

**DIVERSITY, INCLUSION and EQUITY GUIDELINES
November 2016**

1. Definitions

- 1.1. Diversity is the condition of having a broad range of differences in the Faculty, represented in its people, perspectives, policies, programs and practise.
- 1.2. Inclusion is an outcome where community members experience equal access to opportunities for education, employment, promotion and success in the Faculty and a sense of belonging and engagement in the life and work of the Faculty and the institution.
- 1.3. Equity is a process that takes diversity and differences into account through fair and non-discriminatory approaches and practices, to ensure inclusion.

2. Preamble and Commitment

- 2.1 Dalhousie University's *Employment Equity through Affirmative Action at Dalhousie: A Policy Statement* commits the University community to the removal of discriminatory barriers to employment and promotion and the establishment of equitable policies and practices to achieve diversity, inclusion and equity goals.
- 2.2 Building on the commitment to institutional diversity, inclusion and equity outlined in the Employment Equity through Affirmative Action policy statement, the Faculty of Medicine has developed *Diversity, Inclusion and Equity Guidelines*, which will guide the management of research, curriculum content, admissions policies, and teaching and learning practices to foster an environment that is diverse, inclusive and equitable.
- 2.3 The Faculty of Medicine strives to reflect the diversity in our own community and is committed to the principles of meritocracy and equity, taking action to support the access and success of under-represented groups such as: women; Indigenous Peoples, with emphasis on Mi'kmaq peoples; Persons with Disabilities; racialized persons (visible minorities), with an emphasis on African Nova Scotians and African Canadians; and persons who traditionally have not had the opportunity for university education because of economic, social and cultural reasons, lack of formal education or residence in non-urban areas.

- 2.4 The Faculty of Medicine's *Diversity, Inclusion and Equity Guidelines* incorporates the University's standards, and further adopts the broader view taken in defining diversity, inclusion and equity as described in the Undergraduate Medical Education CACMS accreditation standards.

3. Purpose and Goals

Diverse Learners, Faculty and Staff

- 3.1. The Faculty of Medicine is committed to promoting and supporting diversity at all levels in our working and learning environment and to meeting the needs of the diverse body of learners, faculty, staff and the communities where we serve.
- 3.2. Diversity is valued and demonstrated within the Faculty of Medicine when a wide breadth of difference in people, ideas, perspectives and experiences is respected, affirmed and actively supported. The inclusion of individuals, social groups and communities who identify with one or more elements of diversity (e.g., gender, age, race, ethnicity, sexual orientation, gender identity and expression, health status, ability-disability, income, health literacy, religion-spirituality, geography and language) enriches environments and enables an appreciation of, and respect for, the complexity of lived experiences of societal members.

Diverse Learning Contexts

- 3.3. Understanding that students interface with patients of differing personal and social aspects of diversity, as well as differing life circumstances and experiences, the Faculty of Medicine provides a diverse educational experience for all students, with an inclusive curriculum that:
- reflects the perspectives and experiences of a pluralistic society;
 - includes building both insight about historically underrepresented and disadvantaged populations and the capacity to serve them competently;
 - promotes understanding of health disparities and inequities;
 - provides curricular learning experiences in a variety of settings from small, remote and rural communities, community health agencies to complex health care facilities and through student interaction in small group sessions; and
 - develops service learning experiences with volunteer and community groups.

Diversity in Research

- 3.4. The Faculty encourages applied research which advances knowledge and response to the healthcare needs of the Maritime region and Canadian population focusing on underserved communities and people, and the Faculty also leads in the support of global public health initiatives.
- 3.5. The Faculty will support the pursuit of diversity in research through funding of faculty and student-driven activities also by maintaining research programs that contribute to diversity.

Diverse Committee Representation

- 3.6. The Faculty strives to achieve diverse membership among Faculty standing and ad hoc committees, working groups, consultants, advisors and community partners.
- 3.7. The Faculty of Medicine provides training for all search committees for the recruitment and retention of diverse faculty and staff, avoiding unintended bias, and strategies for building a broadly diverse candidate pool.

4. Roles and Responsibilities

Outreach and Communication

- 4.1. The Faculty will communicate its *Diversity, Inclusion and Equity Guidelines* by: posting on the Faculty website; by encouraging applications from women, racialized persons (visible minorities), including African Nova Scotians, Indigenous Peoples including Mi'kmaq people and Persons with Disabilities in professional, academic and research position postings; and by adhering to the *Diversity, Inclusion and Equity Guidelines* in the development and implementation of Admissions policies and in committee recruitment practices.
- 4.2. The University and Faculty will make available and publicize financial assistance programs and accommodation resources to support faculty and staff employment and student enrolment in the Faculty.
- 4.3. The Faculty will actively seek out and build partnerships with diverse community groups, alumni and individuals whose perspective will help inform and advance the work of the Faculty.
- 4.4. The Faculty will provide timely reports to the Dean and Faculty Council on programs and initiatives that support enhancement of diversity, inclusion and equity.

Education and Training

- 4.5. The Undergraduate Medical Education (UGME) program will be accountable for providing medical students with training that addresses diversity, inclusion and equity.
- 4.6. Ceremonies (i.e., Hippocratic Oath and First Light) will recognize our Indigenous and African Maritime communities.
- 4.7. The Faculty will initiate skill-building workshops aimed at addressing career development, diversity and leadership goals and challenges.
- 4.8. The Faculty of Medicine will collaborate with the Faculty of Science to ensure that the curriculum for the Bachelor of Medical Sciences integrates diversity, inclusion and equity.

- 4.9. The Post-Graduate Medical Education (PGME) program will be accountable for providing resident training that addresses diversity in the Canadian context.
- 4.10. The Continuing Professional Development (CPD) program will continue to provide a variety of educational programs responding to societal needs.

Evaluation

- 4.11. The Faculty will work with the University to regularly evaluate its policies and procedures, admission and employment applications and postings to ensure compliance with University regulations, accreditation standards and codes of practice.
- 4.12. Issues of harassment or discrimination will be directed to Dalhousie's Human Rights and Equity Services and escalated to the appropriate department and/or Dean.

Review

- 4.13. These guidelines shall be reviewed one year after adoption, and every 3 years subsequently

Approved by Faculty Council on December 6, 2016