

Faculty of Dentistry Report to Senate November 28, 2016

The Faculty of Dentistry (faculty, staff and students) has continued to work to bring about and sustain positive cultural change within the faculty community and to support and foster a working and learning environment in which everyone, including faculty, staff, students, and patients, feels safe, included, and respected. By continuing to address the recommendations of the Task Force and the Restorative Justice reports, many new and recurring sustainable initiatives have been created. The following table outlines initiatives that have been completed and/or are ongoing since the April report.

Recommendation	Initiatives
1. Universal agreement that fundamental change is needed, commit to implementing recommendations. Develop action plan with defined goals, timelines and identify roles responsible for implementation.	This spring our Faculty completed three reviews: (1) accreditation of all programs by the Commission on Dental Accreditation of Canada, (2) Senate Unit Review, and 3) Graduate Studies Review. The Internal Senate Review Committee reported that positive change was occurring, with many examples of initiatives to improve climate and culture. Neither the Senate Review Committee nor the external reviewers indicated that faculty, staff, and students had reported issues of sexism, misogyny, or homophobia. The committee encouraged the Faculty to continue to assess and report on its responses to the Task Force report recommendations.
2. 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.	The Faculty of Dentistry (FoD) section of the university website continues to be updated on a regular basis to ensure that information is accurate and that all faculty, staff, and students know what resources and supports are available to them. 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.

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	<p>For staff, the process is ongoing. The assistant dean of clinics and the patient care coordinator meet regularly with clinic staff to ensure that staff have the opportunity to voice their concerns and receive feedback in a timely fashion. Clinic staff 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 is currently hiring a human resources advisor whose mandate will include culture/work environment, labour relations, and performance/development management.</p> <p>The dean is holding “Meet the dean” sessions during October, November, and December to give students, faculty, and staff an opportunity to talk with him one-on-one and share comments and suggestions, ask questions, or just chat.</p> <p>The Dalhousie Dentistry Student Society (DDSS) has put a comments box on its office door. Any comments submitted will be dealt with at DDSS meetings. The students have created a reporting form, with a portion of the form designated to follow-up. All dentistry and dental hygiene students are welcome to attend DDSS meetings to bring up concerns.</p> <p>When the Cavity renovation is complete, the DDSS will host office hours, during which trained student leaders will be available to talk to students about personal or school-based concerns.</p>
<p>3. 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>	<p>The human resources advisor referred to in recommendation #2 will work to identify further systemic non-punitive ways to source information on potential and actual problems, particularly with regard to faculty and staff members.</p>

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	<p>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.</p> <p>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.</p> <p>Follow-up meetings with individual classes are held to provide progress reports and develop action plans for new or recurring issues. Feedback from students and the review committee indicates that these initiatives are working.</p>
<p>4. Implement measures to improve staff working conditions; focus on unacceptable treatment by managers and students.</p>	<p>Initiatives have been ongoing to support our staff, including:</p> <ul style="list-style-type: none"> • supporting staff, through study time at work, who wish to complete courses to advance their education and potential job classification • supporting managers and the assistant dean of clinics to help dental assistant staff upgrade their job classification through Human Resources at Dal • holding regular meetings between the assistant dean of clinics, Building Services, the patient care coordinator and managers, and dental assistants and patient services staff • ensuring that staff receive feedback regarding their concerns in a timely manner • creating an atmosphere and environment in which clinic staff are comfortable to bring up concerns with their supervisors, the

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	<p>assistant dean of clinics, or the patient care coordinator</p> <ul style="list-style-type: none"> • creating a new human resources position, the main priority of which will be to help create a safe and healthy work environment for all faculty and staff • holding workshops, including “The Elephant in the Room”, which address issues of diversity and inclusion • 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 reporting the concern to say how the matter was resolved.
<p>5. Change patient distribution/clinical credit system to ensure fairness, reduce excessive competition and patient hoarding.</p>	<p>All DDS3 and DDS4 students are assigned to a clinic cluster of 8-10 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.</p> <p>Both the Accreditation and Senate Review teams noted that students are not reporting any issues of “unfairness” in patient distribution.</p>
<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>	<p>Student-led activities and events reflect students’ commitment and values, including inclusivity, responsibility, accountability, safety, and transparency. The students have implemented numerous positive changes to governance reporting and support services, student activities, and policies, processes, and procedures regarding</p>

