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 DALHOUSIE UNIVERSITY FACULTY OF HEALTH Retention Policy for Students of African Descent	<i>Policy Sponsor:</i> School of Social Work	<i>Approval Date:</i>
	<i>Responsible Unit:</i> Diversity and Equity Committee	<i>Amendments:</i>

Definition of Terms

Students' Persistence	'Students continued enrolment and participation in the requirements of their program of study until graduation that is rooted in their desire to achieve their goals. This includes students' ability to respond to the influence(s) of academic, institutional, and personal experiences in completing their degrees.' (Mbakogu, et al., 2022)
Institution facilitated Retention	'The continued efforts made by educational institutions to ensure students continued enrolment, successful completion of their study, and application of their qualifications to meet career goals beyond the university, that begins with the institutions' anticipation and attention to students needs before admission to their programs of study.' (Mbakogu, et al., 2022)
Students' college success	'Demonstrates that they [students] are meeting the expectation to achieve desired learning goals and, thereby, improve their chances of meeting long-term personal and career goals.' (Kim, et. al., 2010)
Students' academic success	'Demonstrates the accomplishment of its [institution] mission to educate and prepare students for life beyond college. Retention efforts incorporate many strategies, including special preparation courses, first-year adjustment seminars, academic success centers, advising interventions, tutorial programs, and counseling. These are all investments by the institution to improve student opportunities for success.' (Kim, et. al., 2010)
Eurocentrism	'Eurocentrism is generally defined as a cultural phenomenon that views the histories and cultures of non-Western societies from a European or Western perspective. Europe, more specifically Western Europe or "the West," functions as a universal signifier in that it assumes the superiority of European cultural values over those of non-European societies. Although Eurocentrism is anti-universalist in nature, it presents itself as a universalist phenomenon and advocates for the imitation of a Western model based on "Western values" – individuality, human rights, equality, democracy, free markets, secularism, and social justice – as a cure to all kinds of problems, no matter how different various societies are socially, culturally, and historically.' (Pokhrel, 2011)

Abbreviations

ABSW	Association of Black Social Workers
CASWE	Canadian Association for Social Work Education
CTL	Centre for Teaching and Learning
DBFSC	Dalhousie Black Faculty & Staff Caucus
DFA	Dalhousie Faculty Association
DEC	Diversity and Equity Committee
FHIEC	Faculty of Health Inclusion and Equity Committee
PLANS	Promoting Leadership in Health for African Nova Scotians
BSAC	Black Students Advising Centre
DANSCE	Director, African Nova Scotian Community Engagement
VP&AVPEI	Vice-Provost and Assistant Vice-Provost Equity and Inclusion

Executive Summary

Retention of students of African Descent, is a complex problem that calls for the input of diverse stakeholders at the institutional, community, professional, social and policy levels. It requires integrating flexible strategies of institutional engagement with critical awareness of student's experiences during their academic journey. This institutional involvement in the academic engagement of students from historically marginalised groups, allows them to identify and work with a broad-based activity that are geared toward student's success pre-admission, after admission, post-graduation to employment.

Retention of students of African Descent is likely to be impacted by such issues as representation in the faculty, staff, and student body, absence of faculty mentors (Henry & Tator, 2009), curriculum content (Baskin, 2002), advising, racism (Dei, 2010), cultural dissonance (Daniel, 2007) funding and employment opportunities. All these could lead to minority stress, which impact students' perception of the degree program and institution (Wei et al, 2011), self-esteem, sense of belonging and level of professional success (Baskin, 2002; Dei, 2010) beyond the classroom.

Social isolation is also an issue impacting academic success and retention of students of African Descent (Hilton et al, 2012). Increased diversity in the classroom, ensures that minority students are not isolated, have a sense of belonging, do not have to speak for their racial group in every classroom and acknowledges the coexistence of different ways of knowing in social work education. Retention could also be enhanced by intensive recruitment strategies in underrepresented communities, redefining programs, and services (Baskin, 2002), and following the progress of recruited students to advance their persistence in meeting their program goals. Efforts to diversify the classroom and ultimately the professional labour force could adopt targeted recruitment and retention strategies (Bowie et al, 2018) that integrate - counselling, academic advising, or mentoring, hiring policies, tutoring support, career development workshops and social activities that prevent isolation by promoting social/academic adjustment and sense of belonging.

