-program.aspx</a></li><li>• Many students within FHP volunteer for peer mental health support programs on campus.</li><li>• SSL has a peer support program (the Academic Success Program, established in 2014) coordinated by the Office of the Assistant Dean (Academic). This program is growing each year. In addition, the Law Students' Society's (LSS) Wellness Committee has established a new peer support drop-in service. SSL has given them dedicated space for this service and are in ongoing consultations about ways it can assist in providing the student coordinators with resources and support, such as linking them with Counselling Services and Student Health and assisting with providing resource materials for the student-led initiative.</li><li>• SSL reports that Wellness has done a lot of great work in regards to peer support. Other than direct peer support, it also has many events throughout the year (yoga, decompression spaces) to facilitate peer to peer mental health. There is also the well-known unofficial level of camaraderie amongst Weldonites that is brought up often as advancing student wellness.</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• In SA, Student Health &amp; Wellness reports the following:<ul style="list-style-type: none"><li>– The Stay Connected Mental Health Peer Support workers now operate out of the DSU Wellness room in the SUB with evening hours during the academic year; all peer support workers are clinically supervised by Counselling &amp; Psychological Services.</li><li>– In partnership with Student Affairs' Bounce Back pilot project that started in winter term 2017, our Student Health Outreach Nurse led 21 peer wellness coaches who were students from the Dalhousie School of Nursing as part of their N4250 Community Health Assessment and Planning placement with Student Health Promotion. Wellness coaches received 45 hours of training in the following categories:<ul style="list-style-type: none"><li>• Mental health first aid</li><li>• The practice of coaching</li><li>• Wellness and positive psychology</li><li>• Motivational interviewing</li><li>• Goals, wellness and strengths</li><li>• Resources and services</li></ul></li><li>– Rev. Jenny Csinos attended the Mental Health First Aid course and shared their experience with the other chaplains.</li></ul></li></ul>
<b>11</b>	<b>Enhance internal audit of inclusion issues</b>  <b>A) <i>Identify an officer at the senior level responsible for coordinating the University's ongoing engagement with issues of diversity and inclusion</i></b>  <b>B) <i>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</i></b>	<ul style="list-style-type: none"><li>• In FoD, a member of staff is responsible for organizing and recruiting participation in the Elephant in the Room series of seminars. Two out of three sessions have been held, with the third scheduled for June 2017.</li><li>• In FoD, a new HR advisor has been recruited to the Faculty who will be responsible for ensuring a healthy and safe workplace environment for all.</li><li>• FHP acknowledges that this is the responsibility of the President's Office.</li><li>• In FoD, this is one of the responsibilities of the new HR advisor, working in collaboration with Dal HR.</li><li>• For HRES, embedded in the job requirements of Human Rights &amp; Equity Services' Director, Systemic Equity Initiatives is the need for institutional leadership for the development of diverse, respectful, inclusive and equitable campus communities.</li><li>• SA, Student Life is developing a Director position for Residence Life (May 2017).</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
C)	<b><i>Design a biennial equity and diversity report for each faculty and unit to be prepared by and submitted to Senate or Human Resources that sets out that faculty or unit's inclusion and diversity goals for the next five years, and measure progress made against those goals</i></b>	<ul style="list-style-type: none"><li>• The FoD participates in the annual Dal Be Counted census and is working to achieve a higher level of participation.</li><li>• For HRES, an Employment Equity Implementation Team has been set up to assist in the university's achievement and reporting of Faculty and Academic Unit diversity goals.</li><li>• As per 10 (A) above, HR engaged in Employment Equity planning discussions with senior administrative and faculty leaders.</li><li>• HR employment equity planning reports have been submitted to Human Resources and HRES. Work is underway to consolidate these reports and reconcile unit level goals with university numeric goals.</li></ul>
D)	<b><i>Design a biennial University equity and diversity report to be prepared by the Provost and VP Academic for review and discussion by the Board</i></b>	<ul style="list-style-type: none"><li>• HR and HRES released an analysis of the 2016 Census results to the university community in April.</li></ul>
E)	<b><i>Track and report data at a macro level on harassment and discrimination complaints and sexualized violence</i></b>	<ul style="list-style-type: none"><li>• HRES implemented a new database system, Perspective, which allows for an increase in tracking and reporting capacity; HRES is developing content and process for annually reporting to the campus community.</li></ul>
F)	<b><i>Design a plan for proactively reviewing diversity and inclusion in faculties and units</i></b>	<ul style="list-style-type: none"><li>• This is a key task under the Diversity and Inclusiveness Strategy.</li><li>• FCS has been monitoring its suggestions boxes that are placed in the Goldberg CS building and the 4th floor of the Mona Campbell Building (some CS grad research labs and grad students are housed here). Suggestions are reviewed by the Faculty Navigator (in case of confidentiality issues). So far, not many suggestions were received, but FCS plans to market the boxes more in the fall of 2017.</li><li>• The FoD will work with the university.</li><li>• In FHP, some units are reviewing and identifying priorities and action plans. As noted earlier, the School of Health and Human Performance (HAHP) is to expanding the membership in the unit-level Diversity and Inclusion Committee and establishing priorities in this area.</li><li>• HRES and HR are working closely to set and achieve employment equity goals in all Faculty and Academic Units. Dalhousie has set a goal of reducing workforce gaps in underrepresented groups by 80% over the next three years.</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
<b>G) <i>Rename, additionally staff, and expand the mandate of our Human Rights, Equity, and Harassment Prevention Office</i></b>	<ul style="list-style-type: none"><li>• HRES reports that signage in the Henry Hicks building is being updated to a new unit name: Human Rights &amp; Equity Services.</li><li>• In HRES, the Acting Executive Director is overseeing Human Rights &amp; Equity Services.</li><li>• In HRES, the position of Coordinator, Data Analytics (0.5FTE), Human Rights &amp; Equity Services is in the process of being filled.</li></ul>	
<b>12 Provide an inclusive environment for engagement in sport</b>	<b>A) <i>Continue to explore the gender balance, domestic/international student balance, and other potentially exclusionary practices in athletics and recreation at Dalhousie to assess the diversity of students participating in sport. Consider how to support the engagement of all students in the athletics mandate</i></b>	<ul style="list-style-type: none"><li>• FoD has several student teams who participate in intramural sports and the Faculty celebrates their achievements.</li><li>• One unit in FHP includes a majority of activities that enable participation from individuals with diverse abilities (e.g., goal ball, seated volleyball) in the annual faculty/student social/athletic competition.</li><li>• In SA, Student Health &amp; Wellness reports the following initiatives:<ul style="list-style-type: none"><li>– The Student Health Outreach Nurse is developing a comprehensive student engagement plan with key input from the International Centre on physical activity for students.</li><li>– Athletics &amp; Recreation continues to work with the International Centre on student engagement in sports such as international student badminton and volleyball activities.</li><li>– Athletics &amp; Recreation added drop-in activities during December and February breaks for international students staying on campus and in the city. Looking to better communicate these opportunities and to include more diverse activities for 2017/2018.</li></ul></li><li>• In SA, Student Life reports the following initiatives:<ul style="list-style-type: none"><li>– Inclusion of multi-gender sports (squash and table tennis) teams in the Tier 2 sports club system.</li><li>– During summer 2017, Student Life will work with Dal Analytics to better understand student demographics participating in intramural and clubs activities.</li><li>– Introduction of new recreation/cardio program (pound class) at Dal AC resulting in increased attendance over previous class.</li></ul></li></ul>
<b>B) <i>Expand the hours of the athletics facilities to enable greater participation by a broader and more diverse group of students</i></b>	<ul style="list-style-type: none"><li>• CCE, FoD and FoMed acknowledge that this is not applicable to their Faculties or units.</li></ul>	



# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
	<b>C) <i>Review our athletics and recreation program to ensure that we are providing student participants with sufficient supports for healthy engagement</i></b>	<ul style="list-style-type: none"><li>• In SA, Student Health &amp; Wellness reports the following initiatives:<ul style="list-style-type: none"><li>– Student Fitness Outreach during November 2016 to March 2017 involved communicating or reaching out to students to showcase opportunities for student-only fitness classes, intramurals, climbing and strength training orientations</li><li>– Requests for the procurement of training equipment for the new Fitness Centre includes equipment that is more mobility accessible/friendly.</li></ul></li><li>• In SA, Student Life reports the following initiatives:<ul style="list-style-type: none"><li>– During Q3, 2,709 (non-unique) students participated in fall 2016 intramural activities (goal of 4,000 for 2016/2017).</li><li>– Three Mental Health Varsity Athletics games promoted Bell's Let's Talk Mental Health Awareness initiatives.</li><li>– The Student Athlete Mental Health Initiative (a partnership with Atlantic University Sport) works on a variety of initiatives through multiple mediums, promoting mental health and decreasing stigma.</li></ul></li></ul>
	<b>D) <i>Adopt a zero-tolerance approach to hazing in Dalhousie's hazing policy</i></b>	<ul style="list-style-type: none"><li>• In SA, Student Life reports the following initiatives:<ul style="list-style-type: none"><li>– A Hazing Policy Review will be completed by July 2017.</li><li>– Annual hazing education and awareness training will be completed by varsity coaches (given by Executive Director Student Life) by June 2017.</li></ul></li></ul>
<b>13</b>	<b>Respond to behaviour that is inconsistent with Dalhousie's commitment to an inclusive and diverse Community</b>	
	<b>A) <i>Promote counselling services and supports available to students with substance abuse, practices of unhealthy sexual engagement, and other asocial behaviours</i></b>	<ul style="list-style-type: none"><li>• CCE reports that this is an ongoing initiative.</li><li>• The FoD actively promotes the supports and services that Student Services provides. This year, Student Services conducted an information session for all dentistry and dental hygiene students in the Dentistry Building. The Student Services team also held a separate session for faculty and staff, to give them information they can use to help students. The Blue Folder has been distributed to all faculty and staff.</li><li>• FoD Elephant in the Room sessions will be held for students starting in the autumn.</li><li>• HRES, in consultation with stakeholder groups on campus, redeveloped the Sexual Assault Response Protocol, which highlights reporting and support options available across campus and in the community.</li><li>• HRES continues to promote available campus resources and supports, both on its website, Twitter and bulletin board outside its office.</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• In SSL, the Dean, Associate Dean (Academic), Assistant Dean (Academic) and the Director of the IB&amp;M Initiative all meet with students to promote and explain such services. All students are made aware during Orientation Week of some of these kinds of services available to them. The Dean, Associate Dean (Academic) and Assistant Dean (Academic) collaborate with the LSS committees and societies (such as the Wellness Committee and Domus Legis) to find ways to educate and support students having difficulties in these areas. The Assistant Dean (Academic) has initiated a collaborative relationship with Christina Elgee in Student Health Services to work together on mental health, sexual health and alcohol harm reduction strategies for new students.</li><li>• FoMed is increasing supports to the Office of Student Affairs as well as creating an Office of Resident Affairs.</li><li>• In SA Student Life, ongoing training occurs for Residence Life Professional and Student Staff regarding referrals to counselling. Student Life ensures consistent messaging for students who have identified (through help-seeking or behavioural intervention) needing support and referral to professional on-campus and community supports. An ongoing review of Residence Student Conduct System is taking place.</li></ul>
	<p><b>B) <i>Include a representative from the Office of Human Rights, Equity and Harassment Prevention on the University Alcohol Use Advisory Committee, and include consideration of interaction between alcohol use and sexualized violence</i></b></p>	<ul style="list-style-type: none"><li>• HRES has completed this initiative.</li></ul>
	<p><b>C) <i>Consider ways to enhance respect within faculties and units. Conducting exit interviews and monitoring turn over rates as means of better understanding the pressures within faculties and units and support taking steps to address those issues</i></b></p>	<ul style="list-style-type: none"><li>• As a continuation of the restorative justice process that began in 2015 in the FoD, a number of initiatives are in place that are designed to ensure that everyone in the Faculty feels safe and respected, including information sessions and workshops on how to gain access to resources within the Faculty and the university. Each unit and department is encouraged to support and attend workshops and development sessions.</li><li>• In FHP, some units are expanding exits surveys for students who leave (i.e. early leavers) for additional programs.</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
	<b>D) <i>Develop a university-wide social media use policy that addresses respect and diversity</i></b>	<ul style="list-style-type: none"><li>• C&amp;M will participate in the development of a university-wide social media policy.</li><li>• FoD and CCE acknowledge that this is university policy.</li><li>• Students in the FoD receive guidance on the use of social media and their professionalism training emphasizes the fact that they are to be professional in everything they say and do, on campus and off.</li><li>• In SSL, the Law School administration works with the LSS Wellness Committee and the Career Development Office in developing a series of awareness-raising events about cyberbullying, responsible social media use and also the effect of a person's social media postings on future employment prospects.</li></ul>
<b>14</b>	<b>Build an integrated and comprehensive strategy to promote student, faculty, and staff wellness</b>	
	<b>A) <i>Ensure that mental health is central in the development of student and faculty/staff wellness plans, and make those plans public</i></b>	<ul style="list-style-type: none"><li>• The FoD Health and Wellness Committee is very active. It sends out bimonthly newsletters and meets regularly to organize educational events for faculty, staff and students on various aspects of health and wellness, such as how to make a healthy lunchbox and workplace ergonomics. It works with the Faculty of Nursing each year to bring in nursing students to conduct health checks and provide flu shots.</li><li>• HR reports that after the launch of the Work Well Strategy for faculty and staff, further efforts are underway to develop an institutional wellness strategy aimed at faculty, staff and students. HR is working collaboratively with Student Affairs on this healthy campus initiative, including further implementation of Thrive, our institution-wide mental wellness initiative.</li><li>• HR created and delivered a presentation on managing mental health in the workplace to senior administration (Associate Deans' Academic Council) with a plan to provide such training university-wide.</li><li>• HR created and centralized guidelines and processes for mobility disabled employees who require accessibility parking.</li><li>• HR updated and enhanced the Disability Administration website.</li><li>• RS encouraged all staff to participate in the QWL Survey.</li><li>• In SA Student Health &amp; Wellness, the Student Health Outreach Nurse is currently working with HR to provide health information and testing sessions for staff and faculty informed by the Dalhousie QWL Survey.</li><li>• SA, Student Academic Success Services crafted a communications plan to communicate changes, processes and expectations for a revised Walk-in Service for Counselling Services.</li><li>• SA, Student Academic Success Services developed, maintained and extended the online Ask a Nurse campaign for the AC Campus, and redesigned the Health Services webpage for the AC Campus.</li></ul>

