

AN UPDATE ON DIVERSITY AND INCLUSIVENESS AT DALHOUSIE

FROM CAROLYN WATTERS AND IAN NASON

EXECUTIVE SPONSORS, STRATEGIC INITIATIVE ON DIVERSITY AND INCLUSIVENESS

In 2014, in the spirit of our university's priorities and values, Dalhousie made a commitment in our *Strategic Direction* to fostering a collegial culture grounded in the principles of diversity and inclusiveness.

The events of this past year have reaffirmed the importance of that commitment. Everything we do as a university — teaching and learning that inspires, research that advances knowledge and understanding, our efforts to make a lasting impact in our communities — is predicated on an environment in which all in our community feel safe, supported and respected.

As we approach the end of 2015, we want to share a snapshot of the university's collective efforts over the past several months to respond to the recommendations of the following reports:

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

This current overview is meant to be a mid-year update to the community rather than a comprehensive review, but it does reflect initial responses to many of the specific recommendations of these reports, including:

- The institution, including academic and non-academic units, has become more focused on delivering education, training and workshops on topics of diversity and inclusiveness.
- A new Education Coordinator in the Human Rights, Equity and Harassment Prevention Office, who is working on delivering training related to these topics together with internal and external experts.
- The Dalhousie Census was launched in November 2015 for faculty, staff and students to self identify. It will enhance equity, diversity and inclusion planning through goal setting and implementation, and improve reporting on Dalhousie's policy on Employment Equity through Affirmative Action.
- The Faculty of Dentistry continues to bring about and sustain positive cultural change within its community reflecting learning from the experiences of the past year and has taken a number of immediate steps, some of which are noted in this report.

As well, the report on Aboriginal and Black/African Canadian Student Access and Retention: A Focus on Financial Support was recently completed. Responses to its recommendations (for which consultations are ongoing) will be included in future updates.

AN UPDATE ON DIVERSITY AND INCLUSIVENESS AT DALHOUSIE

We know there is much more that is happening at the Faculty, Department and Unit level, with individuals and groups stepping up and doing their part to make Dalhousie a more supportive, inclusive and respectful place to work and study. We would love to hear more about what your Faculty or Unit is doing; please contact us at DalForward@dal.ca.

The university will be announcing the hire of its first Executive Director, Diversity and Inclusiveness before the end of this term. Under that position's leadership, we expect our reporting to the Dal community will continue to evolve, becoming more comprehensive, more holistic and more inclusive in reflecting progress across the university.

We offer our thanks for everyone's efforts this past year, and our commitment to continue pushing forward on this important work in 2016.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Watters'.

Carolyn Watters,
Provost and Vice-President Academic

A handwritten signature in black ink, appearing to read 'I. Nason'.

Ian Nason,
Vice-President Finance and Administration

DALHOUSIE
UNIVERSITY
CULTURE OF RESPECT
**PROGRESS ON REPORT
RECOMMENDATIONS**
UPDATE (NOV. 30, 2015)



A MESSAGE FROM DEAN BORAN

This past year has been a very difficult, yet important one for our Faculty. The restorative justice process revealed, and the task force agreed, that aspects of our culture have permitted incidents of sexism, misogyny, homophobia and racism. We, as a Faculty, have committed to a thoughtful, reflective process of confronting issues of exclusion and inequality and implementing the changes required to create a better climate and culture in our Faculty.

We know these changes must occur more deeply than at surface or cosmetic levels. As the Belong report reminds us, it requires more than “simply changing a policy or two, or identifying a key point person responsible for inclusion on campus.” While these are important tasks, it will not result in the deep cultural change needed. It requires more than just doing different things – we must do things differently.

The Next Steps Committee was formed in January 2015 to oversee how to best bring about and sustain positive cultural change and foster a working and learning environment in which all students, faculty, and staff feel safe, included, and respected. The Committee considered the recommendations of the Restorative Justice and External Task Force reports in a holistic manner.

The next phase of this work has begun and will be guided by the Dean's Advisory Group on Inclusion, Climate and Culture. In conjunction with the Next Steps Committee, the Faculty will undertake an active, reflective engagement process aimed at achieving meaningful and sustainable change in our culture and climate. This process is comprehensive and inclusive involving faculty, staff, students and our community. We will be focused and deliberate in our efforts rather than reactive. The change we need cannot be achieved or measured by specific short-term initiatives. We will draw strength and direction from the insights, suggestions and calls to action in the four reports as reflected in this update list. There are significant commonalities amongst them. We will develop an integrated approach and action plan and share it, along with our progress in the coming months.

The list that follows reflects some of the immediate steps we have taken in light of our learning over the past year. It does not reflect all that is happening or changing within our Faculty. We still have much to learn and much to do. These initiatives are the first steps of a long and important journey.

Most sincerely,

Dr. Thomas L. Boran
Dean, Faculty of Dentistry
Dalhousie University

1 BELONG REPORT/RECOMMENDATIONS

RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
<p>1 Enhance data collection about diversity at Dalhousie</p> <p>A) Expand the data collected on the diversity of our student body on admission to include queer and working class backgrounds in addition to racialization, sex, indigeneity, and disability, and require that data be reported to Senate and released publicly on an annual basis.</p> <p>B) Survey all faculty and staff to build rich longitudinal data on our diversity regularly, potentially through the workplace survey.</p>	<ul style="list-style-type: none"> • <i>Census launched November 16, 2015 for students, faculty and staff.</i> • <i>Census form expanded beyond 4 originally “designated groups” to include gender identify and sexual orientation. Questions regarding racially visible identification also include expanded options.</i>
<p>2 Better understand and support proactive engagement to improve inclusion and diversity at the faculty and unit levels</p> <p>A) Create a council or committee on inclusion and diversity in each faculty or unit without one, with design specifications that meet the needs of that particular faculty or unit, to proactively identify and address issues and opportunities in that faculty or unit.</p>	<ul style="list-style-type: none"> • <i>Dalhousie’s Policy on Employment Equity through Affirmative Action, including the Council on Employment Equity, under review for updating.</i> <p>Other new initiatives:</p> <ul style="list-style-type: none"> • <i>Culture of Respect@Faculty of Computer Science established.</i> • <i>Faculty of Science Equity Committee established.</i> • <i>Fountain School of Performing Arts crafting a new identity and creating a statement of principles and values that reflects respect and equity and diversity.</i> • <i>Faculty of Medicine is developing a plan to respond to the recommendations with short- and medium-term time frames.</i> • <i>Faculty of Management, School of Public Administration has developed an initial plan to respond to the university reports and increase diversity and inclusion in the program and life of the School and support Faculty of Management initiatives.</i> • <i>Elder-in-residence program established for the Indigenous Studies Minor Program.</i>