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	<p>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>.</p> <p>The Dalhousie Dentistry Student Society held a “social hosting course” on Saturday, October 23, to give students an opportunity to learn proper protocols for hosting social events, smart serving, etc. They are introducing Sober Support at their big events, such as the Molar Mash and Winter Ball. This means there will be designated individuals in attendance who are not drinking and who are trained to address issues.</p> <p>In order to implement these changes and continue to foster an inclusive culture, the dentistry and dental hygiene students have proposed (and completed some) changes to their student lounge. The objective is to make their social space much more multi-purpose so that it accommodates different types of gatherings, including family-oriented events, and also offers space for studying and eating lunch. The renovated space is designed to ensure safety and transparency during social events.</p>
<p>7. Improve integration of School of Dental Hygiene</p>	<p>The Faculty of Dentistry 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.</p> <p>Faculty orientation and development sessions that took place this autumn 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 to appreciate and support our clinical teaching models and future planning. All sessions were video recorded and made accessible for those who could not attend.</p>

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	<p>Planning continues with our curricula/clinic leaders to incorporate the group practice model to integrate faculty members and students further in the Patient Care Collaborative Model.</p> <p>Dentistry and dental hygiene students continue to join forces to participate in Random Acts of Kindness and collaborate on fundraisers and outreach. Dentistry and dental hygiene faculty continue to raise money for a methadone clinic, Direction 180, at which both dentistry and dental hygiene students deliver dental care.</p>
<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>	<p>Program changes implemented in November 2015 remain in effect and will continue to support and enhance Qualifying Program (QP) student integration with the students in third year dentistry. The integration process started this April when our 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.</p> <p>For the first time, the 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.</p> <p>The creation of the faculty advisor system, with its constant monitoring of patient families, has helped to ensure that patients receive comprehensive care and all students' clinical requirements are fulfilled.</p>
<p>9. Celebrate role of female, racialized, and LGBTQ dentists have played in profession; recognize struggles and successes.</p>	<p>The development of role models for women in our programs has flourished. Three of the assistant deans are women. Close to 50% of full-time faculty members and a large portion of part-</p>

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	<p>time faculty/alumni are women and contribute to the mentorship program and clinical teaching program. Many of our full and part-time female faculty and female alumni are leaders in the dental community, the profession, and the wider community.</p> <p>In June 2016, a celebration was held to mark 20 years of the North Preston Dental Clinic and the collaboration between the FoD, the school board, and the North Preston community that made it possible.</p> <p>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 are currently being planned for term II.</p>
<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>	<p>Dalhousie launched the Dal Census in November 2015. Dal Analytics revealed that the student response rate <u>across campus</u> was very low, despite full support and encouragement from the dean and assistant dean of academics. The FoD is striving for increased participation from all constituents this year. Working with the dentistry and dental hygiene student societies and class leaders, a class competition has been created whereby the class with the highest participation rate will be treated to a free lunch, compliments of the dean. The dean participated again in the launch of the annual census on November 21, 2016. Dalhousie Analytics will report on the data when it is available.</p> <p>The FoD continues to be very active in a designated recruitment plan for Indigenous and Black communities, through PLANS and AHSI.</p> <p>The FoD has recently celebrated some of its successes with the Johnson Scholarship Foundation, whose generous gift has enabled all three health faculties, the Aboriginal Health Sciences Initiative (AHSI), and Promoting</p>

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	<p>Leadership in Health for African Nova Scotians (PLANS) to advance their initiatives and plan for the future. The Johnson Foundation visited campus on September 12.</p> <p>PLANS and AHSI summer camps will take place again in the summer of 2017. The number of participants continues to grow. In the summer of 2016, PLANS held a camp in Cape Breton for the first time.</p>
<p>11. Survey faculty members and staff to collect data on diversity</p>	<p>FoD Faculty and staff were encouraged to participate in the Dal Census in November 2015. Only 70 faculty/staff completed the original census, which means that many sectors of our faculty were not represented.</p> <p>This September the dean of the FoD has been actively promoting faculty and staff participation in the census through emails and in various venues. The goal is an 80% response rate so that we gain a more accurate picture of our employee class group and representation by occupational groups. The dean participated again in the launch of the annual census on November 21, 2016.</p> <p>The FoD is currently working with the Human Rights and Equity Services Office and Human Resources to create an Employment Equity Plan for the FoD's faculty, staff, and administrative department.</p>
<p>12. Create internal council/committee on inclusion and diversity.</p>	<p>In response to the Dalhousie Strategic Initiative 5.2, which is to "foster a collegial culture grounded in diversity and inclusiveness", Faculty Council has a standing agenda item to receive reports from committees and working groups on how this initiative is being addressed in the Faculty, and to discuss additional strategies that may be required.</p> <p>In February 2015, an ad hoc committee of the</p>