# 1 BELONG REPORT/RECOMMENDATIONS

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
15	<p><b>Build capacity to address the impact of exclusion</b></p> <p><i>A) Develop a statement of complex content, or other system of appropriately supporting students who have experienced trauma to avoid triggering distress or re-traumatizing learners</i></p> <p><i>B) Enhance counselling services with appropriate resourcing and structures that meet the needs of a diverse community</i></p>	<ul style="list-style-type: none"><li>• At the Faculty level, SSL has an Associate Dean (Academic), Assistant Dean (Academic), the Director of the IB&amp;M Initiative and many individual faculty members who regularly meet with students to offer safe, nonjudgmental and confidential support, active listening and guidance/coaching about how to access Counselling Services and other related services offered at the university.</li><li>• FoMed is increasing supports to the Office of Student Affairs as well as creating an Office of Resident Affairs.</li><li>• In SA, Student Health &amp; Wellness reports that three Multifaith Centre chaplains served as Allies, making themselves available to take referrals or assist in any gender or sexual orientation issues.</li></ul>

## NEGRO CEMETERIES

### DR. AFUA COOPER

(the 19th century terminology “Negro”  
is used denoting the context)

A man walks on his farm  
the morning after a thunder storm  
see broken headstones a push troo di earth  
he rub di mud off  
see the inscriptions  
like hieroglyphics  
reveal names, dates, ancestry  
the local museum seh  
is an old 'Negro' cemetery  
And all over  
'Negro' cemeteries are surfacing  
ancestors rolling over  
from the fur-trader to the loyalist  
to the mariner from Dominica  
demanding we remember them  
insisting we reveal their history  
All over  
ancestors are rolling over  
appearing in potato fields  
appearing in fields of corn  
appearing in wheat fields

Like Osiris they burst from the earth  
in green resurrection  
African skeletons shake the dust from their bones  
skulls with rattling teeth  
recite litanies of ancient woes  
tongues spouting where none existed before  
and speak in funereal language  
Griots rising from graves  
recount the stories of their journeys  
hafiz tongues uncleaving  
reciting surahs of the dawn  
babalawos emerging from the storm  
divining with their shells and stones

drummers advancing  
playing the talking drums  
the bata drum  
the djembe  
the kete and funde  
sending messages across this land  
loas coming out of their secret place  
breaking the shackles of their confinement  
Toussaint L'Overture rise from his dungeon tomb  
and prophesy blood and fire

And a woman named Dorinda sits on her tomb  
a pipe smoking from between her lips  
as she recites and recites and recites the stories of her many passages  
the stories of her many transformations.

In Halifax, in Havana  
in Rio, in Roseau  
in Manhattan, in Matanzas,  
they say "give us strength,"  
and we say "rise up fallen fighters, rise up  
fallen fighters, rise up!"

*Copyright Dr. Afua Cooper, James R. Johnston Chair in Black Canadian Studies, Dalhousie University*

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

NO. RECOMMENDATIONS

NOVEMBER 1, 2016 – APRIL 28, 2017

### RECOMMENDATIONS DIRECTED TO DENTISTRY

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|----------|--|--|
| <b>1</b> | <b>Universal agreement that fundamental change is needed, commit to implementing recommendations. Develop action plan with defined goals, timelines and identify roles responsible for implementation.</b> | <ul style="list-style-type: none"><li>• In CCE, there is ongoing work to support fundamental change.</li><li>• Late in the fall term (December), FoD was notified by the Commission on Dental Accreditation of Canada that all of its programs in dentistry (DDS, Qualifying Program), DDH, BDH, graduate programs in oral and maxillofacial surgery and periodontics received full accreditation. In addition, the chair of the Unit Senate Review Committee and the dean of the Faculty of Dentistry provided a report to the Senate Planning and Governance Committee and full Senate meeting on Jan. 23. Both review processes indicated that positive changes had taken place and were continuing to occur in the FoD, with many examples of initiatives to improve climate and culture. Both review committees were encouraged that the Faculty is continuing to assess and augment its responses to the Task Force report recommendations.</li></ul>  |
| <b>2</b> | <b>Improve complaint system to ensure faculty, students and staff understand when, where and how to make complaint. Ensure prompt, fair and transparent processing, and advise complainant of outcome.</b> | <ul style="list-style-type: none"><li>• The following remain ongoing themes for FoD:<ul style="list-style-type: none"><li>– The Faculty of Dentistry section of the university website continues to be updated on a regular basis to keep information accurate and support all faculty, staff and students' knowledge of available resources and supports. Regular meetings take place with each of the three stakeholder groups—students, faculty and staff—to ensure that issues are dealt with promptly and fairly. The Senate Review Committee reported that students feel they are being consulted, listened to and that their voices are having an impact.</li><li>– For staff, the process is ongoing. The assistant dean of clinics and the patient care coordinator meet regularly with clinic staff to ensure that they have the opportunity to voice their concerns and receive feedback in a timely fashion. Clinic staff meet regularly with their supervisors and are aware they can bring concerns forward directly to the assistant dean of clinics or patient care coordinator. The FoD hired a human resources advisor, who took up their position on April 3. Their mandate includes culture/work environment, labour relations and performance/development management.</li><li>– The dean held Meet the Dean sessions during October, November and December to give students, faculty and staff an opportunity to talk one-on-one and share comments and suggestions, ask questions or just chat.</li><li>– To ensure the dean is available to staff, students and faculty members, the dean teaches in the pre-clinical and clinical settings three half-days per week.</li></ul></li><li>• HRES continues to promote its services to the Dalhousie community.</li><li>• HRES addresses confidentiality and its limits during the initial meeting with all clients, and has included this information on our intake form, which is signed by both the client and Advisor.</li><li>• HRES, in conjunction with Student Affairs, is developing a resource infographic to streamline the community's understanding of reporting options on campus.</li><li>• SSL is currently examining its Faculty of Law internal policies for transparency and effectiveness.</li></ul> |
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NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
3	<b>Use systemic, non-punitive ways to identify and get information on potential or actual problems; consider “chilly climate” reports, anonymous workplace surveys and spot audits.</b>	<ul style="list-style-type: none"> <li>• CCE is considering systemic, non-punitive ways to identify potential or actual problems.</li> <li>• FoD continues to develop and integrate the following initiatives into future plans for the Faculty:               <ul style="list-style-type: none"> <li>– The human resources advisor referred to in Recommendation #2 (Backhouse) will work to identify further systemic and non-punitive ways to source information on potential and actual problems, particularly with regard to faculty and staff members.</li> <li>– The assistant deans for academic, student and clinical affairs and the dean hold monthly meetings with individual classes in dentistry and dental hygiene during which clinic, pre-clinical and academic issues can be voiced and action plans provided.</li> <li>– Individual students are strongly encouraged to bring forth any concerns immediately with any of the assistant deans. These concerns are addressed and students are notified regarding follow-up in a timely manner.</li> <li>– FoD follow-up meetings with individual classes are held to provide progress reports and develop action plans for new or recurring issues. Feedback from both students and the review committee indicates that these initiatives are working.</li> </ul> </li> </ul>
4	<b>Implement measures to improve staff working conditions; focus on unacceptable treatment by managers and students.</b>	<ul style="list-style-type: none"> <li>• FoD initiatives have been ongoing to support the staff, including:               <ul style="list-style-type: none"> <li>– Supporting staff who wish to complete courses to advance their education and potential job classification by offering study time at work.</li> <li>– Holding regular meetings between the assistant dean of clinics, Building Services, the patient care coordinator and managers, and dental assistants and patient services staff.</li> <li>– Ensuring staff receive feedback regarding their concerns in a timely manner.</li> <li>– Creating an atmosphere and environment in which clinic staff are comfortable bringing up concerns with their supervisors, the assistant dean of clinics or the patient care coordinator.</li> <li>– A new human resources position has been filled, the main priority of which will be to help create a safe and healthy work environment for all faculty and staff.</li> <li>– Holding workshops, including the Elephant in the Room, which address issues of diversity and inclusion. The first two of the three-part series was completed for faculty members and staff in December and March. The final session is planned for June 2017. Sessions are being planned for the students in the fall of 2017.</li> <li>– Developing a feedback system whereby staff can immediately report concerns (or praise) regarding individual students and faculty members to the assistant dean of academics. The assistant dean reports back to the individual who raised the concern to say how the matter was resolved.</li> <li>– Another initiative that is being implemented in our clinics is the Five Minute Clinic Huddle. Each clinic cluster (seven to eight students) must meet for five to ten minutes at the beginning of each clinic. Students, faculty members and cluster dental assistants are in attendance. The initiative was created to ensure a positive collaborative team approach to patient care for everyone.</li> </ul> </li> </ul>



NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"> <li>- Creation of a Faculty of Dentistry Day in October of every year. This is a day of workshops for students, faculty members and staff.</li> <li>- FoD twice a year, in December and June, holds a faculty/staff appreciation luncheon at which we celebrate long-term service, retirements and outstanding accomplishments. The Gladys Littler Award is awarded to a staff member who exemplifies a high level of commitment, high standards of performance and outstanding service to the Faculty of Dentistry.</li> </ul>
5	<p><b>Change patient distribution/clinical credit system to ensure fairness, reduce excessive competition and patient hoarding.</b></p>	<ul style="list-style-type: none"> <li>• FoD assigns all DDS3 and DDS4 students to a clinic cluster of eight to ten students, each with a faculty advisor. Individual student needs and patient families are reviewed in regular group meetings. The group practice model has allowed the students to work more collaboratively and share patients. It also ensures that patient care and quality assurance are paramount in the overall philosophy of patient treatment, and it enhances communication between faculty advisors/students and the patient care coordinator.</li> <li>• FoD advises both the Accreditation and Senate Review teams noted that students are not reporting any issues of unfairness in patient distribution.</li> <li>• In the last year, the dean/assistant deans who are clinical teachers have assessed the role of faculty advisors. They reviewed and assessed how well the system delivers quality patient care and addresses issues related to students and patients. As noted in Recommendation #14 (Backhouse), the Clinic Huddle, the group practice model, the sharing of clinical experience and providing patient care in a collaborative learning environment will further ensure that student clinical experiences are more fairly distributed.</li> </ul>
6	<p><b>Monitor social and other events to prevent alcohol abuse, and facilitation of sexist, heterosexist, misogynistic, or racist behaviour. Reinstate events that do not contribute to this behaviour.</b></p>	<ul style="list-style-type: none"> <li>• CCE identifies this as an ongoing initiative in its unit.</li> <li>• As reported to Senate in April 2016, numerous student-led activities and events in FoD continue to shape students' commitment and values, including diversity, responsibility, accountability, safety and transparency.</li> <li>• FoD student-led activities and events reflect students' commitment and values, including inclusivity, responsibility, accountability, safety and transparency. The students have implemented numerous positive changes to governance reporting, support services, student activities, policies, processes and procedures regarding alcohol use and social events. Much of this was reported to Senate in April 2016 in the <i>Dentistry and Dental Hygiene Student Report on Climate and Culture at the Faculty of Dentistry</i>.</li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"> <li>• To implement these changes and continue to foster an inclusive culture, the dentistry and dental hygiene students have completed many changes to their student lounge. The objective is to make the social space much more multi-purpose so that it accommodates different types of gatherings, including family-oriented events, and also offers space for studying and eating lunch. The renovated space is designed to ensure safety and transparency during social events.</li> <li>• SSL Sober Support is a student-led initiative that is engaged with almost all law school socials. It is a group that provides water, bread and safer spaces for students who feel they need them. It generates conversation/thought and acceptance through its presence at law school events.</li> </ul>
7	<p><b>Improve integration of School of Dental Hygiene; consider appointing assistant dean.</b></p>	<ul style="list-style-type: none"> <li>• FoD continues to work to enhance the integration of the School of Dental Hygiene within the Faculty. The FoD governance document has been recently updated to ensure that all members of the FoD are represented.</li> <li>• FoD orientation and development sessions that took place this autumn and winter included all dentistry and dental hygiene faculty members. The presentation sessions were focused particularly on part-time faculty in dentistry and dental hygiene, who provide a large proportion of clinical teaching. The meetings allowed part-timers (faculty) to appreciate and support our clinical teaching models. Many sessions were video recorded and made accessible to those who could not attend.</li> <li>• FoD continues to plan with its curricula/clinic leaders to incorporate the group practice model to integrate faculty members and students further in the Patient Care Collaborative Model.</li> <li>• FoD dentistry and dental hygiene students continue to participate in formal IPE, which focuses on six interprofessional competency domains: interprofessional communities, patient/client/family/community centred care, role clarifications, team functioning, collaborative leadership and interprofessional conflict resolution. This year, the following activities/workshops allowed the dentistry and hygiene students to further integrate curricula and clinical activities:             <ul style="list-style-type: none"> <li>– Dalmazing Interprofessional challenge, first year interprofessional challenge, first year interprofessional event</li> <li>– Teamwork in the dental setting</li> <li>– LGBTQ+ workshop</li> <li>– Patient co-management seminars and clinic</li> <li>– Sexualized violence workshops</li> </ul> </li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
8	<b>Eliminate inequitable treatment of QP students; fully integrate into classes and recognize their expertise; ensure students from United States do not receive preferential treatment.</b>	<ul style="list-style-type: none"> <li>• FoD program changes implemented in November 2015 remain in effect and continue to support and enhance Qualifying Program (QP) student integration with the students in third-year dentistry. The integration process started in April 2016 when the second-year dentistry students were introduced to their new colleagues; they all began third year together at the end of August. A special luncheon was held in the spring to welcome new students and introduce students and faculty members to each other.</li> <li>• For the first time in FoD, QP students participated in the White Coat Ceremony in September together with DDS1 and DH1 students. A student from each of the three classes spoke about what professionalism means to them and their commitment to high standards. See story at <a href="https://www.dal.ca/faculty/dentistry/news-events/news/2016/10/18/white_coats__a_powerful_symbol_of_professionalism.html">https://www.dal.ca/faculty/dentistry/news-events/news/2016/10/18/white_coats__a_powerful_symbol_of_professionalism.html</a></li> <li>• FoD created the faculty advisor system, with its constant monitoring of patient families, helping to ensure that patients receive comprehensive care and all students' clinical requirements are fulfilled.</li> </ul>
9	<b>Celebrate role of female, racialized, and LGBTQ dentists have played in profession; recognize struggles and successes.</b>	<ul style="list-style-type: none"> <li>• FoD developed role models for women in its programs. This initiative has flourished. Three of the assistant deans are women. Close to 50% of full-time faculty members and a large portion of part-time faculty/alumni are women and contribute to the mentorship program and clinical teaching program. Many of the full- and part-time female faculty and female alumni are leaders in the dental community, the profession and the wider community. The third annual Women in Dentistry Circle was held on March 28 at which DDS4 female students were able to meet with female alumni to talk about particular concerns related to being female in the profession of dentistry.</li> <li>• FoD student workshops around LGBTQ+ issues have continued to be held this year, with faculty and staff working to raise awareness and support a safe and inclusive community in the Faculty of Dentistry. LGBTQ +workshops for faculty and staff were also held in term two.</li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
10	<p><b>Collect data from student body to provide information on diversity, and report aggregate data to Senate. Include information on sex, sexual orientation, socio-economic background, racialization, indigeneity and disability status. Consider a designated recruitment plan for Indigenous and Black communities</b></p>	<ul style="list-style-type: none"> <li>• FoD reports that Dalhousie launched the Dal Census in November 2015. Dal Analytics revealed that the student response rate across campus was very low, despite full support and encouragement from the dean and assistant dean of academics. Working with the dentistry and dental hygiene student societies and class leaders, a class competition was held and the class with the highest participation rate was treated to a free lunch, compliments of the dean. The dean participated again in the launch of the 2016 annual census on Nov. 21. FoD student participation varied across the classes, from 100% to 68%. The only statistic that can be reported to date is gender profile: 46% of students in dentistry are female. It is 50% male-female in the post-graduate programs.</li> <li>• FoD has maintained a very active role in a designated recruitment plan for Indigenous and Black communities, through PLANS and the former AHSI. <a href="https://www.dal.ca/news/2016/07/28/african-nova-scotian-health-sciences-camp-showcases-potential-an.html">https://www.dal.ca/news/2016/07/28/african-nova-scotian-health-sciences-camp-showcases-potential-an.html</a></li> <li>• FoD continues to celebrate some of its successes with the Johnson Scholarship Foundation, whose generous gift has enabled all three health faculties, the former Aboriginal Health Sciences Initiative (AHSI) and Promoting Leadership in Health for African Nova Scotians (PLANS) to advance their initiatives and plan for the future. <a href="https://www.dal.ca/news/2016/09/20/johnson-scholarship-foundation--investing-in-greater-diversity-i.html">https://www.dal.ca/news/2016/09/20/johnson-scholarship-foundation--investing-in-greater-diversity-i.html</a></li> <li>• FoD PLANS and AHSI summer camps will take place again in the summer of 2017. The number of participants continues to grow.</li> <li>• FHP, and respective units, encouraged students to participate in Be Counted.</li> <li>• SSL's IB&amp;M initiative engages in ongoing recruiting with Indigenous and Black communities.</li> </ul>
11	<p><b>Survey faculty members and staff to collect data on diversity</b></p>	<ul style="list-style-type: none"> <li>• This is a key task under the Diversity and Inclusiveness Strategy.</li> <li>• CCE participated in the survey.</li> <li>• FoD is currently working with the Human Rights &amp; Equity Services Office and Human Resources to create an Employment Equity Plan for the FoD's faculty, staff and administrative department in the coming years.</li> <li>• FHP, and respective units, encouraged faculty and staff to participate in Be Counted.</li> <li>• HR and HRES launched the second annual Be Counted census on Nov. 21; responses are collected throughout the year.</li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
12	<b>Create internal council/committee on inclusion and diversity.</b>	<ul style="list-style-type: none"> <li>• FoD, in response to the Dalhousie Strategic Initiative 5.2 which is to “foster a collegial culture grounded in diversity and inclusiveness,” has a Faculty Council with a standing agenda item to receive reports from committees and working groups on how this initiative is being addressed in the Faculty, and to discuss additional strategies that may be required.</li> <li>• FoD in February 2015 began an ad hoc committee of the FoD Dean's Advisory Group meeting as a group and with the restorative justice facilitators to draft initiatives and a priority action plan, and to address concerns raised through the restorative justice process about the climate and culture in the Faculty of Dentistry. FoD reports that on June 4, 2015, a retreat was held during which staff, faculty and students examined the draft initiatives from the ad hoc committee and the recommendations from the May 2015 Restorative Justice Report that were specific to the FoD. Working groups were formed to brainstorm additional initiatives and action items, and this resulted in the Next Steps Committee, which continues to promote and foster initiatives to address the Task Force recommendations. FoD Next Steps Committee has evolved to become the Faculty of Dentistry Committee on Inclusion and Diversity. The Faculty's Health and Wellness Committee is now a subcommittee of the Committee on Inclusion and Diversity. The FoD has previously reported on many of its initiatives and continues to engage faculty, staff and students with numerous initiatives to support the ongoing themes of diversity and inclusion. For example, as requested in Recommendation #4 (Backhouse): The workshop reviews for faculty and staff Elephant in the Room: Diversity and Inclusion Conversation Services. This three-part series has been an ongoing theme for the academic year 2016/2017. Student workshops are planned for the fall of 2017.</li> <li>• FHP has reviewed the terms of references of its Inclusion and Equity Committee; working group model adopted to identify priorities.</li> </ul>
13	<b>Conduct independent external review on whether RJ, constructed to ensure voluntary involvement and inclusive participation, could assist in behavioural change for students, staff and faculty.</b>	<ul style="list-style-type: none"> <li>• FoD, working in cooperation with the President's Office, an independent consultant and a working group, is in the process of conducting an external review of the restorative justice process. Work will continue into early summer and an update will be shared in the autumn.</li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
14	<b>Collaborate with other dental schools, licensing boards and associations to address equity and sexual misconduct in profession.</b>	<ul style="list-style-type: none"> <li>• FoD Mentorship Program, a partnership with the Nova Scotia Dental Association, continued in 2016/2017. A variety of optional workshops, lectures and information sessions are provided to the students on topics such as professionalism, ethics, practice management and the business of dentistry. On Dec. 5, four young alumni who had graduated within the past five years made up the Recent Grads Panel. They spoke about some of the challenges and insights they had had from their varied experiences so far and answered student questions about the real world of dentistry post-graduation. <a href="https://www.dal.ca/faculty/dentistry/news-events/news/2016/12/14/wise_words_from_young_dentists_to_new_dentists.html">https://www.dal.ca/faculty/dentistry/news-events/news/2016/12/14/wise_words_from_young_dentists_to_new_dentists.html</a></li> <li>• FoD mentorship program was extended to include dental hygiene students for the first time this year, with a professional panel held on April 5. Four dental hygiene alumni shared their insights and experiences on several topics of interest to dental hygiene students, including ethics, employment issues and the importance of becoming involved in the oral health community. Future events of this type are planned. <a href="https://www.dal.ca/faculty/dentistry/news-events/news/2017/04/18/dental_hygiene_in_the_real_world.html">https://www.dal.ca/faculty/dentistry/news-events/news/2017/04/18/dental_hygiene_in_the_real_world.html</a></li> <li>• FoD mentorship program is more events-based this year, however the Faculty of Dentistry continues to help interested students to establish more formal mentorship connections and connect students with a network of more than 50 alumni volunteers in 19 Canadian cities, 16 American states and seven international locations via the Community Contacts program. This is truly real-world experience, which is a significant benefit to the growth and maturation of oral health care practitioners.</li> <li>• FoD has been actively involved in the American Dental Education Association again this year through the Academy for Academic Leadership. Each year, two faculty members enroll in the full-year program alongside other dental educators from across North America. <ul style="list-style-type: none"> <li>– Both dentistry and dental hygiene faculty have attended and completed the program, which involves leadership training in diversity and inclusion, curriculum planning, implementation calibration and many other relevant topics for new and seasoned dental faculty members. Networking, the sharing of ideas and the future direction of dental education are major topics of online discussion for participants.</li> <li>– FoD members presented posters and gave talks at the 2017 ADEA Annual Session and Exhibition in Long Beach, California in March. Dr. Mary McNally spoke about restorative justice at the 2017 Chair of the Board Symposium – Beyond the Horizon: Innovative Ideas for Dental Education. Dr. Debora Matthew gave a short talk on Diversity and Equity: Building Soft Skills for Faculty. Professor Cara Tax presented on Writing a Teaching Philosophy. Professors Shauna Hachey and Denise Zwicker presented a poster, Understanding the Missing Piece of Student Injury: The Why Factor. Dr. Blaine Cleghorn presented a poster, Interactive OSCE Board Prep Exam: Survey of Users.</li> </ul> </li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"> <li>• FoD will attend another national Mentorship Summit in dental education to be held this year in Toronto at the Canadian Dental Association National Conference. Dalhousie has been a major player in this networking event and the FoD will continue to share its experiences and deliver sessions on ethics, professionalism, diversity and inclusion.</li> <li>• FoD on Nov. 3 held its first Student Professional and Ethics Association (SPEA) in Dentistry event, called Ethics and Professionalism in Real World Dentistry. This event brought together a panel of five practising dentists with nearly 80 dentistry students to explore cases, talk about the importance of communication and record-keeping and examine other ethical/professional issues. The FoD is one of only three Canadian dental faculties to have a SPEA chapter. <a href="https://www.dal.ca/faculty/dentistry/news-events/news/2016/11/15/spea_hosts_inaugural_event__ethics_and_professionalism_in_real_world_dentistry.html">https://www.dal.ca/faculty/dentistry/news-events/news/2016/11/15/spea_hosts_inaugural_event__ethics_and_professionalism_in_real_world_dentistry.html</a></li> <li>• FoD continues to collaborate with other faculties of dentistry through the Association of Canadian Faculties of Dentistry and the American Dental Education Association. Topics of discussion include professionalism, equity and many other issues. The FoD's assistant dean of students continues to be invited to visit and speak with various faculties across the country to share our experiences and initiatives to address these issues.</li> </ul>
15	<p><b>Consider ways to reduce isolation from university; may include cross-appointments, and incorporation of wider perspectives on inter-disciplinary research and education.</b></p>	<ul style="list-style-type: none"> <li>• FoD's Assistant Dean of Research completed a three-month visit to Washington, D.C. as the American Dental Educators Association Enid A. Neidle Scholar-in-Residence. Dr. Mary McNally spent the time researching the topic, Exploring gender and diversity as elements of professionalism, and was the first Canadian to be awarded this prestigious fellowship.</li> <li>• FoD has a long history of multi-disciplinary collaboration in education, research and service. Its partnership with the Healthy Population Institute (formerly the Atlantic Health Promotion Research Centre) has made possible several research collaborations with other health professions, with a particular focus on vulnerable populations and oral health care, which has resulted in many successful research grant applications.</li> <li>• FoD continues to work closely with colleagues in the Faculties of Medicine and Health Professions on interprofessional health education. This year our collaborative efforts resulted in an Amazing Race-inspired exercise called the Dalmazing Interprofessional Challenge that brought together first-year students in dentistry, medicine and health professions to complete challenges that addressed six core interprofessional competencies. These sessions provided opportunities to learn with, from and about other health professions in the belief that better collaboration among the health-care team leads to better patient care.</li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"> <li>• In FoD, two more examples of the health-care team collaborations among the three health faculties is this year's For the Health of It variety show involving students from all three faculties. This year, the fundraising event supported the Mobile Outreach Street Health (MOSH). One of our third-year dentistry students used their film-making talents to create awareness about this amazing outreach group and the outstanding work they are doing for a special marginalized population of HRM. The title of the film is <i>We All Need Compassion</i>. <a href="https://www.dal.ca/news/2016/12/12/spreading-care-and-compassion-through-film.html">https://www.dal.ca/news/2016/12/12/spreading-care-and-compassion-through-film.html</a></li> <li>• In FoD, another example of interprofessional collaboration is the HOPES Health Centre, which launched on Feb. 12. This program is held at St. Andrew's Church and the Dal Health Student Health Centre. Students from the health faculties offer health promotion and health navigation for marginalized populations in the local area.</li> <li>• FoD's three dentistry students visited Supportive Housing for Young Mothers on March 21 to talk on the topic of Raising Healthy Teeth. Their presentation covered tooth cleaning techniques, warning signs of caries, when to visit the dentist and what to do in a tooth/gum emergency.</li> <li>• FoD's three dentistry students visited Direction 180, a methadone addiction charity, on April 19 to talk about oral hygiene and explain how to care for your teeth when consuming methadone, which has a high sugar content.</li> <li>• FoD's group of dentistry students, supported by faculty members who volunteered their time, provided dental care to the patients of the North End Community Health Centre during Reading Week (February) for the second year. Dental hygiene students volunteer at this clinic throughout the academic year.</li> <li>• FoD's group of 35 DDS students hosted the second annual Sharing Smiles Day on April 8. Around 40 participants with physical or intellectual challenges came to the Faculty to learn about tooth care and enjoy fun activities, such as crafts, T-shirt decorating, nail painting and a photo booth.</li> <li>• FoD, through joint efforts of the health faculties, has established programs to recruit and provide educational experiences for underrepresented populations in those professions, including African Nova Scotians and Indigenous populations. Through Promoting Leadership in Health for African Nova Scotians (PLANS) and the former Aboriginal Health Sciences Initiative (AHSI), the faculties encourage young people from different backgrounds to consider studying for a career in the health professions.</li> <li>• FoD's assistant deans regularly liaise with counterparts at other Canadian and American dental schools/faculties through meetings at conferences and via phone/email. The issues they are dealing with are similar and they feel that they benefit from sharing their experiences and initiatives. At the invitation of the director of students at the University of Toronto (U of T), the assistant dean of students spoke to students and faculty at U of T on the lessons learned from the Facebook episode in terms of communication, reducing stress and professionalism. U of T and the Student Professional and Ethics Association in Dentistry (SPEA) hosted this event, which took place Nov. 24.</li> </ul>



NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"> <li>• FoD works with the NSDA to provide a mentorship program for students, whereby students work with practising alumni dentists and gain real-world experience. Numerous workshops have been held throughout the year. <a href="https://www.dal.ca/faculty/dentistry/news-events/news/2016/09/16/what___s_new_with_the_dentistry_mentorship_program.html">https://www.dal.ca/faculty/dentistry/news-events/news/2016/09/16/what___s_new_with_the_dentistry_mentorship_program.html</a></li> <li>• FoD students hosted a Leadership Summit on Oct. 1. A representative from Doctors Nova Scotia attended and spoke about the Physicians Support Program, which is a free counselling service for physicians, dentists and dental students. The objective was to promote the service more extensively in the FoD.</li> <li>• FoD has two nursing students from the Faculty of Health Professions who are doing their community health placement in the FoD during 2016/2017. They have conducted various health promotion events. Numerous wellness checks (blood pressure, glucose, BMI) were held in the Faculty.</li> <li>• FoD's nurse has completed the Mental Health First Aid Trainer course. The nurse will be offering courses to faculty, staff and students.</li> <li>• FoD's assistant dean of academics attended the McGill Education and Outreach Symposium on Community-Based Service and Learning in November. At that event, it was communicated that the Dal Faculty of Dentistry is number one in the country for reaching the greatest variety of unserved and underserved populations, ranging from children in elementary schools in underserved areas and the elderly in long-term care facilities, to our refugee and immigrant clinic and the rotations in Labrador and the North End Community Health Centre.</li> </ul>
16	<p><b>Improve effectiveness of ethics and professionalism education for all students; make courses part of curriculum, integrate into other courses and Clinic, and include issues related to sexism, misogyny, homophobia, racism, disability and discrimination.</b></p>	<ul style="list-style-type: none"> <li>• FoD is participating in an initiative to develop, launch and evaluate a mandatory interprofessional Indigenous course for educating nursing, medicine and dentistry students. The course is being developed in response to the Truth and Reconciliation Commission Calls to Action and in collaboration with faculty members in the health professions, including our recently cross-appointed Inuk scholar. Faculty members will also participate in the course roll-out to increase the awareness, knowledge and skills required to incorporate Indigenous content within other courses and ultimately into the curricula of all Dal health programs.</li> <li>• FoD has numerous projects and initiatives incorporated into the curriculum and clinical experiences. These programs have continued this year. The FoD discovers what works well and what does not from each experience, and learns what ways the delivery of these experiences can be improved upon while integrating them throughout the curriculum.</li> <li>• FoD's small group practice model will be piloted this fall, in which senior and junior dentistry and dental hygiene students will form teams and be responsible for the overall care of a group of patients. This integrated approach will allow students to model the professional working environment and mentor one another. Feedback and evaluation systems will enable clinic staff, students, part-time instructors and group leaders to provide positive feedback to one another in a respectful, safe method. All of the stakeholder groups are involved with this pilot.</li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
17	<b>Report regularly to Senate and President on implementation of recommendations.</b>	<ul style="list-style-type: none"> <li>• FoD's reporting structure remains similar to the 2015/2016 academic year and provides regular updates on the implementation of recommendations. Two reports were given to Senate this academic year: November 28 and April 24.</li> </ul>
18	<b>Ensure that policies are written and widely accessible.</b>	<ul style="list-style-type: none"> <li>• FoD policies will remain an ongoing initiative to ensure that they are up to date and widely available to members. The academic policy manual has been updated, following wide consultation, including legal counsel. An updated Academic Governance and Faculty of Dentistry Constitution was approved in September 2016. These updates involved restructuring the FoD academic governance model to bring it into line with that of the university. As part of our communication plan around these changes, faculty and students have been consulted and flow charts for reporting progress developed.</li> </ul>
<b>RECOMMENDATIONS DIRECTED TO UNIVERSITY ADMINISTRATION</b>		
19	<b>Make clear how codes of conduct and policies apply to social media.</b>	<ul style="list-style-type: none"> <li>• SA reports that the Residence Student Code of Conduct Review is to include communications around social media, use, abuse and community impact and expectations (Summer 2017).</li> <li>• Development and use of Digital Footprint Education Sanction (Winter 2016) which was assigned to residence students believed to be deficit in understanding impact on self and community.</li> <li>• Development of Student Staff Social Media Use Policy expected in September 2017.</li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
20	<b>Increase dissemination of information about how to raise concerns and complaints about sexual harassment and misconduct.</b>	<ul style="list-style-type: none"> <li>• FCS has posters set up around the Goldberg CS Building and the Mona Campbell Building (4th Floor) that describes the faculty's expectation of respectful behaviour and includes the confidential points of contact (the Faculty Navigator and Associate Dean Academic) that students can meet with to discuss any concerns related to inappropriate or offensive behaviour, including harassment. In addition, the faculty's website and course syllabi also has these points of contact.</li> <li>• HRES in consultation with stakeholder groups on campus, redeveloped its Sexual Assault Response Protocol, which highlights reporting and support options available across campus and in the community. This Protocol was shared with community stakeholders both on and off campus and is posted on the Human Rights &amp; Equity Services website.</li> <li>• HRES has an infographic, included in Human Rights &amp; Equity Services' Sexual Assault Response Protocol, that quickly shows university reporting options. This infographic and the Protocol are printed and on display outside HRES's office.</li> <li>• SSL, within its faculty, is revisiting internal policies and determining if they are consistent with best practice.</li> <li>• Student Health &amp; Wellness reports that Athletics &amp; Recreation have had two sessions with HRES on personal bullying and sexual harassment, and is working with HRES on developing statements of welcoming in fitness and athletic facilities and creating document on procedures for staff to ensure reporting and appropriate follow-up of incidents that are contrary to diversity, inclusion and harassment-free environment.</li> </ul>
21	<b>Publicize more information about institutions and processes that can address issues of inequality, including harassment and misconduct.</b>	<ul style="list-style-type: none"> <li>• C&amp;M has supported promotion of ongoing university efforts, institutions and processes. Some examples: <ul style="list-style-type: none"> <li>– Profile of new ombudsperson (Nov. 10)</li> <li>– New name and strategic framework for HRES (Nov. 16)</li> <li>– Launch of second Dalhousie Census campaign (Nov. 21)</li> <li>– 16 Days of Activism on Gender-Based Violence (Nov. 25)</li> <li>– Vigils for December 6 (National Day of Remembrance and Action on Violence Against Women) (Dec. 6)</li> <li>– New courses in the Black and African Diaspora Studies minor (Dec. 16)</li> <li>– Student-Athlete Mental Health Initiative (Jan. 19)</li> <li>– Update on the Lord Dalhousie panel (Jan. 19)</li> <li>– African Heritage Month events (Feb. 2)</li> <li>– Update on Indigenous Studies minor (Feb. 17)</li> <li>– Profile article on the Imhotep's Legacy Academy (Feb. 28)</li> <li>– Search for a new university ceremonial object (March 7)</li> <li>– Profile article on the Aboriginal Health Sciences Initiative (March 31)</li> <li>– Rollout of new Diversity and Inclusiveness Strategy (April 12)</li> </ul> </li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"> <li>• C&amp;M regularly coordinates messaging and content updates for the university's Culture of Respect website. Recent updates within the requested timeframe include:               <ul style="list-style-type: none"> <li>– Progress on Report Recommendations update (December)</li> <li>– Rollout of new Diversity and Inclusiveness Strategy (April)</li> <li>– Ongoing updates to key messages on diversity/inclusion/5.2.</li> </ul> </li> <li>• C&amp;M supports the production of the final PORR Report.</li> <li>• SA Student Health &amp; Wellness reports that one of Athletics &amp; Recreational Services staff is currently a member of Dal Allies.</li> </ul>
22	<b>Locate HRE&amp;HP more visibly/consider renaming.</b>	<ul style="list-style-type: none"> <li>• HRES building signage is being updated.</li> <li>• HRES is actively looking at relocation options; Vice-Provost, Planning and Analytics and Provost Office involved in discussions.</li> </ul>
23	<b>Publicize role of Vice-Provost, Student Affairs in dealing with student complaints; focus on informing on how to raise concerns and make complaints.</b>	<ul style="list-style-type: none"> <li>• In SA, Student Academic Success Services reports that Dal.ca/studentaffairs contains a profile of the Vice-Provost as well as the affiliated offices. Process for raising concerns and making complaints through this channel could be more explicit and communicated more broadly, if desired. This has been flagged by SA as an opportunity.</li> </ul>
24	<b>Consider establishing funded ombudsperson.</b>	
25	<b>Develop early detection methods to identify issues of systemic discrimination or harassment; issue guidelines to initiate complaints on behalf of university.</b>	
26	<b>Draw on those with legal and social science expertise in systemic discrimination when responding to related issues.</b>	
27	<b>Make widely known complaints about sexual harassment and misconduct can be handled in ways that protect complainant's identity.</b>	<ul style="list-style-type: none"> <li>• FCS points of conduct are advertised as being confidential and our points of contact would make sure that this message is conveyed to anyone who they see with respect to this.</li> <li>• HRES Confidentiality and Its Limits statement on Human Rights &amp; Equity Services intake form addresses anonymous complaint mechanisms.</li> <li>• HRES reports that information regarding anonymous complaint mechanisms are also included in proposed Sexual Violence Policy as suggested by Human Rights &amp; Equity Services.</li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
28	<b>Strengthen and expand retaliation protections under Sexual Harassment Policy, make them easier to invoke and publicize more widely. Extend retaliation protections to complaints under the Code of Student Conduct.</b>	<ul style="list-style-type: none"> <li>• HRES has drafted the Sexual Violence Policy, with particular reference to retaliation protection.</li> <li>• HRES Student Services' Student Code of Conduct updates will follow and will be aligned with respect to references to retaliation protection.</li> </ul>
29	<b>Continue to include RJ among mechanisms it may adopt in dealing with issues of inequality, but also assess circumstances in which it is appropriate. Ensure students who opt not to participate in RJ are provided with alternatives.</b>	<ul style="list-style-type: none"> <li>• HRES notes Restorative Justice (RJ) processes are centrally attentive to understanding and addressing the concerns of those involved. University policies provide RJ option(s) when appropriate and agreed to by complainant and respondent.</li> <li>• SA notes restorative approaches have been used on multiples occasions to address behavioural concerns in residence during the 2016/2017 academic year (for example mass consumptions of alcohol, fire safety and damages).</li> </ul>
30	<b>Maintain and develop educational programs on inequality and disseminate across university. These should not be seen as a substitute for leadership and institutional commitment.</b>	<ul style="list-style-type: none"> <li>• HRES's Elephant in the Room, Inclusion and Diversity Conversation Series offered across the university, with workshop being modified based on need.</li> </ul>