1 BELONG REPORT/RECOMMENDATIONS

	RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
3	<p>Commit to the value of inclusion.</p> <p>A) Design a statement of commitment to be signed by each student as part of their admissions package or orientation process and by each faculty and staff member at the time they are appointed (and perhaps retroactively for those already employed).</p> <p>B) Adopt a required statement on inclusion to be inserted in all Dalhousie course syllabi, in the same spirit as the required statement on accommodations and academic integrity.</p>	<ul style="list-style-type: none"> • <i>Students in first year DDS and DH sign student-created Dental Student Code of Professional Conduct.</i> • <i>Undergraduate and graduate dental and hygiene students swear to Oral Health Professional Oath at Convocation.</i> • <i>Dentistry Next Steps Initiative group considering similar commitment from faculty and staff.</i> • <i>Under consideration by Senate.</i> • <i>Dentistry developed a statement on inclusion and diversity included in all course outlines as of fall 2015.</i>
4	<p>Enhance and formalize education on respect and inclusion.</p> <p>A) Establish a high-profile lecture series entitled "uncomfortable conversations" that recognizes and engages the contributions of our own Dalhousie experts and brings outside leading academics to campus to give signature lectures and establish inclusion as key in the intellectual life of the University. Provide access to supporting scholarly resources and recordings of conversations through the Dal Libraries.</p> <p>B) Design and implement a formal, mandatory program for all students at Dalhousie. Many of the people who spoke with us expressed significant enthusiasm for a mandatory course for all first-time students to Dalhousie.</p>	<ul style="list-style-type: none"> • <i>Annual socialization and sensitivity module for all DDS3, DDS4, and DH2 students prior to attending outreach clinics with vulnerable populations.</i> • <i>Dentistry: Professionalism and ethics are woven throughout curriculum.</i> • <i>Dentistry: Staff, students and faculty currently attend lectures on "difficult conversations."</i> • <i>Dentistry: Current module in first year classes address cultural diversity with respect to communication styles.</i> • <i>Dentistry's annual JD McLean lecture by Senator Jim Munson focused on the importance of giving back to one's community, particularly to those with special needs.</i> • <i>Dentistry Clinical Comprehensive Patient Care courses for DDS3 and DDS4 students will include mandatory public service component.</i> • <i>A new community service element has been added to the two-year Clinical Comprehensive Patient Care course that all third- and fourth-year DDS students take requiring that students demonstrate community service and write an essay on their involvement, which is important for assessing their character and professionalism.</i> • <i>Mandatory professionalism and ethics seminars have been scheduled throughout the curriculum for all dentistry and dental hygiene students.</i>

1 BELONG REPORT/RECOMMENDATIONS

RECOMMENDATION

UPDATE (NOVEMBER 30, 2015)

- | | |
|--|--|
| C) Design and implement ongoing education plans, responsive to the needs and roles of different positions, for all staff and faculty to support a fully inclusive University. | <ul style="list-style-type: none">• <i>All first-year students in dentistry and dental hygiene participated in new two-hour, mixed group seminars during Orientation Week, led by Dal community safety officer and the Dal harassment prevention/conflict management advisor, during which students were asked to talk about and define what professionalism means generally and what it means to them as professionals in training, particularly in terms of their behaviour in public and on social media.</i> |
| D) Building from the optional programming already in place, design and implement an ongoing mandatory education plan for senior university administration – from Deans, Directors and Chairs to the President and Board of Governors to support a fully inclusive university. | <ul style="list-style-type: none">• <i>New Education Coordinator hired in the Office of Human Rights, Equity and Harassment Prevention and is reviewing and implementing educational programs.</i>• <i>Spring 2014 seminars by Human Resources in Faculty of Dentistry on sensitivity related to diversity issues; sessions themed around inclusiveness and diversity commenced fall 2015.</i> |
| E) Building from the programming already in place, design and implement programming to support inclusive engagement for all students who live in Dalhousie residence, covering healthy sexual engagement and respectful community-building across diversity (e.g., inclusion of students who do not consume intoxicants at events; inclusion of trans-students, etc.). | <ul style="list-style-type: none">• <i>Half day workshop for Senior Administrators held on November 3.</i>• <i>New Education Coordinator conducting education programs.</i> |
| F) Develop and hire additional faculty to support a minor in Black Studies. | <ul style="list-style-type: none">• <i>Updating existing regular programming.</i> |
| G) Add a course in Mi'kmaq language and qualify it for Dalhousie's language requirement. | <ul style="list-style-type: none">• <i>Minor in Black Studies in development.</i> |

1 BELONG REPORT/RECOMMENDATIONS

	RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
5	<p>Support an inclusive environment for students, faculty, and staff as they commence their studies and new positions at Dalhousie.</p> <p>A) Develop a mandatory online orientation module, to fit in an integrated way with the proposed mandatory education course, for all students to complete before they commence their studies at Dalhousie.</p> <p>B) A review be undertaken to study the design and operation of orientation week events on campus and within faculties to ensure they demonstrate respectful inclusion of the wide range of students.</p> <p>C) Develop, implement, and monitor an intensive inclusion training course as a condition of appointment/hire for all staff and faculty who work in advising students (including staff in the Registrar's Office, Associate and Assistant Deans (Academic), Deans, staff in Student Academic Success Services, Student Wellness, Student Life, and the DSU executive) alongside attending mandatory continuing education as part of the conditions of appointment.</p> <p>D) Include a module in the orientation for graduate students on appropriate faculty-student supervisory relationships and on structures for support and reporting when things are not working. Require all graduate student supervisors to attend a mandatory module on the expectations and responsibilities of graduate supervisors</p>	<ul style="list-style-type: none">• <i>Piloting on-line learning module on consent.</i>• <i>More focus on more family-centred, alcohol-free events during orientation.</i>
6	<p>Provide additional supports on respect and inclusion.</p> <p>A) Explore the potential of upstander programming.</p>	<ul style="list-style-type: none">• <i>Implementing Bystander program for sexualized violence.</i>• <i>Designing Speak-up/Upstander program on issues of discrimination using peer-to-peer model.</i>• <i>Faculty of Dentistry Restorative Justice process and Next Steps Committee are examining a number of initiatives, including ensuring the organizational structure, reporting processes, and Faculty policies are clear and transparent.</i>

1 BELONG REPORT/RECOMMENDATIONS

RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
B) Develop, publicize, and update annually a network of human resources (e.g., staff, students, and faculty members) across campus who are willing to work with faculty members who wish to explore the expansion of their course content to include more diverse voices and perspectives.	<ul style="list-style-type: none">• <i>Elder-in-residence in IB&M program in place to support Mi'kmaq students.</i>
7 Acknowledge our rich history. A) Commission a redesign of our ceremonial mace. B) Formalize an acknowledgement statement to be used at Dalhousie events recognizing Dalhousie's place on Mi'kmaq territory. C) Commission an official graduation regalia for Indigenous students, faculty, and staff who choose to wear it.	<ul style="list-style-type: none">• <i>In the early stages, starting to identify individuals to sit on this Committee.</i>• <i>First acknowledgement at Convocation was made at fall 2015 ceremonies.</i>
8 Celebrate our diverse community. A) Develop and support already existing inclusivity campaigns around observances recognizing inclusion and diversity matters with high-impact communications and education pieces. B) Acknowledge the religious pluralism of our community. C) Add a position on Senate for an elected international student.	<ul style="list-style-type: none">• <i>Increased engagement in Pride events.</i>• <i>Pink Day expanded into Respect Week with cross-university representation and engagement. New Education Coordinator will lead on social-media and communications planning.</i>• <i>20th anniversary celebration of North Preston Dental Clinic held June 2016.</i>• <i>New Mosaic calendar added to website of Office of HRE&HP.</i>• <i>Faculty of Dentistry working with Facilities Management and Dalhousie Student Union to support and facilitate a room for prayer and/or reflection in the dentistry building.</i>