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	<p>FoD Dean’s Advisory Group began meeting as a group and with the restorative justice facilitators to draft initiatives and a priority action plan, and to address concerns raised through the restorative justice process about the climate and culture in the Faculty of Dentistry.</p> <p>On June 4, 2015, a FoD retreat was held at which staff, faculty, and students examined the draft initiatives from the ad hoc committee and the recommendations from the May 2015 Restorative Justice Report that were specific to the FoD. Working groups were formed to brainstorm additional initiatives and action items, and this resulted in the Next Steps Committee, which continues to promote and foster initiatives to address the Task Force recommendations.</p> <p>The FoD’s Next Steps Committee is now evolving to become the Faculty of Dentistry Committee on Inclusion and Diversity. The Faculty’s Health and Wellness Committee is a subcommittee of the Committee on Inclusion and Diversity. The FoD has previously reported on many of its initiatives.</p>
<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>	<p>The Faculty of Dentistry, in cooperation with the President’s Office, is conducting an external review of the restorative justice process and will report by the end of the winter term.</p>
<p>14. Collaborate with other dental schools, licensing boards and associations to address equity and sexual misconduct in profession.</p>	<p>The FoD’s Dentistry Mentorship Program, a partnership with the Nova Scotia Dental Association, continues in 2016-17. A variety of optional workshops, lectures, and information sessions are being provided to our students on topics such as professionalism, ethics, practice management and the business of dentistry. The FoD is currently investigating the possibility of expanding the mentorship program to include dental hygiene students. Although the program is taking more of an events-based focus this year, the Faculty of Dentistry continues to help interested students to establish more formal</p>

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	<p>mentorship connections and connect students with a network of more than 50 alumni volunteers in 19 Canadian cities, 16 US 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.</p> <p>The 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.</p> <p>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.</p> <p>A national Mentorship Summit in dental education will be held this year. 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.</p> <p>On November 3, 2016, the FoD 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 only one of three Canadian dental faculties to have a SPEA chapter. Article.</p> <p>The Faculty of Dentistry continues to collaborate</p>

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	<p>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 has been invited to visit and speak with various faculties across the country to share our experiences and initiatives to address these issues.</p>
<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>	<p>The FoD's interim assistant dean of research is currently in Washington, DC as the American Dental Educators Association <i>Enid A. Neidle Scholar-in-Residence</i>. She will spend three months researching her topic, "Exploring gender and diversity as elements of professionalism". She is the first Canadian to be awarded this prestigious fellowship.</p> <p>The 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.</p> <p>The 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 healthcare team leads</p>

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	<p>to better patient care.</p> <p>Through the joint efforts of the health faculties (including the FoD), programs to recruit and provide educational experiences for underrepresented populations in our professions have been established for African Nova Scotians and Indigenous populations. Through Promoting Leadership in Health for African Nova Scotians (PLANS) and the Aboriginal Health Sciences Initiative (AHSI) we encourage young people from different backgrounds to consider studying for a career in the health professions.</p> <p>All assistant deans regularly liaise with counterparts at other Canadian and American dental schools/faculties through meetings at conferences and via phone/email. The issues that they are dealing with are similar and they feel that they benefit from sharing their experiences and initiatives. At the invitation of the director of students at the University of Toronto, 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 November 24, 2016.</p> <p>The FoD works with the NSDA to provide a mentorship program for students, whereby students work with practising alumni dentists and gain real-world experience.</p> <p>The students hosted a Leadership Summit on October 1, 2016. A representative from Doctors Nova Scotia attended and spoke about the Physicians Support Program, which is a free counseling service for physicians, dentists, and dental students. The objective was to promote the service more extensively in the FoD.</p> <p>Two nursing students from the Faculty of Health Professions are doing their community health</p>

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	<p>placement in the FoD during 2016/17. They will conduct various health promotion events. On October 5 they carried out wellness checks (blood pressure, glucose, BMI) in the Faculty.</p> <p>The Faculty nurse has completed the Mental Health First Aid Trainer course. She will soon be able to offer courses to faculty, staff, and students.</p> <p>The Student Services Blue Folder was distributed to all FoD faculty and staff, to enable them to help and refer students who need assistance.</p>
<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>	<p>Numerous projects and initiatives have been incorporated into the curriculum and clinical experiences. These programs continue this year, and the FoD learns from each experience what works and in what ways the delivery of these experiences can be improved in an integrated way throughout the curriculum.</p> <p>The FoD’s small group practice model will be piloted this spring, 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 way. All of the stakeholder groups are involved with this.</p>
<p>17.Report regularly to Senate and President on implementation of recommendations.</p>	<p>The FoD’s reporting structure remains similar to the 2015/16 academic year and provides regular updates on the implementation of recommendations. Two reports will be given to Senate this academic year: November 28, 2016 and April 10, 2017.</p>
<p>18.Ensure policies are written and widely accessible.</p>	<p>FoD policies will remain as an ongoing initiative to ensure that they are up to date and widely available to members. The academic policy manual is being updated, following wide</p>

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	consultation, including receiving 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. These updates have been developed in consultation with legal counsel. As part of our communication plan around these changes, faculty and students have been consulted and flow charts for reporting progress developed.

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