### RECOMMENDATIONS ON BROADER CONTEXT

31	<b>Seek to enhance reputation for responding to equity issues by ensuring complaints receive fair and timely response, and establish track record of effective intervention</b>	<ul style="list-style-type: none"> <li>• FCS notes within the Faculty, any time a student brings forth a concern, the staff and faculty members recommend the students go to confidential points of contact (the Faculty Navigator who is a staff member and/or Associate Dean Academic). FCS points of contact deal with issues in a very timely manner (e.g., meet right away with the student and try to conflict resolve or make sure that they are put in contact with the appropriate person/organization on campus).</li> <li>• FHP notes some units utilize their Committee on Undergraduate Student Appeals to deal with, in a timely manner, issues that occasionally relate to equity. Special attention is given if students are members of underrepresented groups so that additional supports can be recommended.</li> </ul>
32	<b>Recognize expertise in equity issues is a necessary skill for faculty, central administrators, and institutional decision-makers, up-to and including Board of Governors. Draw on existing internal expertise, such as South House, Gender and Women's Studies, Black Canadian Studies, among others in designing training and support. Additional resources should be provided as needed.</b>	<ul style="list-style-type: none"> <li>• CCE is developing this capacity.</li> <li>• In FHP, strategic planning within its units recognizes the need to build expertise within faculty, staff and students regarding negative consequences of marginalization, and for developing knowledge and skills regarding equity and inclusion. Existing expertise within the FHP faculty members and staff is recognized and contributes to ongoing training of faculty, staff and students through unit-level and university-level initiatives (e.g. Elephant in the Room and United Way workshop on poverty titled Living on the Edge, where students assumed an identity of someone living on the margins in order to enhance empathetic responses; and Racism: Still Killing Us Softly).</li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
33	<b>Seek ways toward greater inclusion of female, LGBTQ, racialized, disabled, and diverse ethnic and religious communities within students, faculty and administrative populations.</b>	<ul style="list-style-type: none"> <li>• This is a key task under the Diversity and Inclusiveness Strategy.</li> <li>• FCS is working on a strategy to include a session on diversity, inclusiveness and respect for 2017/2018 orientation (undergrad and grad students), aiming to ensure that every new student is aware of their expected behaviour (Student Code of Conduct) as well as FCS points of contact and course reps as places to go if they have any issues or problems.</li> <li>• FHP units, as noted above, are reviewing spaces (e.g. images, symbols, facilities) regarding accessibility and inclusion, to identify opportunities and inform revisions.</li> <li>• FHP units, regarding admissions, continue to review application forms, recruitment materials and admissions processes to support recruitment of underrepresented groups.</li> <li>• Regarding faculty and staff recruitment, FHP has revised its Employment Equity Plan, furthering its commitments to recruit staff and faculty from underrepresented groups and to support a diverse, inclusive and respectful workplace. Furthermore, within FHP, units are moving to replace limited term appointments with permanent tenure track appointments, and some units have posted positions for members of designated groups.</li> <li>• HRES mandate, staff and programming of Human Rights &amp; Equity Services reflects the needs of the identified groups listed.</li> <li>• DUL have a Diversity and Inclusion Committee, chaired by our Director of HR, with representation from each of the five Libraries, various employee groups and diverse backgrounds.</li> </ul>
34	<b>Expand links with community organizations such as front line anti-violence services and others with experience in equity.</b>	<ul style="list-style-type: none"> <li>• FCS worked with Ladies Learning Code so that FCS could host the National Girls Learn Code Halifax chapter event in May.</li> <li>• FCS continues to seek outreach opportunities in the community. One recent example: a faculty member is working with Hope Blooms (trying to find funding) to help this community-based organization (in particular some of the young adults involved) design and develop software for their initiative.</li> <li>• FHP units (e.g. SSW, HAHP, SPT) have developed collaborative relationships or partnerships with community organizations (e.g. to address issues of sexualized violence; to promote collaborative research initiatives; to develop awareness of barriers to health services; and for development of community-centered services).</li> <li>• SSL's IB&amp;M Initiative engages in ongoing work with Mi'kmaq and African Nova Scotian equity-seeking organizations such as the Nova Scotia Native Women's Association and the Race Equity Committee of the Nova Scotia Barristers' Society and recently co-facilitated a meeting of over 20 African Nova Scotian organizations with members of the UN Working Group of Experts on People of African Descent.</li> <li>• SSL's Dean is a member of the Sexual Violence Prevention Committee established by the Atlantic Universities' Presidents and the Minister of Education.</li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
35	<b>Ensure faculty, staff and students who raise concerns about equity are not at risk of retaliation.</b>	<ul style="list-style-type: none"> <li>• FCS advertises confidential points of contact (Faculty Navigator and the Associate Dean of Academic) on posters around its buildings, on its website and in syllabi. FCS's Faculty Navigator is not an academic member (i.e., not an instructor/professor) of the Faculty. It is hoped that this will help encourage students to come forward with any issues or problems.</li> </ul>
36	<b>Continue research into RJ; explore ways to improve process and content in areas excluded from moratorium.</b>	<ul style="list-style-type: none"> <li>• At the SSL this past November, over 300 delegates with significant participation from First Nation communities attended the National Symposium. The keynote was given by the Hon. Justice Murray Sinclair, a new senator and holder of an honorary degree from Dalhousie University. Professor Jennifer Llewellyn was one of the lead organizers and the presentations from the symposium are available on the Schulich School of Law YouTube channel as a continuing learning resource.</li> <li>• SSL Professor Llewellyn hosts a small conference each year as part of a course on Restorative Justice. This year, the course conference was held on March 31 and was attended by approximately 45 people.</li> <li>• During the 2017/2018 academic year, SSL will welcome Dr. Mike DeGagné, President of Nipissing University, as a Schulich Visiting Scholar to participate in a research project and to co-teach (with Professor Jennifer Llewellyn) a short-intensive course on Dealing with the Past: Indian Residential Schools Settlement.</li> <li>• SSL continues to host the international learning community and will connect to a conference to be held this year in Oakland, CA and Leeds and Hull in the United Kingdom, and in 2018 to a conference scheduled for Vermont.</li> </ul>
37	<b>Undertake studies, including interdisciplinary analysis, into nature of rape culture and ways to eliminate or reduce sexual violence in society. Draw upon expertise of faculty, staff and students to develop research, teaching and activism to dismantle inequality.</b>	<ul style="list-style-type: none"> <li>• HRES Sexual Harassment/Assault Resource Group, consisting of university community members from Dalhousie, Saint Mary's, Kings and Mount St. Vincent, meet twice per semester to discuss campus sexual violence.</li> <li>• HRES's Bringing in the Bystander offered to 15 students, staff and faculty.</li> <li>• HRES's Psycho-Educational Group for Survivors of Sexual Assault (PEGaSUS) was introduced by Human Rights &amp; Equity Services and is based on trauma informed research practices.</li> <li>• In SA, Student Academic Success Services reports that the Campus Climate survey was conducted in December and achieved a 26% response rate. A dashboard is currently being built to be able to further review survey results.</li> </ul>

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
38	<b>Explore new teaching techniques to improve teaching in anti-discrimination, and explore why current forms of training are less successful than hoped, and experiment with new methods.</b>	<ul style="list-style-type: none"> <li>• FCS Curriculum Committee continues to create standardized core course material (e.g., course examples), which is hoped to help with this. The Faculty has also created a new (not yet operational though) Instructional Support Group that will develop lab and tutorial materials, facilitate delivery of labs and coordinate management and training of teaching assistants, markers and sessional instructors. It will also explore teaching approaches and classroom technologies.</li> <li>• CCE teaching techniques regarding anti-discrimination are under development.</li> <li>• HRES continues to refine and adapt educational programs offered using evidence-based decision-making and participant feedback.</li> <li>• SSL's Orientation to Law included these topics several years ago. One result is that its marks for effective education in these areas are improved (LSSSE bi-annual survey).</li> <li>• SSL has developed spoken word Artists-in-Residence programs, which include poets from the African Nova Scotian and Mi'kmaq communities, to develop original law-related pieces and offer workshops for law students.</li> <li>• SSL is working with the Law Students' Society to revamp some of the events during its Orientation Week for incoming students. This fall we anticipate that all new students will participate in the Blanket Exercise and a session on cultural competence.</li> <li>• SSL is reworking the course Orientation to Law, a mandatory course for all first-year law students. The new schedule will include the following topics:               <ul style="list-style-type: none"> <li>– Aboriginal law and Indigenous legal traditions</li> <li>– the development of common law and equity</li> <li>– African Nova Scotian legal history</li> <li>– feminist theories of law</li> <li>– critical race theory</li> </ul> </li> </ul>
39	<b>Continue with process to implement Belong.</b>	<ul style="list-style-type: none"> <li>• The President's Office reports that the Executive Director Diversity &amp; Inclusiveness has become Chair of the Canada-wide U15 Diversity and Inclusiveness Committee, a committee of U15 universities' senior staff with stated primary responsibilities to implement and support diversity and inclusiveness.</li> <li>• PO attended the Walking with Our Sisters community-based art memorial honouring missing and murdered Indigenous women, girls, Two-spirit people and their families, hosted at the MSVU Art Gallery.</li> </ul>



### 3 RESTORATIVE JUSTICE REPORT

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
1	<b>The Faculty of Dentistry should actively discourage and interrupt use of divisive gender-based practices (for example, men’s or women’s only Facebook groups).</b>	<ul style="list-style-type: none"><li>· For FoD comment, please see Belong recommendations 9B and C.</li></ul>
2	<b>A Community Wellness Initiative should be implemented. The initiative should create approximately twenty support communities. Each community would have members from across the student population and include staff and faculty. A group might include, for example: 2 students from each of the four years of the program, 1 Qualifying Program student, a faculty member and a staff member (for example staff from the Dental Lab or Dental Assistants). Oversight for these Wellness Communities would rest with the Assistant Dean of Students who should (with assistance from University resources) build capacity among second and third-year students to facilitate these groups restoratively.</b>	<ul style="list-style-type: none"><li>· For FoD comment, please see Belong recommendation 14.</li></ul>
3	<b>Social events are influenced by and reinforce climate and culture. It is important to see how events structure and affect both social and learning communities. A Task Group should immediately evaluate the quality, tenor and the nature of faculty and student social events.</b>	<ul style="list-style-type: none"><li>· FCS is in the process of creating a CoReCS sponsorship policy that would allow different societies within our Faculty (which meet CoReCS mandate of encouragement of inclusiveness) to apply for sponsorship funding.</li><li>· FoD student report was presented to Senate in April 2016, and explained the changes that are planned for the Faculty’s lounge and social space. It is FoD’s intention that the space will be multi-purpose, to accommodate different types of gatherings including family-oriented events and space for dentistry and dental hygiene students to eat lunch and study. The renovated space is designed to ensure safety and transparency during social events.</li><li>· FoD students recently held a Leadership Summit, in which students from all programs participated. They renewed their commitment to uphold the values they believe are important in the FoD, including accountability and responsibility, inclusivity, safety and transparency.</li><li>· FoD Student Society has introduced Sober Support at all its major events, which means that non-drinking individuals will be in attendance and have been trained to deal with issues. Faculty check-ins with the assistant dean of students and peer check-ins have also been introduced before and after events to ensure that events run smoothly. The reporting form and follow-up mechanism have also been developed.</li></ul>

### 3 RESTORATIVE JUSTICE REPORT

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
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- FHP reports that HAHP held discussions within the unit's executive committee (SAC) around the nature and venue for certain student and faculty meetings that are more social in focus. Some concern was expressed around the presence of alcohol and social drinking at certain of these events as it might exclude participation by some students due to age restrictions. HAHP sought clarification for the oversight of student societies by the DSU, where it was clear that guidelines and provisions exist around the use of alcohol at student society events. It was decided that a strict prohibition policy around alcohol was not appropriate, but instead it was important to consider the context of the event and to ensure that alcohol and social drinking were not actively encouraged or the primary focus of events.
- SA reports that Student Life Event Expectations document to be finalized (in conjunction with the Alcohol Advisory Committee) and launched for student society training, information for autumn 2017 in partnership with the DSU and Conference Services.

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**4 The Faculty and profession should endeavour to model a relationship between dentistry and dental hygiene which is based in equality and respect. Together, they should explore what has been a historically challenging relationship across the profession. The Faculty of Dentistry (home to both programs of dentistry and dental hygiene) has a significant opportunity to achieve and model a different set of relational norms on this front. This would start with a series of dialogues within the Faculty involving faculty and staff leaders from both programs. They should work together to consider the issues and create a plan to support more respectful relationships and an inclusive community in the future.**

- FoD incorporated numerous projects and initiatives into the FoD curricula and clinical experiences. The faculty learns from each experience how to improve its delivery. The group practice model will be piloted in 2017/2018, in which senior and junior dentistry and dental hygiene students form teams that are responsible for the overall care of a group of patients. This integrated approach will allow students to work together in the way they will work together after graduation, with more senior students mentoring junior students. Feedback and evaluation systems enable clinic staff, students, part-time instructors and group leaders to provide feedback to one another in a safe, respectful way.
- FoD further integrated both programs this year through joint orientation and development sessions and workshops. A thorough review of the Faculty Governance document took place and improvements were made with regard to membership and representation from all stakeholders, including the School of Dental Hygiene.