1 BELONG REPORT/RECOMMENDATIONS

RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
<p>9 Create welcoming and accessible services and buildings.</p> <p>A) Update the design of our symbols to promote a greater sense of inclusion (e.g., the Modified International Symbol of Access (ISA)).</p> <p>B) Ensure the washrooms in every building on campus support inclusion (disability accessible, gender-inclusive, and where gendered, gendered evenly).</p> <p>C) Audit the reliance on gender identification at Dalhousie (including on all forms) and consider when gender identification is necessary to achieve the purpose of the underlying activity, and where it is necessary, provide an option for gender to be self-defined.</p> <p>D) Develop a detailed and unified plan for ensuring full physical accessibility of the University campus, including weather accessibility. Determine where the minimum required standards are insufficient.</p> <p>E) Champion universal design for learning and work.</p> <p>F) Review the location of the Human Rights, Equity, and Harassment Prevention Office.</p> <p>G) Review the visual art and artifacts on display across the University and consider a plan for the acquisition of new work that might support a more inclusive visual environment.</p> <p>H) Promote reporting discriminatory graffiti to aid its swift removal. Graffiti should be documented before it is removed and the Human Rights, Equity and Harassment Prevention Office should keep an electronic record of it.</p>	<ul style="list-style-type: none">• <i>Included in standards for Dental Clinic renewal project.</i>• <i>Included in standards for Dental Clinic renewal project.</i>• <i>Included in standards for Dental Clinic renewal project.</i>• <i>Strategic planning and review of mandate, structure and resources is underway.</i>• <i>Security Services has built these steps into its process for removal.</i>• <i>Upgrading database to include more detailed tracking.</i>• <i>Restorative Justice process and Next Steps Initiative are examining a number of initiatives including clear, transparent reporting processes.</i>• <i>HRE&HP Office tracking when reported and identifying grounds of discrimination where applicable.</i>

1 BELONG REPORT/RECOMMENDATIONS

RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
I) Build knowledge about our lone worker program (i.e., supports for individuals on campus who need to work alone outside of regular business hours).	
J) Make funding available to low-income students who require mental health or learning disability assessments in order to support formal accommodation requests.	
K) Support the interaction between Dalhousie Security and diverse community needs.	<ul style="list-style-type: none"> • <i>Clear presence of Dalhousie Security Services through recent events at Faculty of Dentistry has raised profile in Faculty.</i> • <i>"Risk assessment" presentations by Security Services to faculty and staff.</i>
L) Review communications practice to ensure university messaging does not unintentionally exclude or unnecessarily demonstrate a Halifax-centric viewpoint. Review university business processes to determine what can be streamlined or improved for community members working or studying at sites not on the Halifax campuses.	
M) Enhance recruitment from diverse communities by including members of those communities (students, graduates, international students) in recruitment teams.	<ul style="list-style-type: none"> • <i>Health Professions, Dentistry and Medicine working with PLANS (Promoting Leadership in Health for African Nova Scotians) and Aboriginal Health Sciences Initiative.</i>
<hr/>	
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.	<ul style="list-style-type: none"> • <i>In compliance with Employment Equity through Affirmative Action policy, the Federal Contractor's Program, and further equity, diversity and inclusion planning, using the 2015 census data, the Office of HRE&HP will support University-wide workforce analysis, development of short- and long-term numerical goals, coordination of faculty and administrative goal setting and implementation.</i> • <i>Office of HRE&HP leading education programs and workshops to support diversity and inclusion with students, faculty, staff and administration.</i>

1 BELONG REPORT/RECOMMENDATIONS

RECOMMENDATION

- B) Ensure our awards and honours celebrate accomplishments in an inclusive way through a review of application procedures and criteria (for example, honorary doctorate recipients, alumni awards, and teaching award recipients, should be reflective of the “face” of our community).
- C) Develop an internal category of Chair, offering perhaps 5 Chairs a year targeted at pre-tenure faculty members from equity seeking groups to support their development as researchers. Provide support for modest teaching release and some modest seed funding for grant applications.
- D) Better profile and encourage participation in the travelling workshop on accessibility-related topics that is already offered by the Centre for Learning and Teaching.
- E) Provide an Indigenous learning centre including appropriate scholarly resources and support the availability of Indigenous Elders at the Centre.

UPDATE (NOVEMBER 30, 2015)

- *Replacing the Employment Equity/Affirmative Action statement on all Dalhousie job postings with the new diversity statement which has been broadened to include persons of minority sexual orientations and gender identities:*

Dalhousie University is committed to fostering a collegial culture grounded in diversity and inclusiveness. The university encourages applications from qualified Aboriginal people, persons with a disability, racially visible persons, women, persons of minority sexual orientations and gender identities, and all qualified candidates who would contribute to the diversity of our community.

- *Reviewing and updating the Employment Equity Through Affirmative Action Policy and its implementation and oversight.*
- *Proposal for the development of a staff diversity award being developed.*
- *Dentistry Faculty Academic Awards Committee reviewing current procedures.*
- *FASS implementing Elder-in-Residence program.*
- *Discussions underway with the Confederacy of Mainland Mi'kmaq concerning a cost-sharing agreement for the staffing of a Dalhousie Aboriginal student advising centre to support Aboriginal student success and degree completion.*

1 BELONG REPORT/RECOMMENDATIONS

RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
<p>F) Review and update our Employment Equity Policy and its implementation and oversight.</p>	<ul style="list-style-type: none"> • <i>Dalhousie's Policy on Employment Equity through Affirmative Action, including the Council on Employment Equity, under review for updating.</i> • <i>In compliance with Dalhousie's policy on Employment Equity through Affirmative Action, the Federal Contractor's Program and further equity, diversity and inclusion planning, using the 2015 census data, the Office of HRE&HP will support University-wide workforce analysis, development of short- and long-term numerical goals, coordination of faculty and administrative goal setting and implementation.</i> • <i>Replaced the Employment Equity/Affirmative Action statement on all Dalhousie job postings with the new diversity statement which has been broadened to include persons of minority sexual orientations and gender identities.</i>
<p>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.</p>	<ul style="list-style-type: none"> • <i>Being considered in the context of collective bargaining planning.</i>
<p>H) Work with municipal and provincial governments to build a strategy for welcoming, supporting, and retaining international students.</p>	<ul style="list-style-type: none"> • <i>Participated in City of Halifax welcome event for international students.</i> • <i>Office of HRE&HP supporting specific workshop for international students and international student associations on human rights and employment rights.</i>
<p>I) Explore inclusion issues in Dalhousie residences.</p>	
<p>J) Explore means to expand child care availability.</p>	
<p>K) Develop a peer-support program for students with mental health issues.</p>	<ul style="list-style-type: none"> • <i>Underway.</i>
<hr/>	
<p>11 Enhance internal audit of inclusion issues.</p>	<ul style="list-style-type: none"> • <i>Executive Director, Diversity and Inclusiveness hired. Reports directly to the President.</i>
<p>A) Identify an officer at the senior level responsible for coordinating the University's ongoing engagement with issues of diversity and inclusion, with clear articulation of that responsibility in the officer's title and with significant weight given to this aspect of the officer's portfolio within the position description.</p>	