The retention policy for students of African Descent builds from the Diversity and Equity Committee's interaction with multiple stakeholders (current students, alumni, administrators, faculty, community members, practitioners, staff) in deliberating on priority areas that would improve strategies for advancing students success and retention. Prior to the retention policy, the Diversity and Equity Committee had several meetings with students through multiple platforms (annual student's orientation events, students meet and greets), where students voiced their experiences on the program and strategies for ameliorating their situations. This has largely revolved around addressing the multifaceted nature and impact of oppression, negative racial climate, colonialism, curriculum content, diversity, and inclusion, that feature in social work classrooms and practice settings. The input of these stakeholders and attention to the literature, informed the retention policy and the guidelines provided. The long-term goals of achieving enhanced students' retention will also be informed by the Dalhousie University and Faculty of Health's Strategic Development Plans.

Introduction

The School of Social Work, Dalhousie University, has an Equitable Admissions Policy targeting students from designated groups across the BSW and MSW programs, however, for a variety of institutional, structural, and relational reasons, these students may be unable to either complete their degrees or complete them in a timely manner. In accordance with the Canadian Association for Social Work Education's (CASWE-ACFTS) Educational Policies and Accreditation Standards (2021), the School of Social Work is mandated to interrogate dominant discourses so that it can dismantle structural impediments to the admission and retention of students from designated groups. Similarly, retention of students of African Descent is inextricably linked to how faculty of African Descent are treated within institutions, that aligns with the CASWE's Vision to dismantle "inequitable social structures" (CASWE-ACFTS, 2021, p. 3). Moreover, the United Nations (n.d.) declaration of the International Decade for People of African Descent (2015-2024), with a focus on recognition, justice, and development, makes it imperative that the School of Social Work address past harms and advance policies that promote the well-

being of students of African Descent. This imperative is amplified by the *Report of the Working Group of Experts on People of African Descent on its mission to Canada* (2017), which included a visit to Nova Scotia and addressed manifestations of systemic racism, evidenced in multiple areas (including access to employment and education), as well as the importance of identifying effective institutional policy measures to protect the rights of People of African Descent. The timeliness of the retention policy is reinforced by Dalhousie University joining over 40 Canadian universities and colleges to sign the Scarborough National Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions and Accountabilities (Scarborough Charter, 2021). The Scarborough Charter is grounded in four principles of Black Flourishing, Inclusive Excellence, Mutuality, and Accountability with the goal of addressing anti-Black racism within Canadian universities and colleges. The School of Social Work's Diversity and Equity Committee (DEC) in alignment with Dalhousie University's Third Century Promise Strategic Plan (2021) builds on the previous Equitable Admissions Policy to facilitate support for students of African Descent, including a focus on African Nova Scotian students given the local context. This Retention Policy provides a basis for advancing this support and, to foster the goals of recognition and justice, recommends that the School of Social Work's practices, policies, and pedagogy embrace African Centred perspectives.

Rationale for Retention Policy

When examining the retention rates of students of African Descent within the School of Social Work, it is imperative to acknowledge the influence of Dalhousie University's historical ties to slavery and racism through the University's namesake, Lord Dalhousie (Cooper et al., 2019; Grant, 2019). Accordingly, this policy must dwell on systemic challenges that may be experienced by students of African Descent. Systemic change, such as that needed to increase retention – may be stalled because of deeply ingrained colonial and racist past. It is noteworthy that, one and a half years after the publicization of Dalhousie University's history with slavery and racism (Cooper et al., 2019), the School of Social Work released a statement on their plan to address anti-Black racism (School of Social Work, 2021b). It is expected that the goals articulated in the anti-Black racism statement will move both the School of Social Work and Dalhousie University itself in the right direction (School of Social Work, 2021b) - of accountability for expressed claims, while simultaneously setting a standard for other educational institutions and departments within and external to Dalhousie University. Additionally, this policy holds Dalhousie University accountable to the *Third Century Promise 2021-2026* focused on equity, diversity, and inclusion as pivotal pillars to increase the retention of faculty, staff, and students of African Descent (Dalhousie University, 2021). This policy seeks to aid in the retention of students of African Descent by providing tangible recommendations directed at increasing enrollment, continuity of education, and overall success leading to graduation in a timely manner. The policy highlights micro, mezzo, and macro levels to decrease the prevalence of overt and covert racism that students of African Descent experience when accessing post-secondary education and within the School of Social Work itself (DEC personal communication, 2020-2021).