### 3 RESTORATIVE JUSTICE REPORT

NO. RECOMMENDATION NOVEMBER 1, 2016 – APRIL 28, 2017

**5 A particular focus should be placed on ensuring entering Qualifying Program (QP) students are introduced and included fully within the Faculty.**

- For FoD comment please see Belong recommendations 8 and 10.
- FoD's second annual International Foods Day was held in March and was a great success.
- In FoD, DDS3/QP students were actively involved in the I am Potential workshop and many QP students are volunteer interpreters at the ISANS clinics. They also volunteer during the Reading Week clinic at the North End Community Health Centre and at the HOPES clinics in conjunction with students from medicine and the health professions.

**6 Effort should be made to match cross-cultural student recruiting strategies with programs and resources designed to provide specific support and orientation for international students entering the Faculty of Dentistry.**

**Support should also be provided for the Faculty to ensure a welcoming and inclusive community for international students. The Faculty should connect with the International Centre and the Human Rights Equity and Harassment Prevention office to draw on expertise and identify necessary supports and considerations for inclusion. The Faculty should consider how to deal with different cultural norms and expectations among students, faculty and staff, as well as how to address inappropriate comments or behaviour students might encounter from patients.**

**“each student brings a unique culture and story; some have experience and knowledge of the dental world that far exceeds recent dental graduates. my closest friend within the students of the qualifying program is also my cluster mate and that is no coincidence. i know it would be worthwhile to have students of the qualifying program integrated within our clusters from the beginning of our clinical experiences.”**

**– male DDS2015 student, Day of Learning**

- For FoD comment, please Belong recommendation 10.

**7 It is important that the Faculty obtains an accurate picture of the diversity represented in the school and to work to understand the needs of their community. Appreciating the existing needs and defining gaps in diversity also offers the opportunity to understand where underrepresentation exists, shapes ongoing learning priorities, and promotes inclusive and empathetic patient care.**

- For FoD comment, please see Belong recommendations 3B and 4.
- For FoD comment, please see Backhouse recommendation 16.

### 3 RESTORATIVE JUSTICE REPORT

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
8	<b>The Faculty has committed to continue the “Women in Dentistry Circle” held as part of the restorative justice process as an annual event including professional female dentists and female dental students. The mentorship provided supports the specific needs articulated by female students for information and perspective to develop a deeper appreciation for the gender-based challenges and inequality within the profession, to build reliance and coping mechanisms, and capitalize on strengths. It will also support community building and reflective practice for women within the profession.</b>	· For FoD comment, please see Belong recommendation 9.
9	<b>The University has committed to host an international conference in 2015/2016 to examine lessons learned from the Dalhousie Dentistry restorative justice process. The conference will explore ways in which restorative approaches can be used to address issues of misogyny, sexism, homophobia and racism, and more broadly, to create a culture of respect and inclusion on campuses. The conference will include students from DDS2015 who participated in restorative justice along with members from the International Expert Advisory Group and the Local Resource Group who supported and advised the process. It will draw together leaders from other universities contemplating or implementing similar approaches to discipline, culture and climate on campus.</b>	· For FoD comment, please see Belong, recommendation 13.
10	<b>The Faculty should explore how to support and reinforce, through intentional and integrated reflective practice within the program, a principle-based approach to professionalism in place of a rule-based approach. Reflective practice could be associated with the professionalism and ethics course curriculum and attached to clinical experience. In addition to the existing course, this would allow for more integration of professionalism and ethics learning in an explicit way across the four years of the program and into clinic practice. The clinic renewal in 2018 should support reflective practice on professionalism in the new clinic groups as part of the curriculum on professionalism and ethics.</b>	· For FoD comment, please see Belong recommendations 3, 5, and 14 and 16.
11	<b>Introduce a common commitment to professional behaviour across faculty, staff and students within the clinic, including creating opportunities for ‘360 feedback’ that is safe and constructive. This should start as soon as possible but will also be important in the new clinic structure. This could be achieved as part of supporting reflective practice for all practitioners within the clinic, perhaps as part of the clinic cluster meetings suggested in the next section on Program Structure. This is not only important for students but also for faculty and staff in order to encourage and model lifelong learning and professional development</b>	· For FoD comment, please Belong, recommendation 4.

### 3 RESTORATIVE JUSTICE REPORT

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
12	<p><b>The Faculty should establish a process to address patient care planning that models professional collegiality between instructors and with the students. This system should consider how different approaches to care plans between faculty members could be addressed through the use of “care planning conferences.” Currently, instructors can alter the care plans for patients developed between the students and another instructor. This may undermine the relationship between the student and their patient and between and among faculty and students. It would significantly improve these relationships if the authority to make and adjust care plans generally rested with the instructor under whom the initial plan was developed.</b></p> <p><b>Other instructors/faculty members with concerns regarding the care plan would contact the responsible instructor together with the student and discuss necessary adjustments. This would model professionalism, provide significant learning opportunities for the students as they are part of the decision-making process and support more positive engagement within the clinic surrounding patient care.</b></p>	<ul style="list-style-type: none"><li>· For FoD comment, please see Belong, recommendations 3 &amp; 5.</li></ul>
13	<p><b>The Faculty and the Nova Scotia Dental Association have committed to work with students from the DDS2015 restorative justice process to establish an annual Day of Professionalism modeled on the Day of Learning held during the restorative justice process. The day will assure that students from varying years are engaged in thinking about and developing ethical and Professional skills. Its format could include guest speakers, and facilitated dialogue using circles to allow students, faculty, staff and the profession to learn from one another in a manner which is participatory and supportive.</b></p>	<ul style="list-style-type: none"><li>· FoD discussions with the Nova Scotia Dental Association are ongoing.</li></ul>
14	<p><b>Students from the DDS2015 restorative process, particularly the former Facebook group members, have committed to return and contribute to a seminar, workshop or other activity in conjunction with the White Coat ceremony.</b></p>	<ul style="list-style-type: none"><li>· FoD students from the DDS Class of 2015 returned to speak at the 2016 RJ conference.</li></ul>
15	<p><b>The former members of the Facebook group who were engaged in the restorative process have committed to model professionalism now and into the future. This includes their commitment to be honest about their involvement in the Facebook group and to share what they have learned with regulators, employers, colleagues, and patients, if asked.</b></p>	<ul style="list-style-type: none"><li>· For FoD comments, please see Belong, recommendation 24.</li></ul>
16	<p><b>The students from the DDS2015 restorative justice process have committed to purchase and place a framed copy of the “Student Oath” in all clinic cubicles to mark their experience and the lessons from this past year and as a reminder of students’ commitment and responsibility regarding patient care.</b></p>	<ul style="list-style-type: none"><li>· FoD Oath still on display.</li></ul>

### 3 RESTORATIVE JUSTICE REPORT

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
17	<b>Between now and the completion of the Clinic Renewal Project in 2018 the Faculty should focus on “climate renewal” by attending to the task of building the knowledge, skills, attitudes and capacities to move into the new space already working and relating in new ways. This renewal process will involve growing pains, but, just as the physical space is under construction, so will the relationships be under renovation for a better future. The process should, as one participant explained during the restorative process, assist the preparation and planning required for this renewal “just as a project manager might plan for the fabric and material in a new physical space.” In fact, it would be helpful to assign a project manager to develop the knowledge, skills, and practices needed within the Faculty to support new ways of working. This work needs to be an integrated part of the Clinic Renewal Project and the project manager should be part of the redesign team. The process of redesigning ways of working and interacting within the Faculty cannot wait for the completion of the clinic renew in 2018. Renewal of culture and climate will take time and the project of building better relationships will be the key to the success of clinic renewal.</b>	<ul style="list-style-type: none"><li>• FoD information about the clinic renewal process is communicated regularly through the monthly newsletter The Loop, posters around the building, emails and other updates.</li><li>• For FoD comment, please see Belong, recommendation 3.</li></ul>
18	<b>One idea for this relationship renewal project that came through the restorative process relates to the anticipated clinic care teams that will work within the new clinic structure. Faculty should consider using “check-in meetings” with students in these clinic care teams on a daily basis. This model would enhance collective learning opportunities, exercise the use of reflective practice, enhance patient care planning, and allow for solution-focused conflict resolution. Groups should work collaboratively, and hold standing check-in and clinic coordination meeting for 15 minutes every day before clinic opens to review administrative issues and identify issues to bring forward.</b>	<ul style="list-style-type: none"><li>• For FoD comment, please see Belong, recommendation 3.</li></ul>
19	<b>The Faculty and the University should explore ways to develop conflict resolution skills among students, faculty and staff across campus. Restorative options should be made more widely available as an approach to address concerns and conflicts.</b>	<ul style="list-style-type: none"><li>• FoD process is ongoing, with professional development workshops for faculty, staff and students. There are regular meetings with faculty, staff and students to ensure that issues are dealt with promptly and fairly. The assistant dean of clinics and the patient care coordinator have regular meetings with clinic staff to ensure that staff have the opportunity to voice their concerns and receive feedback in a timely fashion. The clinic staff are also meeting regularly with their supervisors and are aware that they can bring concerns forward directly to the assistant dean of clinics or the patient care coordinator. A human resources advisor has been hired whose mandate includes culture/work environment, labour relations and performance/development management.</li><li>• FHP reports that SSW holds Critical Incident Groups for students every winter, usually six sessions throughout the term, facilitated by a faculty member who models critical reflection as a tool for critiquing practice and personal conflict.</li></ul>

### 3 RESTORATIVE JUSTICE REPORT

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• In FHP, the HAHP School director attended a training session around conflict resolution.</li><li>• HRES and Human Resources work together to offer conflict resolution workshops to the Dalhousie community.</li><li>• HRES includes restorative approaches in complaint and resolution processes options presented.</li></ul>
20	<b>The University should create a campus resource network connecting every Assistant or Associate Dean of Students (or person with similar responsibilities). This network could support development of the knowledge and skills needed to navigate common issues across campus. Working closely with established resources on campus, the group should seek to understand issues facing students and take a solution-focused/problem-solving approach.</b>	
21	<b>The Faculty of Dentistry should equip the Associate Dean of Students with the skills, mandate and authority to support the processes suggested earlier with respect to clinic care teams and the wellness communities. The Associate Dean of Students should be responsible to ensure these processes are functioning well.</b>	<ul style="list-style-type: none"><li>• FoD reports that as part of the faculty governance review, the resources available to the assistant dean of students are being increased.</li></ul>
22	<b>The Faculty should ensure that students have a clear understanding of the complaint process and the role of the Associate Dean of Students. This should begin in orientation and be reinforced throughout the year, particularly at stressful times. This should include clear communication regarding the way in which the complaint process functions, and clarity and transparency about how reporting back will occur.</b>	<ul style="list-style-type: none"><li>• FCS advertises confidential points of contact (Faculty Navigator and the Associate Dean Academic) on its posters around its buildings and on its website. As well, halfway through this term, the Associate Dean of Academic sent out a Faculty-wide email reminding students of respectful behaviour (Student Code of Conduct) and reiterated the FCS's points of contact.</li><li>• FCS is working with staff and student societies for the 2017/2018 fall Orientation to build a diversity/inclusion component. Part of this would introduce new students to FCS Dean Academic and other points of contact etc.</li><li>• FoD academic policy manual has been updated through a process of wide consultation, including legal counsel. An updated Academic Governance and Faculty of Dentistry Constitution was approved in September 2016 by Faculty Council and the Senate Planning and Governance Committee. These updates involve a restructuring of our academic governance model to bring it into line with the university. As part of our communication plan around these changes, faculty and students have been consulted and flow charts for the reporting process developed.</li></ul>

### 3 RESTORATIVE JUSTICE REPORT

NO. RECOMMENDATION NOVEMBER 1, 2016 – APRIL 28, 2017

- FoD Dean's Office has recently been restructured to ensure that the assistant dean of students has adequate support. The assistant deans of students and of academic affairs meet regularly to discuss issues concerning students in an effort to intervene early and appropriately when it is needed.
- FoD assistant dean of students talks to first-year students about their role during Orientation Week. Students are invited to see them in their office whenever they have a matter to discuss (personal, academic or clinical) or to email them with questions. The assistant dean reminds students regularly that it is better to deal with problems or concerns when they are small and before they develop into something bigger. If the assistant dean feels that they cannot deal with a problem or concern, they direct students to other sources of support at the university and the NSDA's professional support program.

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**23 The Faculty should ensure that the Associate Dean of Students has appropriate administrative support from someone with exceptional communication skills to ensure better communication with students on issues generally within the Faculty and to support the facilitation and navigation work required of the Associate Dean. This communication responsibility should be attached to this office as a means of ensuring consistent and centralized information for students from a source they identify and trust. It is also important to use this communication function as a means of building relationship with the student community.**

- FoD reports that as part of the faculty governance review, the resources available to the assistant dean of students are being increased.
- For FoD response, please see Belong, recommendation 13.