1 BELONG REPORT/RECOMMENDATIONS

RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
<p>B) Review the position descriptions for senior administrators to ensure that the value of knowledge about and experience with inclusion issues is understood as an important component of the required skill sets for these positions.</p>	<ul style="list-style-type: none"> • <i>Underway.</i>
<p>C) Design a biennial equity and diversity report for each faculty and unit to be prepared by and submitted to Senate or Human Resources, as appropriate, that sets out that faculty or unit's inclusion and diversity goals for the next five years, and measures progress made against those goals.</p>	<ul style="list-style-type: none"> • <i>Included in Employment Equity planning. Reviewing on-line option for equity, diversity and inclusion planning including goal setting and implementation.</i>
<p>D) Design a biennial University equity and diversity report to be prepared by the Provost and Vice-President Academic for review and discussion by the Board.</p>	
<p>E) Track and report data at a macro level on harassment and discrimination complaints and sexualized violence.</p>	<ul style="list-style-type: none"> • <i>Software now in place in Office of Human Rights, Equity and Harassment Prevention and in Security Services to allow for more detailed tracking and reporting capacity.</i>
<p>F) Design a plan for proactively reviewing diversity and inclusion in faculties and units; expand Senate review process to include at least one expert on issues of diversity and inclusion.</p>	<ul style="list-style-type: none"> • <i>In compliance with Dalhousie's policy on Employment Equity through Affirmative Action, the Federal Contractor's Program and further equity, diversity and inclusion planning, using the 2015 census data, the Office of HRE&HP will support University-wide workforce analysis, development of short- and long-term numerical goals, coordination of faculty and administrative goal setting and implementation.</i> • <i>Policy and plan reviews underway in various units across the university.</i>
<p>G) Rename, additionally staff, and expand the mandate of our Human Rights, Equity, and Harassment Prevention Office.</p>	<ul style="list-style-type: none"> • <i>Education Coordinator hired in Office of Human Rights, Equity and Harassment Prevention.</i> • <i>Strategic planning/mandate review underway.</i>
<hr/>	
<p>12 Provide an inclusive environment for engagement in sport.</p> <p>A) Continue to explore the gender balance, domestic/international student balance, and other potentially exclusionary practices in athletics and recreation at Dalhousie to assess the diversity of students participating in sport.</p>	

1 BELONG REPORT/RECOMMENDATIONS

	RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
	<p>B) Expand the hours of Dalhousie's athletic facilities so that students can participate in sport a couple of hours later into the evening to enable greater participation in non-elite team sports by a broader and more diverse group of students.</p> <p>C) Review our athletics and recreation program to ensure that we are providing student participants with sufficient supports for healthy engagement, given that we know from other university reports that athletics, and most particularly elite athletics, can provide both a strong site for inclusion, but also a site of sexualized violence and exclusion.</p> <p>D) Adopt a zero-tolerance approach to hazing in Dalhousie's hazing policy.</p>	<ul style="list-style-type: none"> • <i>Proposing changes to Hazing Policy to add Advisor, Harassment Prevention/Conflict Management as a member of the Hazing Committee.</i> • <i>Bystander program piloted and consideration is being given to implementing in a variety of units.</i> • <i>A robust University-wide Hazing Policy was recently created.</i>
13	<p>Respond to behavior that is inconsistent with Dalhousie's commitment to an inclusive and diverse Community.</p> <p>A) Promote counselling services and supports available to students with substance abuse, practices of unhealthy sexual engagement, and other asocial behaviours.</p> <p>B) Include a representative from the Office of Human Rights, Equity, and Harassment Prevention on the University Alcohol Use Advisory Committee and include consideration of the interaction between alcohol use and sexualized violence.</p> <p>C) Consider ways to enhance respect within faculties and units. Consider exit interviews and monitoring turnover rates.</p> <p>D) Develop a University-wide social media use policy that addresses respect and diversity.</p>	<ul style="list-style-type: none"> • <i>Advisor, Harassment Prevention/Conflict Management is on University Alcohol Use Advisory Committee and adds expertise on alcohol use and sexualized violence prevention.</i> • <i>Policy review underway.</i> • <i>Conversations have started about creating guidelines for using social media.</i>
14	<p>Build an integrated and comprehensive strategy to promote student, faculty, and staff wellness.</p> <p>A) Ensure that mental health is central in the development of student and faculty/staff wellness plans and make those plans public.</p>	<ul style="list-style-type: none"> • <i>Underway.</i>

1 BELONG REPORT/RECOMMENDATIONS

RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
15 Build capacity to address the impact of exclusion. A) Develop a statement of complex content, or other system of appropriately supporting students who have experienced trauma. B) Enhance counselling services with appropriate resourcing and structures that meet the needs of a diverse community.	

- 15 Build capacity to address the impact of exclusion.
- A) Develop a statement of complex content, or other system of appropriately supporting students who have experienced trauma.
- B) Enhance counselling services with appropriate resourcing and structures that meet the needs of a diverse community.

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

RECOMMENDATION

UPDATE (NOVEMBER 30, 2015)

RECOMMENDATIONS DIRECTED TO DENTISTRY

- | | | |
|---|--|---|
| 1 | <p>Universal agreement that fundamental change is needed, commit to implementing recommendations. Develop action plan with defined goals, timelines and identify roles responsible for implementation.</p> | <ul style="list-style-type: none"> • <i>Dentistry faculty and administration agree fundamental change is needed; have begun development and implementation; e.g., Next Steps Committee formed in January 2015 to bring about and sustain positive cultural change within the FoD community and foster a working and learning environment in which all students, faculty, and staff feel safe, included, and respected.</i> • <i>Currently addressing the recommendations of the Restorative Justice and External Task Force reports and working to implement many new initiatives, some of which are noted in this update report.</i> |
| 2 | <p>Improve complaint system to ensure faculty, students and staff understand when, where and how to make complaint. Ensure prompt, fair and transparent processing, and advise complainant of outcome.</p> | <ul style="list-style-type: none"> • <i>A number of avenues are currently being explored to best ensure the channels for faculty, staff and students to report issues, problems and complaints are transparent, and required resources are readily accessible. One example includes a suggestion box system where paper forms and suggestion boxes are placed throughout the Dentistry building, issues triaged by patient care coordinator, then sent for action. If self-identified, complainants are made aware of the outcome.</i> |
| 3 | <p>Use systemic, non-punitive ways to identify and get information on potential or actual problems; consider "chilly climate" reports, anonymous workplace surveys and spot audits.</p> | <ul style="list-style-type: none"> • <i>Student groups (DH1 & DH2; DDS1 & DDS2; DDS3 & DDS4) meeting every six weeks with deans/assistant deans/program directors to discuss concerns and provide feedback.</i> |
| 4 | <p>Implement measures to improve staff working conditions; focus on unacceptable treatment by managers and students.</p> | <ul style="list-style-type: none"> • <i>Effort to create a more open environment; this will be enhanced by success of other initiatives (some examples of which are noted in this report).</i> |
| 5 | <p>Change patient distribution/clinical credit system to ensure fairness, reduce excessive competition and patient hoarding.</p> | <ul style="list-style-type: none"> • <i>Policies are under review.</i> • <i>Improved clinical advisor system to more closely monitor progress towards clinical requirements; intended to increase sharing of patients, ID gaps in clinical experience, and decrease stress and competition.</i> • <i>Appointed full time faculty member to oversee patient/student management issues.</i> |

