

 <b>DALHOUSIE UNIVERSITY</b> FACULTY OF HEALTH	<i>Policy Sponsor:</i> Dean	<i>Approval Date:</i> November 26, 2009
<b>Equitable Admissions Policy<sup>1</sup></b>	<i>Responsible Unit:</i> Faculty Council	<i>Amendments:</i> DO, Oct 2011 FC, Oct 25, 2018

### *Introduction*

In its Strategic Plan (2017-2022) the Faculty of Health committed to cultivating a sense of belonging and inclusion, and in particular to attracting members of equity-seeking groups and ensuring their success in its programs. Building upon Dalhousie’s Employment Equity Policy (2017), the Faculty is committed to improving the representation of persons of Aboriginal/Indigenous ancestry (especially Mi’kmaq), members of racialized groups, persons of African descent (especially African Nova Scotians), Acadians, persons with dis/Abilities, and persons belonging to sexual orientation and/or gender identity (SOGI) minority groups. Students self-identifying as women are typically well-represented in our Faculty, and those identifying as men do not face systemic barriers to admission or academic success, thus neither comprise an equity-seeking group.

Like Dalhousie’s Diversity and Inclusiveness Strategy, with its commitment to improve access and success of students from under-represented groups (Strategic Priority 5.2, Goal #2 <https://www.dal.ca/cultureofrespect/diversity-strategy.html>), this Policy is premised on awareness that members of socially marginalized groups face particular barriers in higher education. The commitment to Equitable Admissions acknowledges:

1. For members of particular groups, intergenerational or historical trauma along with contemporary practices – including unintended barriers – systematically hinder admission and success in higher education.
2. Qualified applicants from those groups bring additional knowledge and experiences which enrich the fields of study and practice in the Faculty of Health, both for future clients/patients and for their colleagues and co-learners.
3. Not only must discriminatory barriers to admission be removed, but also members of Equity-Seeking Groups be deliberately recruited, admitted, and supported to thrive and succeed in FH programs at both undergraduate, graduate, and post-doctoral levels.
4. Equitable Admissions must be accompanied by policies and practices that provide an inclusive, equitable learning and working environment, by integrating diversity and equity goals into the curricula, and in systems, structures, policies and practices that relate to attracting and retaining faculty and staff who are reflective of our communities. (e.g. Dalhousie Strategic Priority 5.2, Goal #4; Faculty of Health Strategic Directions 1.2, 2.1).

Consistent with Nova Scotia Human Rights legislation prohibiting discrimination on specific grounds, and the commitment noted above, the Faculty of Health supports Equitable Admissions for the admission and education of qualified persons from the groups noted above. This policy provides a basis for individual units to develop operational criteria. It serves as a general guideline and does not include specific details of methods to be used for implementation.

### **Policy Statement**

**The Faculty of Health recognizes that deliberate Equitable Admissions processes are required to increase the support and admission, and graduation of students who self-identify as belonging to historically underrepresented groups: persons of Aboriginal/Indigenous ancestry (especially Mi'kmaq), members of racialized groups, persons of African descent (especially African Nova Scotians), Acadians, persons with dis/Abilities, and persons belonging to minority sexual orientation and/or gender identity (SOGI) groups. Each School/College in the Faculty will develop and implement Equitable Admissions policies and processes consistent with the NS Human Rights Act.**

***The Faculty of Health, and each School/College in the Faculty will develop and implement strategies to identify and create recruitment and support systems, plus complementary policies and practices that create an inclusive, equitable learning and working environment, to attract and support members of under-represented groups to enter and succeed in Faculty of Health programs.***

**Resources – Appendix I**

**Office of Human Rights, and Equity Services:** <https://www.dal.ca/dept/hres.html>

Each School/College has developed and implemented individual Equitable Admissions/Affirmative Action Policies, please see below for links to specific programs of study:

**School of Health and Human Performance:**

<https://www.dal.ca/faculty/health/health-humanperformance/programs/affirmative-action--admission-and-retention-.html>

**School of Health Administration:**

<https://www.dal.ca/faculty/health/health-administration/current-students/affirmative-actionpolicy.html>

**School of Health Sciences:**

[https://www.dal.ca/academics/programs/undergraduate/hs/how\\_do\\_I\\_apply/other-considerations.html](https://www.dal.ca/academics/programs/undergraduate/hs/how_do_I_apply/other-considerations.html)

School of Communication Sciences & Disorders:

<https://www.dal.ca/faculty/health/scsd/scsd-admissions-info/Equitable-Admission-Policy.html>

**School of Nursing:**

<https://www.dal.ca/faculty/health/nursing/admissions/undergraduate-admission-requirements.html>

**College of Pharmacy:**

<https://www.dal.ca/faculty/health/pharmacy/programs/undergraduate-program/admissions-requirements.html>

**School of Occupational Therapy:**

<https://cdn.dal.ca/content/dam/dalhousie/pdf/faculty/faculty-health-professions/occupational-therapy/ELPC%20Policies/Affirmative%20Action.pdf>

**School of Physiotherapy:**

<https://www.dal.ca/faculty/health/school-of-physiotherapy/Admissions/admissions.html>

**School of Social Work:**

<https://www.dal.ca/faculty/health/socialwork/programs/affirmative-action-policy.html>