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**24 The University should look to the existing restorative approach network in the province in order to build knowledge and greater capacity to support the restorative approach being taken with various units on campus. The participants within the restorative justice process recognized its potential to build supportive and inclusive communities in which people feel they belong and to respond when things go wrong and harm is done.**



## 4 TRUTH AND RECONCILIATION REPORT

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

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
1	<p>iii. <i>Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.</i></p> <p>iv. <i>Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</i></p>	<ul style="list-style-type: none"> <li>• AVPA advised that Dr. Judy MacDonald and colleagues in the SSW continue to enhance their inclusion of these matters across the Social Work curriculum. Dalhousie's SSW is known for its very strong social justice approaches and is a leader in this regard.</li> <li>• FHP reports that the SSW child welfare course has been completely redesigned, with half of the course to be Indigenous child welfare and half to be non-Indigenous child welfare. This course will be offered for the first time in 2018, with an Indigenous faculty member teaching the course.</li> </ul>
7	<p><b>We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.</b></p>	<ul style="list-style-type: none"> <li>• AVPA's Indigenous Strategy Development Steering Committee has been formed with members from the Indigenous Advisory Council (four) and members appointed by the Provost's Office (three), co-chaired by Patti Doyle-Bedwell and Keith Taylor. The Steering Committee is seeking expert input from two distinguished External Advisors, Dr. Marie Battiste, Professor of Education, University of Saskatchewan, and Dr. Mike DeGagné, President of Nipissing University. These Indigenous colleagues will be on campus for two days of consultations in May. Their report, due in June, will help inform the next steps in the development of an Indigenous Strategy for Dalhousie. The External Advisors will not themselves be visiting with Nova Scotian Indigenous communities; that work will be done by the Steering Committee and others in the months ahead.</li> <li>• FHP advises certain units to initiate data gathering and tracking activity within their units to monitor self-identification of applicants and admitted students. This could contribute to this recommendation.</li> <li>• HRES advises Dalhousie has set a goal of reducing workforce gaps in underrepresented groups, including representation of Indigenous Persons, by 80% over the next three years.</li> </ul>
10iii	<p><b>We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:</b></p>	<ul style="list-style-type: none"> <li>• The new CRC Tier II in Aboriginal Health is attached to FHP, and will help indigenize the Faculty of Health Professions curricula as well as providing mentoring and training within the research context.</li> </ul>
	<p><i>10 iii-Develop culturally appropriate curricula</i></p>	

## 4 TRUTH AND RECONCILIATION REPORT

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
16	<b>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.</b>	<ul style="list-style-type: none"> <li>• AVPA reports that FASS has been active this year in developing a partnership with Cape Breton University in order to offer a 2000 level course, taught by a CBU colleague by distance to Dalhousie students, primarily as a component in our Indigenous Studies Minor, but also open to any interested student. Course should be available in fall 2017.</li> </ul>
19	<b>We call upon the federal government in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities and to publish annual progress reports and assess long term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.</b>	<ul style="list-style-type: none"> <li>• FHP will be hosting a CRC Tier II in Aboriginal Health whose primary research program will focus on health-related issues affecting Indigenous peoples. This will further contribute to an increase in graduate student research in this area. Other investigators in the School are focusing on mental health issues in Indigenous peoples.</li> <li>• FoMed reports that in support of this initiative and to expand their research in Indigenous Health, the Department of Psychiatry financed the renovation of space on the 13th floor of the Tupper Building for Dr. Amy Bombay. Dr. Bombay can pursue research by housing up to five graduate students in this space.</li> </ul>
23	<p><b>We call upon all levels of government to:</b></p> <p><i>i. Increase the number of Aboriginal professionals working in the health-care field.</i></p> <p><i>ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.</i></p> <p><i>iii. Provide cultural competency training for all health-care professionals.</i></p>	<ul style="list-style-type: none"> <li>• AVPA reports that regarding item iii, the Faculty of Health has taken a lead in the development of Interprofessional Health Education (IPHE) modules that specifically address Indigenous cultural competencies, histories, etc.</li> <li>• In FHP, one unit has provided support to designated hires, including two Indigenous faculty members as they complete their PhDs. This has been done through deployment considerations. Concrete supports are needed, which carry budget implications. University support is required for this level of institutional support.</li> <li>• FHP advises that several units within FHP are undergoing curriculum mapping and a refresh, and it is possible that enhanced cultural competency training will be incorporated.</li> <li>• FoMed hired a new program manager for Indigenous Health Programs with a focus on recruitment and retention of Indigenous students in medicine. The program also supports the development and implementation of new initiatives to address recommendations made by the Truth and Reconciliation Commission and further Dalhousie's commitment to social accountability to the maritime Indigenous population.</li> </ul>

## 4 TRUTH AND RECONCILIATION REPORT

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• FoMed's Faculty of Medicine Indigenous Working Group is advisory to the Dean of Medicine and will focus on:<ul style="list-style-type: none"><li>– developing admission pathways</li><li>– creating mentoring and outreach opportunities</li><li>– ensuring equity in admissions for all students of Indigenous descent</li><li>– pursuing opportunities for curriculum development</li><li>– promoting health research relevant to the community</li></ul></li><li>• FoMed Johnson Scholarship Foundation Conference Bursary started in 2017 and enables students to attend extracurricular programming (i.e. conferences) as part of their professional development (does not include courses). A limited amount of funds are available and can be used to go towards registrations fees and/or travel fees.</li><li>• FoMed Johnson Scholarship Foundation Entrance Requirements Bursary reduces or eliminates the financial burden associated with application requirements. Bursaries will be awarded as a reimbursement of cost. Applicants may apply more than once for this program; funding will be subject to availability and application review.</li></ul>
24	<b>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, The United nation Declaration of the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teaching and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.</b>	<ul style="list-style-type: none"><li>• For AVPA response, please see TRC response #23, as the IPHE modules are designed for all medical and health students at Dalhousie.</li><li>• FoD continues to enhance the ethics and social justice components of the curriculum. Students participate in seminars about the complexity of health research in Indigenous populations and learn about Indigenous history.</li><li>• FoD is participating in an initiative to develop, launch and evaluate a mandatory interprofessional Indigenous course for educating nursing, medicine and dentistry students. The course is being developed in response to the Truth and Reconciliation Commission Calls to Action and in collaboration with faculty members in the health professions, including our recently cross-appointed Inuk scholar. Faculty members will also participate in the course roll-out to increase the awareness, knowledge and skills required to incorporate Indigenous content within other courses and ultimately into the curricula of all Dal health programs.</li></ul>

## 4 TRUTH AND RECONCILIATION REPORT

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• FoMed offers the following courses or program features:<ul style="list-style-type: none"><li>– Undergraduate Lecture #1 – Introduction to Indigenous Health and Wellness, an Introduction to Indigenous Health. Topics include the social determinants of health, current and historical health status.</li><li>– Lecture #2 - Aboriginal Peoples, Federal Law &amp; Policy, and Reconciliation, with a focus on the ramifications of both current and historical laws and policies on the Canadian Indigenous Populations Health Status (updated annually).</li><li>– Tutorials: The Indigenous Tutors Helper Program was established due to the shortage of Indigenous faculty and MDs. An Indigenous community member is invited to sit in on the tutorial sessions to help guide conversations and to add cultural context.</li><li>– Research in Medicine: The Faculty of Medicine supports Indigenous students in a mentor capacity with a focus on building research skills. In 2016/2017 academic year, three pairs (three faculty and three students) participated in this initiative.</li><li>– Truro Health Services serves a large Indigenous population due to its proximity to two large First Nation Communities, Millbrook First Nation and Sipekne'katik (Indian Brook). One day is focused on Indigenous health issues and topics include:<ul style="list-style-type: none"><li>• Cultural safety</li><li>• Jordan's Principle</li><li>• NIHB navigation</li><li>• Social determinants of health</li></ul></li><li>– Objective Structured Clinical Examination (OSCE): The FOM Indigenous Health Program Manager and Indigenous faculty members were invited to review the existing Indigenous case which was part of the OSCE. A panel of Faculty and support staff restructured the case. The case is better suited to measure the skills of the medical student.</li><li>– Resident Training: Didactic Training for 4th year Psychiatry Residents includes four hours of lectures focusing on an introduction to Indigenous peoples' health and wellness, with focus on mental health issues.</li></ul></li></ul>

## 4 TRUTH AND RECONCILIATION REPORT

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
		<ul style="list-style-type: none"><li>• In FHP, SoN has provided an overview of its curriculum mapping below:<ul style="list-style-type: none"><li>– Semesters 1 &amp; 2: It is recommended that students choose electives available at Dalhousie related to Indigenous health (e.g. IPHE 2201.3: Introduction to Aboriginal Peoples' Health and Healing).</li><li>– Semester 3: Courses include N2710 Institutions in Society, Race, Aboriginal Identity, Culture, Income and Poverty, a course which explores how social determinants of health shape health and mental health in Indigenous, African Nova Scotian, immigrant and racialized communities, the implications of policies and decision-making at the provincial, federal and regional levels within government and other institutions and includes a Blanket Exercise (presented by Elders) and Speaking in Silence; as well as N2720, Complementary and Alternative Therapies and N2730 Introduction to the Impact of Colonization.</li><li>– Semester 4: N2740 Working with and Caring for Indigenous Families Experiences with Child Welfare; N2750 Complementary and Alternative Therapies; and N2725. Weekly three hours spread over six weeks. Content includes: 1. The Mi'kmaq Creation Story: A Philosophy of Life; 2. History and Treaties in Mi'kma'ki; 3. Oral History, Traditions and Ways of Knowing; 4. Walking the Medicine Wheel &amp; Four Directions Teachings; 5. It's All About the Land; 6. The Legacies of Residential Schools.</li><li>– Semester 5: N3710 Caring for Indigenous Peoples Experiencing Acute and Episodic Illness. Demonstrate use of evidence, the nursing process and culturally competent practices in health-care decision making with clients experiencing short term illness; N3715 Culturally Competent Nursing Care; N2725 Indigenous Health Content, weekly 3 hour class X 6 weeks. Content includes: 1. Understanding the Truth &amp; Reconciliation Commission 2. From Challenges to Strengths &amp; Resilience 3. Reconnecting Our Youth to Their Traditional Heritage 4. Indigenous Governance for the Future 5. Indigenizing the University 6. Concluding Thoughts: Moving Forward with Reconciliation. Integrate reflection into N2725 related to values, attitudes, beliefs and knowledge acquisition.</li><li>– Semester 6: N3730 Caring for Indigenous People Experiencing Persistent Illness; N3725 Culturally Competent Nursing Care; continued application of N2725 Indigenous health content.</li><li>– Semester 7: N4710 Evaluation of evidence in the context of person centred care forms the basis for reflective practice that promotes health and wellness and supports management of complex situations in diverse populations. Engage in collaborative approaches to health-care decisions made with people/families/other professionals from diverse backgrounds; N4720 Examine the role of nursing in the social and political context and its impact on Indigenous health and health care. Use principles of political action to generate options and present evidence-informed solutions to health-care issues for diverse populations.</li><li>– Semester 8: N4725 Demonstrate competent person-centred nursing care based on the principles of primary health care and determinants of health, considering relevant theoretical frameworks and evidence. Advocate for diversity and inclusion across a variety of health-care settings.</li></ul></li></ul>

## 4 TRUTH AND RECONCILIATION REPORT

NO.	RECOMMENDATION	NOVEMBER 1, 2016 – APRIL 28, 2017
28	<b>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.</b>	<ul style="list-style-type: none"><li>• SSL is reworking the course, Orientation to Law, a mandatory course for all first-year law students. The new schedule will include the following topics:<ul style="list-style-type: none"><li>– Aboriginal law and Indigenous legal traditions</li><li>– the development of common law and equity</li><li>– African Nova Scotian legal history</li><li>– feminist theories of law</li><li>– critical race theory</li></ul></li><li>• SSL advises that their Faculty Council unanimously passed a change to the first-year curriculum, adding an Aboriginal and Indigenous Law course aimed at responding directly to the TRC Calls to Action. This will be one part of a broader curriculum change package to respond effectively to the Calls to Action.</li></ul>
65	<b>We call upon the federal government, through the social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.</b>	
69	<b>We call upon Library and Archives Canada to</b>  <i>ii. Ensure that its record holdings relate to residential schools are accessible to the public</i>  <i>iii. Commit more resources to its public education materials and programming on residential schools.</i>	<ul style="list-style-type: none"><li>• DUL are working with the Canadian Federation for Library Associations (CFLA), the University Librarian served on the Truth &amp; Reconciliation Committee's report: <a href="http://cfla-fcab.ca/wp-content/uploads/2017/04/Truth-and-Reconciliation-Committee-Report-and-Recommendations.pdf">http://cfla-fcab.ca/wp-content/uploads/2017/04/Truth-and-Reconciliation-Committee-Report-and-Recommendations.pdf</a>. The report outlines a path forward for respecting Indigenous culture and increasing access to traditional Indigenous knowledge. The 77-page report, which is the product of months of research and evaluation, makes ten recommendations to enhance experiences and opportunities for Indigenous peoples and researchers in Canada by decolonizing libraries and archives and their practices.</li><li>• DUL's University Librarian, as the Interim Chair of CFLA, and soon as the President of the Canadian Association of Research Libraries, is a member of the Library &amp; Archives (LAC) Stakeholders Assembly, which advises LAC on service enhancements, including Indigenous library services.</li><li>• DUL are part of Dalhousie's MOU with the National Centre for Truth &amp; Reconciliation (NCTR); the Dal Libraries are creating a NCTR Hub in the Killam Library Learning Commons.</li><li>• DUL is working in concert with the PO to rename the Killam Library Learning Commons to the Legacy Room. This involves working with Chief Morley Googoo as part of the Gord Downey/Chanie Wenjack initiative.</li></ul>

## 4 TRUTH AND RECONCILIATION REPORT

NO. RECOMMENDATION NOVEMBER 1, 2016 – APRIL 28, 2017

**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 of the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal Crown relations.**

**92 We call upon the corporate sector in Canada to adopt the United Nations Declaration of the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:**

*iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights and anti-racism.*

- FHP advises that several units are doing or have completed curriculum reviews and are exploring various methods to disseminate historical Indigenous content. In addition, some instructors, including sessional instructors, have been encouraged to heighten Indigenous content within their courses.
- In RSB, these learning outcomes are being incorporated into core classes within the Bachelor of Management and Bachelor of Commerce programs.