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

RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
<p>6 Monitor social and other events to prevent alcohol abuse, and facilitation of sexist, heterosexist, misogynistic, or racist behavior. Reinstate events that do not contribute to this behaviour.</p>	<ul style="list-style-type: none"> • Faculty of Dentistry student orientation revisited; increased focus on alcohol free events. • Increase in social events based around community service. • First year hygiene and dentistry students participated together in Random Acts of Kindness project during orientation week. They met a week later to discuss and celebrate the impact of their projects. • Organizing more “family-friendly” events; increased number of alcohol-free events. • Greater focus on student outreach activities. • Dental Students’ Society and Assistant Dean Students met several times with Security Services and the Building Manager of the Faculty of Dentistry during the summer and fall of 2015 to address these issues. They also met with the Alcohol Use Advisory Committee and proposed draft rules for serving alcohol at events. This draft was used as the basis for the development of formal Expectations for Society / Faculty Events approved by the AUAC for use campus-wide. Talks continue with Student Services, DSU representatives, Faculty of Dentistry student representatives, and the Assistant Dean Students to address responsible use of alcohol on campus.
<p>7 Improve integration of School of Dental Hygiene; consider appointing assistant dean.</p>	<ul style="list-style-type: none"> • More regularly scheduled and special social events include Hygiene and Dentistry students. • In the past, a selection of classes was taught in common to both dentistry and hygiene students. This will be carried out more broadly to encourage greater integration and respect between the two disciplines. • Joint participation in community service events.
<p>8 Eliminate inequitable treatment of QP students; fully integrate into classes and recognize their expertise; ensure students from United States do not receive preferential treatment.</p>	<ul style="list-style-type: none"> • After completing Summer Module, QP students will be included in regular 3rd year clinic groups, which include both dentistry and hygiene students, to encourage a greater sense of inclusiveness.

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

RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
<p>9 Celebrate role of female, racialized and LGBTQ dentists have played in profession; recognize struggles and successes.</p>	<ul style="list-style-type: none"> • <i>The inaugural Women in Dentistry Circle was held spring 2015 bringing together five female dentists from different backgrounds and areas of practice with female fourth-year dentistry students to discuss the different challenges female dentists face and the opportunities that are available to them. The second annual Women in Dentistry Circle will be coordinated in spring 2016 as part of the Dentistry Mentorship Program.</i>
<p>10 Collect data from student body to provide information on diversity, and report aggregate data to Senate. Include information on sex, sexual orientation, socio-economic background, racialization, indigeneity and disability status. Consider a designated recruitment plan for Indigenous and Black communities</p>	<ul style="list-style-type: none"> • <i>Census launched in November 2015 for faculty, staff and students to self identify – university wide.</i> • <i>In compliance with Dalhousie's policy on Employment Equity through Affirmative Action, the Federal Contractor's Program and further equity, diversity and inclusion planning, using the 2015 census data, the Office of HRE&HP will support University-wide workforce analysis, development of short- and long-term numerical goals, coordination of faculty and administrative goal setting and implementation.</i> • <i>Dalhousie Diversity Faculty Awards program expanded, with support from the Dalhousie Faculty Association.</i>
<p>11 Survey faculty members and staff to collect data on diversity</p>	<ul style="list-style-type: none"> • <i>University-wide census launched in November 2015 for faculty, staff and students to self identify.</i>
<p>12 Create internal council/committee on inclusion and diversity.</p>	<ul style="list-style-type: none"> • <i>Current focus on revitalization of Employment Equity Council at Dalhousie; Council meets regularly and works with and through the Human Rights and Equity Advisor to implement the Employment Equity through Affirmative Action Policy.</i>
<p>13 Conduct independent external review on whether RJ, constructed to ensure voluntary involvement and inclusive participation, could assist in behavioural change for students, staff and faculty.</p>	<ul style="list-style-type: none"> • <i>June 2016 international conference on RJ will include leading experts; will consider best practices and international evidence to assess RJ process at Dalhousie.</i> • <i>Assessment plans will be built into any future development and use of restorative approach within Faculty aimed at behavioural changes and/or climate and culture changes.</i>

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

RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
<p>14 Collaborate with other dental schools, licensing boards and associations to address equity and sexual misconduct in profession.</p>	<ul style="list-style-type: none"> • <i>Process of rebuilding relationships is ongoing.</i> • <i>As a member of the Association of Canadian Faculties of Dentistry, the Faculty of Dentistry is sharing experiences with other Faculties of Dentistry across Canada on the topics of clinics, curricula, equity, diversity, and inclusion.</i> • <i>FoD coordinated a national meeting of provincial/territorial dental associations and dental schools in conjunction with the Canadian Dental Association Convention to share ideas and identify opportunities to collaborate on a regional and national scale.</i>
<p>15 Consider ways to reduce isolation from university; may include cross-appointments, and incorporation of wider perspectives on inter-disciplinary research and education.</p>	<ul style="list-style-type: none"> • <i>Dean of Faculty of Dentistry providing regular reports to President, Provost and Senate.</i> • <i>Participate in community-wide sharing/discussions/sessions; e.g., November 12 Senate workshop.</i>
<p>16 Improve effectiveness of ethics and professionalism education for all students; make courses part of curriculum, integrate into other courses and Clinic, and include issues related to sexism, misogyny, homophobia, racism, disability and discrimination.</p>	<ul style="list-style-type: none"> • <i>Dentistry and Hygiene students participated in a two hour, mixed group seminar during orientation (with some attention on social media).</i> • <i>All Dentistry students expected to participate in half day workshop.</i> • <i>Framed copy of student-written oath is displayed in patient waiting room; copy will be displayed in lounge.</i> • <i>New Aboriginal health course materials added to the curriculum, working with the AHSI and Dr. Mary McNally.</i>
<p>17 Report regularly to Senate and President on implementation of recommendations.</p>	<ul style="list-style-type: none"> • <i>Dean of the Faculty of Dentistry providing regular reports to President, Provost, and Senate.</i> • <i>Regular reports on Strategic Direction 5.2 to be posted to Culture of Respect website.</i>
<p>18 Ensure policies are written and widely accessible.</p>	<ul style="list-style-type: none"> • <i>Dentistry academic and clinic policies on website.</i> • <i>All Dalhousie institutional policies are posted on University Secretariat website, including Accommodation Policy, Alcohol Policy, Code of Student Conduct, Employment Equity through Affirmative Action Policy, Hazing Policy, Personal Harassment Policy, Prohibited Discrimination Policy, Sexual Harassment Policy, etc.</i> <p><i>http://www.dal.ca/dept/university_secretariat/policies.html</i></p>

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

RECOMMENDATION

UPDATE (NOVEMBER 30, 2015)

RECOMMENDATIONS DIRECTED TO UNIVERSITY ADMINISTRATION

19	Make clear how codes of conduct and policies apply to social media.	<ul style="list-style-type: none"> • Policy review underway. • Office of HRE&HP facilitating workshops on social media.
20	Increase dissemination of information about how to raise concerns and complaints about sexual harassment and misconduct.	<ul style="list-style-type: none"> • Policies more widely available on website; included on Culture of Respect website. • Office of HRE&HP reviewing communications strategy.
21	Publicize more information about institutions and processes that can address issues of inequality, including harassment and misconduct.	<ul style="list-style-type: none"> • Increased access to policies on website; additional links provided. • Culture of Respect website links to key policies and resources. • Office of HRE&HP reviewing communications strategy.
22	Locate HRE&HP more visibly/consider renaming.	<ul style="list-style-type: none"> • Review of mandate, structure and resources underway. • Location, signage and structure is being carefully considered.
23	Publicize role of Vice-Provost, Student Affairs in dealing with student complaints; focus on informing on how to raise concerns and make complaints.	
24	Consider establishing funded ombudsperson.	<ul style="list-style-type: none"> • Discussions between DSU and administration are underway about reporting structure and role, and development of terms of reference.
25	Develop early detection methods to identify issues of systemic discrimination or harassment; issue guidelines to initiate complaints on behalf of university.	<ul style="list-style-type: none"> • Administration providing one time, start-up funding support to DSU sexual assault & harassment phone line which may provide some high level information on systemic issues. • Policy review underway. • Office of HRE&HP includes assessment of systemic discrimination and systemic remediation in complaint processes.

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

RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
<p>26 Draw on those with legal and social science expertise in systemic discrimination when responding to related issues.</p>	<ul style="list-style-type: none"> • Case by case – under consideration at all times. • Gender and Women’s Studies program and the Dalhousie Student Union sponsored a public forum entitled, <i>Backhouse and Beyond: Rape Culture and the Future of Dalhousie</i>, to provide an opportunity for the Dal community to discuss the work that has been done, or is being planned to address rape culture and other forms of discrimination on campus. • Office of HRE&HP and Gender and Women’s Studies Program and several student associations providing support for “16 Days of Activism Against Gender-Based Violence,” running from Nov. 25-Dec. 10 and drawing on internal and external experts from the community. http://www.dal.ca/dept/dalrespect/harassment_prevention/16-days-of-activism-against-gender-based-violence.html • Office of HRE&HP, with Council on Employment Equity, supporting development of network of experts.
<p>27 Make it more widely known that complaints of sexual harassment and sexual misconduct can be addressed in ways that protect the complainant’s identity.</p>	<ul style="list-style-type: none"> • More links to policies on website. • Office of HRE&HP reviewing communications strategy.
<p>28 Strengthen and expand retaliation protections under Sexual Harassment Policy, make them easier to invoke and publicize more widely. Extend retaliation protections to complaints under the Code of Student Conduct.</p>	<ul style="list-style-type: none"> • Policy review underway.
<p>29 Continue to include RJ among mechanisms it may adopt in dealing with issues of inequality, but also assess circumstances in which it is appropriate. Ensure students who opt not to participate in RJ are provided with alternatives.</p>	<ul style="list-style-type: none"> • University policies provide for this option when appropriate and agreed to by complainant and respondent. • Policy review underway.
<p>30 Maintain and develop educational programs on inequality and disseminate across university. These should not be seen as a substitute for leadership and institutional commitment.</p>	<ul style="list-style-type: none"> • New Education Coordinator position in Office of HRE&HP dedicated to developing and facilitating educational programs.

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

RECOMMENDATION

UPDATE (NOVEMBER 30, 2015)

RECOMMENDATIONS ON BROADER CONTEXT

31	Seek to enhance reputation for responding to equity issues by ensuring complaints receive fair and timely response, and establish track record of effective intervention.	<ul style="list-style-type: none"> • Administration working to establish common goals; Executive Director, Diversity and Inclusiveness appointed to coordinate and move forward with cultural change.
32	Recognize expertise in equity issues is a necessary skill for faculty, central administrators, and institutional decision-makers, up-to and including Board of Governors. Draw on existing internal expertise, such as South House, Gender and Women's Studies, Black Canadian Studies, among others in designing training and support. Additional resources should be provided as needed.	<ul style="list-style-type: none"> • Half day facilitated discussion on equity, diversity and inclusiveness at senior administrators' retreat; further training to be provided. • The workshop, "Diversity in the Classroom: When Difficult Conversations Are Required," was piloted in October 2014 and delivered jointly by HRE&HP, Academic Faculty Relations, and CLT to Truro Academic Leaders and on Studley campus for faculty. It was revised and updated spring 2015 and has also been used as reference material for individual faculty coaching. • Equity training provided for search committees and ways to enhance education and training for search committees being explored. • New Education Coordinator position hired in Office of HRE&HP. • Office of HRE&HP, with Council on Employment Equity, supporting development of network of experts.
33	Seek ways toward greater inclusion of female, LGBTQ, racialized, disabled, and diverse ethnic and religious communities within students, faculty and administrative populations.	<ul style="list-style-type: none"> • Moving forward with Strategic Priority 5.2, focusing on Diversity and Inclusiveness. • Revitalizing Council on Employment Equity through Affirmative Action; considering expanding membership. • Peer education respect representatives to reach out to diverse student population on antidiscrimination and consent.
34	Expand links with community organizations such as front line anti-violence services and others with experience in equity.	<ul style="list-style-type: none"> • Office of HRE&HP conducting specific outreach to marginalized groups and engaging diverse perspectives from student realm. • Collaborating with province on sexual harassment initiatives and continuing to work with Avalon Sexual assault centre.
35	Ensure faculty, staff and students who raise concerns about equity are not at risk of retaliation.	<ul style="list-style-type: none"> • Policies are under review.

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

RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
<p>36 Continue research into RJ; explore ways to improve process and content in areas excluded from moratorium.</p>	<ul style="list-style-type: none"> • <i>RJ Conference scheduled for June 27-28, 2016; program planning is underway, being led by Jennifer Llewellyn.</i> • <i>Executive Director, Diversity and Inclusiveness to consider how RJ can best be used across campus to address conflict and equity issues.</i> • <i>Restorative approaches included in complaint process options offered by Office of HRE&HP.</i>
<p>37 Undertake studies, including interdisciplinary analysis, into nature of rape culture and ways to eliminate or reduce sexual violence in society. Draw upon expertise of faculty, staff and students to develop research, teaching and activism to dismantle inequality.</p>	<ul style="list-style-type: none"> • <i>Piloting bystander education on campus.</i>
<p>38 Explore new teaching techniques to improve teaching in anti-discrimination, and explore why current forms of training are less successful than hoped, and experiment with new methods.</p>	<ul style="list-style-type: none"> • <i>Continuing to offer and advertise workshop for faculty and academic leaders on "Dealing with Difficult Conversations around Diversity in the Classroom" (developed jointly by CLT, HR, and the Office of HRE&HP).</i> • <i>Developing workshops/resources to support program and curriculum development and renewal focused on diversity (initial project pilot between FASS and CLT in new year).</i> • <i>Curating a LibGuide of key resources for faculty and academic leaders on Inclusivity and Diversity (Library, CLT and Office of HRE&HP).</i> • <i>January issue of Focus on Teaching and Learning dedicated to inclusivity and diversity in teaching and learning (CLT, with contributions from several faculty on campus).</i>
<p>39 Continue with process to implement Belong.</p>	<ul style="list-style-type: none"> • <i>Implementation of many recommendations (a number of which overlap with this report) continues and is part of the university's larger strategic plan (5.2).</i>