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**Kindly use this space to provide any additional activities in support of implementation of the TRC**

- AVPA Dalhousie's Board and Senate have, this spring, both adopted the Universities Canada Principles on Indigenous Education. This was one of the first acts of the Indigenous Strategy Development Steering Committee.
- DUL have a librarian dedicated to the development of collections to support Indigenous content across the curriculum. They created a LibGuide with best practices for supporting the TRC calls to action: <http://dal.ca.libguides.com/c.php?g=576634&p=4015449> .
- DUL designated several student assistant positions and are making concerted efforts to fill those positions with Indigenous students, who will work in each of the Libraries to create a more welcoming environment for other students of Indigenous descent.
- RSB reports that the Bachelor of Management Program is launching a new online elective class, Introduction to Indigenous Governance, which will be available to all students at Dalhousie.
- FoMed's Indigenous Health Program supports the recruitment and retention of Indigenous students in medicine. The program also supports the development and implementation of new initiatives to address the recommendations made by the Truth and Reconciliation Commission and further Dalhousie's commitment to social accountability to the Maritime Indigenous population.
- FoMed's Circle of Mentorship Program for Current and Future Medical Students provides support and guidance to current and future Indigenous medical students. This program has been made possible by funding provided by the Johnson Scholarship Foundation. Each year mentors from various disciplines within the medical field will be recruited and assigned a learner that is best suited to benefit from their unique skillset. Additionally, there will be opportunities for non-Indigenous students, faculty and staff to partake in group and virtual online sessions to improve their cultural awareness.
- FoMed Clerkship in Rural Communities: The Longitudinal Integrated Clerkship at Dalhousie (LICD) is a model for third-year medical students in which the core clerkship discipline units are integrated into a year-long program based on continuity (of learning, learning environment, supervision and assessment, and patient experiences) and patient-centered care. Three sites are located in New Brunswick (Miramichi, Moncton, Upper River Valley).
- University Secretariat reports that both the Senate and the Board of Governors of Dalhousie have formally adopted the Universities Canada Principles on Indigenous Education. Senate did so at its meeting on March 27, and the Board of Governors at its meeting on April 18.



## ON POLITICAL CORRECTNESS DR. LETITIA MEYNELL

We live in at a time that is anti-political correctness and we work in an institution, the academy, that is often vilified because of its perceived political correctness. In Canada and elsewhere, we are witnessing a reactionary political tide that is often focused around the idea that political correctness has “gone too far” and “regular people” are fighting back with “common sense.” Indeed, some readers of this article may agree, at least in part, and it would be naïve to suppose that we will not increasingly face these attitudes in our communities and in the classroom over the next few years.

What I propose in this article are ways to think about and discuss cases of political correctness so as to avoid polarizing polemics and increase mutual understanding. The goal is to help us envision and create a more just and equitable institution by talking with each other rather than talking past each other.

Although I use the term descriptively, typically “political correctness” is a term of abuse, used against a variety of practices that, despite their diversity, have a similar character. Almost invariably, what is dismissed as “politically correct” is a new practice that is recommended or requested as a replacement for an old one. Thus the derisive dismissal of a new practice as “politically correct” is, in effect, an endorsement of the old one.

If we stop here, all we will see is a power struggle between progressive and conservative values. To help us dig deeper, I am going to share with you a particular case of calling out, or language policing, as an example of political correctness that has shaped the way I think about these interactions. This incident happened to a Jewish friend of mine in the course of our undergraduate studies when she was directing a play about the Holocaust. During auditions a young woman casually used a derogatory anti-Semitic term meaning cheated. When my friend challenged this the young woman replied that it wasn't offensive it was just the way people from her town talked.

Now, I use this example because I think it's clear that this young woman was in the wrong, and my friend wasn't being oversensitive but was right to call her out. But this example is also useful because it's fairly typical of cases where someone attempts a politically correct intervention and it is rejected: A speaker uses a term historically shaped by and reflective of discrimination against a particular group that is widely used in their community; they are called out for using it as it is deemed offensive; they respond, not with an apology or even a question, but with outright dismissal, asserting that their usage is common and inoffensive. Often, such responses come with an implicit or explicit criticism that the person who intervened and challenged the term is oversensitive, irrational, or controlling. Sometimes, the speaker will themselves claim victimization at being called out, thus, ironically, enacting the hypersensitivity that they attribute to the politically correct intervenor.

In thinking about my friend's experience and other situations that fit this pattern, it strikes me that politically correct interventions tend to share the same kinds of motivations, which may not be fully appreciated by those who reject them. By clearly articulating what moves people to request or demand politically correct changes to current practices my hope is that we can develop more productive ways of engaging disputes and anxieties around political correctness.

Happily, these motivations are not particularly complicated but, I believe, simply amount to the following three claims about the current term or practice that justify the intervention:

- 1) the term or practice is considered insulting to the members of a group to which it pertains;
- 2) the term or practice implies something that is false and reflects and reinforces this inaccuracy;
- 3) the term or practice implicitly endorses or maintains unjust or otherwise pernicious attitudes about the group that facilitates discrimination and various other harms against them.

So, in my friend's case, she was right to call out this young woman, who had (1) insulted her to her face, (2) implied something about the Jewish community that is false, something that is not merely false but (3) dangerously and perniciously anti-Semitic.

Now, in any particular instance, it is an open question whether in fact a specific term or practice is offensive, inaccurate, or implicitly facilitates discrimination. This is where the difficult work starts and tough conversations must happen. It will take a good deal of effort to learn to see injustices that are embedded in our ordinary language and everyday practices. Social psychological work on implicit biases has shown that good intentions and heartfelt commitments are not enough to address discrimination.<sup>1</sup> Figuring out how to live in ways that are consistent with our avowed commitments to justice and equality is not going to be easy. To honestly examine evidence that may show that we have behaved badly takes real integrity and engaging in painful conversations across our many differences takes real courage. However, once we recognize what is at stake, to dismiss something as "mere political correctness" is a refusal to even consider the possibility that a practice might be 1) offensive, 2) inaccurate, or 3) discriminatory.

Often such refusals are grounded in defensiveness and embarrassment. I suspect many of us can recognize the young woman's sense of shock, hurt and denial in being called out for anti-Semitism. I think we can safely assume that a sincere part of her identity included not being anti-Semitic; after all, she was auditioning for a play about the Holocaust. Any of us who have been called out for saying something sexist, heterosexist, racist, ableist, cis-sexist, or classist will recognize the sting. As we manage conversations around political correctness we need to support students, colleagues, and ourselves so we can move beyond these knee-jerk reactions and do the difficult work of trying to understand why someone is offended, what is implied by certain terms and practices, and whether these implications are false, pernicious, or discriminatory.

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<sup>1</sup>The Kirwan Institute has a useful primer on implicit bias: Cheryl Staats, *State of the Science: Implicit Bias Review* (Cleveland, OH: Kirwan Institute, 2014), available at <http://kirwaninstitute.osu.edu/wp-content/uploads/2014/03/2014-implicit-bias.pdf>.

To this point I've discussed an example that is fairly uncontroversial, but the test of my proposal is whether it can usefully be applied to more contentious cases. Recently, there has been a flurry of anxious discussion around attempts to require professors to adopt or at least allow the singular "they" in their own and their students' academic work. The charge has been led by Dr. Jordan Peterson, a professor at the University of Toronto, who has harshly criticized new laws and university policies designed to recognize and include genderqueer, two-spirited, and non-binary folks. Peterson maintains that many of these policies amount to an ideological policing of expression that is characteristic of "totalitarian and authoritarian political states."<sup>2</sup> Peterson particularly objects to allowing people to specify their own preferred non-binary pronouns and refuses to use the singular they, despite its growing acceptance. If the analysis I have offered is a good one, it should provide insight into why politically correct intervenors are requesting this change in pronoun use and help us identify where substantive disagreements may lie between them and those who, like Peterson, dismiss the intervention as mere political correctness.

First, it is worth clearly identifying the old practice that is being challenged—in this case, the use of gendered singular pronouns, both when a non-binary person explicitly requests the use of a non-gendered pronoun and in general contexts to refer to a generic person, whose gender is unspecified. It is not difficult to imagine that, in contexts where someone explicitly requests to be addressed by a particular pronoun, not doing so will be experienced as insulting. Indeed, even if we have not personally had the experience of being misgendered (and many of us have, cis and trans alike), we can all imagine being referred to by whatever we deem to be "the wrong pronoun." If someone were to continue to misgender us, despite being corrected, many of us would find it galling, to say the least. Regarding the generic usage, just as employing "he" as a gender-neutral pronoun implicitly leaves out women and girls, using "he or she" leaves out non-binary folks. The implicit insult of being treated as if not only oneself but a whole group to which one belongs does not exist is much the same in both cases.

Beyond the issue of offence is the problem that the old practice is inaccurate; it implies that there are only two gender identities and, at a more basic biological level, that all people are unambiguously either male or female. Neither of these claims is true. While non-binary and trans identities have only recently come to enjoy their current visibility in mainstream North America, there are many other cultures (including some traditional cultures indigenous to the Americas) that have openly recognized third genders or ways of combining or transitioning between genders for centuries.<sup>3</sup> The biological facts are even plainer. Whether referred to as "disorders of sexual development" or "intersex conditions," there are those who are born with genitalia or other characteristics that are neither standardly male nor standardly female but are a mix of both.<sup>4</sup> Of course, many people with these conditions choose binary identities but some don't. So, advocacy for the singular they is motivated by some pretty uncontroversial facts about non-binary identities and human diversity, both biological and social.

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<sup>2</sup>Sean Craig, "U of T professor attacks political correctness, says he refuses to use genderless pronouns," *National Post* (September 28, 2016), available at <http://news.nationalpost.com/news/canada/u-of-t-professor-attacks-political-correctness-in-video-refuses-to-use-genderless-pronouns>.

<sup>3</sup>PBS's Independent Lens provides a useful "Map of Gender Diverse Cultures," available at [http://www.pbs.org/independentlens/content/two-spirits\\_map.html](http://www.pbs.org/independentlens/content/two-spirits_map.html). More scholarly sources include classics like "The bow and the burden strap: A new look at institutionalized homosexuality in native North America" by Harriet Whitehead (*Sexual meanings: The cultural construction of gender and sexuality*, 1981, pp. 80-115) or "Living on the extreme margin: social exclusion of the transgender population (hijra) in Bangladesh" by Sharful Islam Khan et al. (*Journal of Health, Population and Nutrition*, 2009, pp. 441-451).

<sup>4</sup>Fausto-Sterling, A. *Sexing the body: Gender politics and the construction of sexuality*. NY: Basic Books, 2000.

Once we really think about the facts, then the traditional practice of using binary pronouns begins to look pretty nasty. Either it suggests that non-binary people just don't matter, so we don't need to respect their requests pertaining to how we refer to them or include them in our generalizations about large groups of people; or, it suggests that non-binary folks don't really exist at all, and those who claim to be non-binary are in some sense pathological, unnatural, or inauthentic. Both attitudes clearly marginalize non-binary folks and appear to do so unjustly. But on top of this, there are reasons to think that these kinds of attitudes underlie various serious harms, ranging from daily microinequities to violent hate crimes committed against trans people. The individual and social psychology is no doubt complicated, but even if there is a chance that a current linguistic practice has a role in supporting the kinds of harms and violence experienced by non-binary folks, we had better have compelling, well-evidenced reasons for retaining the practice.

For those who disagree about this case or any other, the right response is not sneering or bombastic dismissal. Rather, after an honest attempt to understand the motivations for the requested change and careful consideration of the evidence, the right response is a gentle explanation and respectful refusal. After all, the best case in these situations is that one has inadvertently insulted someone and even if they shouldn't have been insulted, an apology is a kindness and, moreover, customary.

We should all expect to be held accountable for what we say, particularly in the academy, where our professional norms typically favour accurate language. We should expect to be held accountable for harms we cause or are complicit in, even if these harms are unintentional. When this accountability amounts to little more than changing our habits of speech it is difficult to understand why anyone would object.

If my analysis is right, we can now see why the knee-jerk dismissal of something as politically correct is so nasty; it amounts to a self-righteous choice not only to insult others but to protect one's ignorance and tacitly support discrimination.

*Copyright Dr. Letitia Meynell, Associate Professor, Philosophy and Gender and Women's Studies, Dalhousie University*

## 5 GLOSSARY OF ACRONYMS

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

## 5 GLOSSARY OF ACRONYMS

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