3 RESTORATIVE JUSTICE REPORT / RECOMMENDATIONS

	RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
1	Actively discourage and interrupt use of divisive gender-based practices.	<ul style="list-style-type: none"> • Faculty of Dentistry patient charts changed to male/female/transgender/ other to reflect greater diversity in society.
2	Implement community wellness initiative, including support communities that use a restorative approach, provide mentorship, reflective practice and meetings with Associate/Assistant Deans and Dean.	<ul style="list-style-type: none"> • Health and Wellness Committee established including dentistry and dental hygiene faculty and staff, with the aim of encouraging health and wellness activities and promoting health and wellness activities that are happening elsewhere at Dalhousie. • Dentistry Mentorship Program, a joint initiative with the Nova Scotia Dental Association, will be amended to create the most valuable and user-friendly program possible.
3	Form Task Force to evaluate quality tenor and nature of faculty/student social events, including how they contribute to negative climate/culture; redesign or discontinue events as appropriate, seek input from Alcohol Use Advisory Committee.	<ul style="list-style-type: none"> • Faculty of Dentistry student orientation revisited; increased focus on alcohol free events. • Increase in social events based around community service. • First year hygiene and dentistry students participated together in Random Acts of Kindness project during orientation week. They met a week later to discuss and celebrate the impact of their projects. • The Dalhousie Dentistry Student Society hosted an International Foods Day on November 23. Proceeds went towards "Sharing Smiles Day." This initiative helped to improve relationships between dental/dental hygiene students and individuals with special needs. • Dental Students' Society and Assistant Dean Students met several times with Security Services and the Building Manager of the Faculty of Dentistry during the summer and fall of 2015 to address these issues. They also met with the Alcohol Use Advisory Committee and proposed draft rules for serving alcohol at events. This draft was used as the basis for the development of formal Expectations for Society / Faculty Events approved by the AUAC for use campus-wide. Talks continue with Student Services, DSU representatives, Faculty of Dentistry student representatives, and the Assistant Dean Students to address responsible use of alcohol on campus.

3 RESTORATIVE JUSTICE REPORT / RECOMMENDATIONS

	RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
4	Build relationship between Dentistry and Dental Hygiene based on equality and respect.	<ul style="list-style-type: none"> • <i>Joint participation in community service events; for example, students from dental hygiene and dentistry will participate in a National 'Sharing the Smiles Day' on April 2, 2016.</i> <i>http://www.ohth.ca/about-us/sharing-smiles-day/</i> • <i>A working group composed of dentistry and dental hygiene faculty meets regularly to discuss equitable distribution of patient supply to ensure all students gain the experience and competent skills required to graduate.</i> • <i>As of fall 2015, members of the Division of Periodontics and the School of Dental Hygiene have been meeting biweekly to ensure curriculum (and content) delivered to dental and dental hygiene students is congruent in areas of overlapping concern.</i>
5	Introduce and fully include Qualifying Program students within Dentistry, including joining cohort as early as possible, joining clinical clusters, affording the same opportunities for welcome and connection.	<ul style="list-style-type: none"> • <i>Qualifying Program students included among clinical clusters rather than isolated to one cluster.</i> • <i>Event to welcome QP students held at lunch to ensure all students, staff and faculty could attend.</i>
6	Match cross-cultural recruiting strategies with specific support for international students.	<ul style="list-style-type: none"> • <i>New Affirmative Action policy for dental hygiene recruitment in place designed for African Nova Scotians and Aboriginal Peoples from across the Atlantic region.</i> • <i>Continuing Affirmative Action policy in place for dental students that covers both these population groups.</i>
7	Work with faculty on understanding diversity and under-representation in program.	<ul style="list-style-type: none"> • <i>Workshop held on managing cultural diversity with faculty and students.</i> • <i>Using resources developed by Dr. Lionel LaRoche, an expert in managing cultural diversity in technical professions, in workshops on cultural competence with Dentistry faculty.</i>
8	Continue "Women in Dentistry" circle as annual event.	<ul style="list-style-type: none"> • <i>The inaugural Women in Dentistry Circle was held spring 2015 bringing together five female dentists from different backgrounds and areas of practice with female fourth-year dentistry students to discuss the different challenges female dentists face and the opportunities that are available to them. The second annual Women in Dentistry Circle will be coordinated in spring 2016 as part of the Dentistry Mentorship Program.</i>

3 RESTORATIVE JUSTICE REPORT / RECOMMENDATIONS

	RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
9	Host international RJ conference in 2015/16 to examine lessons learned.	<ul style="list-style-type: none"> • Conference scheduled for June 27-28, 2016; program planning is underway, being led by Jennifer Llewellyn.
10	Implement principle-based approach to professionalism.	<ul style="list-style-type: none"> • Dentistry and Hygiene students participated in a two hour, mixed group seminar during orientation (with some attention on social media).
11	Introduce common commitment to professional behaviour across faculty, including opportunities for “360 feedback”.	<ul style="list-style-type: none"> • Implementing ACHIEVE program – a program recognized as an effective means of performance planning, professional development, learning from experience, improving communication, supporting staff in their growth and development.
12	Establish patient care planning that models professional collegiality between instructors and students.	<ul style="list-style-type: none"> • Next Steps Committee is working closely with Clinic Renewal Committee to support a new approach that will ensure a change in the practice of consultation and instruction.
13	Establish annual Day of Professionalism in Faculty.	<ul style="list-style-type: none"> • Tentatively planned for winter 2016; Nova Scotia Dental Association to be engaged to identify what is important as community of professionals.
14	Representatives from DDS2015 to participate in seminar/workshop in conjunction with white-coat ceremony.	<ul style="list-style-type: none"> • Dress like a professional day held on October 1, the day of the White Coat Ceremony. Students made a donation to charity in order to dress in professional attire instead of their usual scrubs.
15	DDS2015 commitment to honesty and professionalism into future.	<ul style="list-style-type: none"> • Dr. Mary McNally led a new half-day professionalism workshop for students as part of her ethics course. Members of the RJ process participated. • DDS Class of 2015 presented Oral Health Professional Oath display to the Faculty of Dentistry. This Oath will be an evolving document that is updated regularly through consultation with students and faculty. • A half day professionalism workshop for students is part of their ethics course. Participants in the RJ process took part.
16	Place framed copy of “Student Oath” in all clinic cubicles.	<ul style="list-style-type: none"> • Oral Health Professional Oath has been placed on permanent display in the patient services waiting room; a version will also be displayed in the student lounge.

3 RESTORATIVE JUSTICE REPORT / RECOMMENDATIONS

	RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
17	Focus on climate renewal for clinic renew in 2018.	<ul style="list-style-type: none"> • Ongoing, and evolving based on how operational changes are implemented. • Recently begun the process of facilities renewal; the lessons learned from the Facebook incident will be integrated into both clinic and curricular revision. • Reviewing and updating academic and clinic policy manuals, with advice from legal counsel. • In light of the ongoing dentistry clinic renewal project, faculty, staff, and students are being invited to a series of brief audiovisual updates concerning the progress to date and future plans to ensure all feel part of the process of developing their new clinic.
18	Schedule clinic check in meetings.	<ul style="list-style-type: none"> • The clinical advisor system has been enhanced this year for DDS3 and DDS4 students to include regularly scheduled sessions for students to meet with Faculty Advisors to discuss patient families, report on progress towards clinical requirements, and to address any problems or concerns. The objective is to expand patient families, improve the allocation of patients, identify gaps in clinical experience, and decrease stress and competitiveness among students. • New Dentistry Patient Care Coordinator appointed.
19	Develop conflict resolution skills among staff, faculty and students in clinic and across campus; restorative options should be more widely available.	<ul style="list-style-type: none"> • An educational consultant and the former President of Mount Saint Vincent University, Dr. Sheila Brown, will be facilitating interactive conflict resolution workshops with managers, supervisors and academic leaders. • Appointed full time faculty member to oversee patient/student management issues. • Working with Professor Jennifer Llewellyn and her international colleagues from the fields of justice, social work and education, to organize an International RJ conference in June 2016. • Restorative approaches included in complaint process options offered by Office of HRE&HP.
20	Campus resource network connecting every Assistant/Associate Dean of Students across campus to develop knowledge and skills to address common issues across campus.	<ul style="list-style-type: none"> • Discussions have commenced with a number of Deans, Associate and Assistant Deans for the formation of this network.

3 RESTORATIVE JUSTICE REPORT / RECOMMENDATIONS

	RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
21	Equip Associate Dean of Students with skills, mandate and authority to support clinic care and wellness communities.	
22	Ensure students have clear understanding of complaint process and role of Associate Dean of Students.	<ul style="list-style-type: none"> • <i>A number of avenues are currently being explored to best ensure the channels for faculty, staff and students to report issues, problems and complaints are transparent, and required resources are readily accessible. One example includes a suggestion box system where paper forms and suggestion boxes are placed throughout the Dentistry building, issues triaged by patient care coordinator, then sent for action. If self-identified, complainants are made aware of the outcome.</i>
23	Ensure Associate Dean of Students has appropriate support to ensure better communication with students.	<ul style="list-style-type: none"> • <i>The FoD section of the university website is being updated to make information and resources easier to access for faculty, staff, and students.</i> <ul style="list-style-type: none"> – <i>The roles of the assistant deans and administrators will be more clearly defined so that students, staff and faculty know who to approach for the help they need.</i> – <i>Students will be clearly directed to resources, such as the university's human rights, equity and harassment prevention services and policies; faculty and staff will have clear access to information about health and safety, unions, human resources, and counselling resources available.</i> – <i>The Loop, a new monthly e-newsletter for faculty, staff, and students was introduced and shares news, events, and people information that is relevant to everyone in the faculty.</i> – <i>The Dean holds new weekly "office hours" sessions in a classroom removed from his office where all faculty, staff and students are welcome to ask questions, voice concerns, or chat in a safe environment.</i> – <i>All dentistry and dental hygiene classes will attend new Student Services orientation presentations during scheduled class time, informing them about the services and resources available to them across campus. Similar presentations for international students will continue.</i>
24	Look to existing RJ network in province; build greater RJ capacity	<ul style="list-style-type: none"> • <i>RJ conference scheduled for June 27-28, 2016; program planning is underway, being led by Jennifer Llewellyn.</i> • <i>Faculty leaders and DDS 2015 students are participating together with local, national and international experts to ensure it will contribute to capacity building.</i>

4 TRUTH AND RECONCILIATION REPORT/RECOMMENDATIONS

	RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
1	Improve education attainment levels and success rates.	<ul style="list-style-type: none"> • Professor Patti Doyle-Bedwell leading some defined aspects of curricular content for undergraduate programming, with the goal of enhancing student recruitment and success. • Discussions underway with the Confederacy of Mainland Mi'kmaq concerning a cost-sharing agreement for the staffing of a Dalhousie Aboriginal student advising centre to support Aboriginal student success and degree completion. • Renewed commitment of financial support for the Indigenous Black and Mi'kmaq Initiative in the Schulich School of Law. • "Improving Aboriginal & African Canadian Student Access & Retention: Final Report" (Drs. Kevin Hewitt and Amy Bombay) released in October. Recommendations being addressed within strategic priorities framework. • Aboriginal Health Sciences Initiative (AHSI) review underway.
10	Develop culturally appropriate curricula.	<ul style="list-style-type: none"> • Indigenous Studies Minor launched in fall 2015 with 53 students registered in the first required course, Historical Perspectives; and to date, 46 students enrolled in winter term required course, Contemporary Perspectives.
19	Close gaps in health outcomes between Aboriginal and non-Aboriginal communities.	<ul style="list-style-type: none"> • Action plans being developed, with assistance from Dalhousie's pre-eminent scholars on Aboriginal health and related issues, Drs. Debbie Martin and Amy Bombay. • Dalhousie has more than 12 scholars and teachers in Faculties of Health Professions, Arts and Social Sciences, Dentistry, Law, Medicine, Management, and the College of Continuing Education, whose work has a focus on Aboriginal themes.
23	Increase number of Aboriginal Peoples working in the health care field.	<ul style="list-style-type: none"> • The Aboriginal Health Sciences Initiative (AHSI) pathways program being reviewed in fall 2015, chaired by Dr. Keith Taylor, with the goal of offering additional supports for students interested in direct-entry BA and BSc programs as well as second-entry health-related programs.
24	Provide cultural competency training for all health-care professionals.	<ul style="list-style-type: none"> • The Aboriginal Health Sciences Initiative (AHSI) includes a component for curriculum development around cultural competencies in courses offered in Medicine, Dentistry, and Health Professions.

4 TRUTH AND RECONCILIATION REPORT/RECOMMENDATIONS

	RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
28	...establish a national research program with multi-year funding to advance understanding of reconciliation.	<ul style="list-style-type: none"> • <i>Dr. Debbie Martin to Chair the proposed Task Force on Dalhousie responses to Support the TRC Calls to Action.</i> • <i>Dr. Amy Bombay, Faculties of Medicine and Health Professions, is Dalhousie's scholar-liaison with the National Research Centre for Truth and Reconciliation (NCTR) (http://umanitoba.ca/nctr/).</i> • <i>Discussions underway with NCTR regarding Dalhousie becoming a formal partner with the Centre, including the opportunity for Dalhousie to become the Maritime research hub for the NCTR.</i>
57	[To medical, nursing, law and journalism programs, and business and public sector employers] requiring education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools...	<ul style="list-style-type: none"> • <i>In discussions with Medicine, Nursing, Law, Management and King's inventorying programs and program planning related to the specific Calls to Action in their fields.</i>
65	Community outreach services.	<ul style="list-style-type: none"> • <i>Dalhousie provides free clinic services in health care, dentistry, social work and law to Aboriginal Peoples and other designated groups.</i>
86	Enhancing Aboriginal faculty and professional librarian complements.	<ul style="list-style-type: none"> • <i>Through the Dalhousie Diversity Faculty Awards (DDFA) program, FASS has appointed a new Aboriginal faculty member to lead the Indigenous Studies minor.</i> • <i>To date, five hires have been made under the DDFA program.</i> • <i>Dalhousie Libraries have hired a new Librarian who is Aboriginal; this will create opportunities for Dal Libraries to further contribute to Aboriginal student success initiatives.</i>
92	Aboriginal speakers closely aligned with Truth and Reconciliation.	<ul style="list-style-type: none"> • <i>11 Dalhousie faculty and staff attended Dr. Marie Battiste's workshop at MSVU in October 2015, "How do we incorporate indigenous knowledge into university curricula?"</i> • <i>2015-16 planned speakers include Justice Sinclair and Ry Moran, Director of the NCTR.</i> • <i>Provost's Office provided funding to support the Halifax-wide Indigenous Speaker Series, also supported by Saint Mary's University.</i>

4 TRUTH AND RECONCILIATION REPORT/RECOMMENDATIONS

	RECOMMENDATION	UPDATE (NOVEMBER 30, 2015)
11	Other activities	<ul style="list-style-type: none">• <i>President Florizone, Diana Lewis, and Kara Paul attended a 2-day national forum of university presidents to meet with First Nations, Inuit, and Metis leaders, students and scholars in November 2015.</i>• <i>IB&M (Law) initiative forming working group to respond to TRCD recommendations and met with professor Aimee Craft, Director of the National Centre for Truth and Reconciliation.</i>• <i>Sponsorship and participation in Halifax forum on renewed relationship hosted by Canadians for a New Partnership, Engage NS and Treaty Education Nova Scotia.</i>