The social environment in which people of African Descent reside can increase fatigue, stress, and ill-health, that are detrimental to their educational achievements and aspirations (Brown et al., 2019). Moreover, it should be recognized that the lived experiences of students of African Descent are intertwined with social and societal injustice (Gosein & Pon, 2011) that could be replicated or amplified in institutional, classroom or practice settings. Microaggressions predominate in post-secondary education (Brown et al., 2019), and the School of Social Work has the responsibility to create and maintain spaces that are conducive for all students' learning, thus advancing the inclusion and well-being of current and future students of African Descent. This is supported by Gist (2018) who states that the pervasiveness of fighting for change among students of African Descent is derived from a history of oppression.

Factors Contributing to Retention

Studies have shown a discrepancy between the attainment of post-secondary education for racialized and non-racialized students (Carter, 2006). This trend can result in decreased future social mobility and economic attainment for racialized students if contributing factors are not adequately addressed. The School of Social Work, as an educational institution for a profession focused on interpersonal human interactions, must address the areas which contribute to this trend. Retention issues experienced by students of African Descent are summarized within five areas: 1) navigating stereotypes, 2) Eurocentric models of education and/or practice, 3) uncompensated support and responsibility, 4) intersectionality, and 5) financial constraints/disruptions:

- 1. Navigating Stereotypes** - Individuals are often perceived and treated according to racial stereotypes (Mwangi, et al., 2018; Wilson & Stith 1993), which may arise from a lack of representation of individuals who do not fit the stereotypical mould of the ideal social work student or professor. This gross misconduct indicates the necessity for diversity. Equitable inclusion of students, faculty, and staff of African Descent can confront and dismantle racial stereotypes held by students before they engage in practice (Daniel, 2019). Failure to address implicit biases and assumptions allows graduates to continue to inadvertently perpetuate racial stereotypes in professional practice, deepening the racial divide and fracturing the desire of racialized communities to seek professional services. Social change can begin within the classroom by educating students and critiquing institutions, politics and policies, and social structures (Daniel, 2019).
- 2. Eurocentric Models of Education and/or Practice** - often center the field of study around white European clients. This coupled with the presence of predominantly white professors leads students to feel a sense of unpreparedness when working with racialized communities (Wilson & Stith, 1993). Often this can lead to negative outcomes, particularly within child welfare, as it can be viewed as racially biased for those who are non-whites (Gosine & Pon, 2011). This is evidenced by the overrepresentation of racialized communities within the child welfare system (Daniels & Jean-Pierre, 2020; Gosine & Pon, 2011; United Nations, 2017). Lack of understanding and knowledge from practitioners results in deepened misunderstandings of cultural norms and practices, which further stigmatizes racialized communities and creates distrust for social systems. Changing the Eurocentric model of education and curriculum is vital for preparing students to work with clients of African Descent, as it impacts their modality or lens of practice and prevents ‘professional imperialism’ (Mbakogu, 2020, p. 235). The complete disregard for other modalities and ways of thinking or knowing creates a monolithic profession and causes further strain on those who are viewed as outliers. Academic gatekeeping is evident when students focus on research outside mainstream theory through the creation of barriers that prevent the ability to access future academic and career opportunities (Daniel, 2019).
- 3. Uncompensated Support and Responsibility** - Modalities for recruiting and retaining students of African Descent rely largely on the supports provided by the few faculty of African Descent (Daniel, 2019), most of whom are already overstretched by institution-wide requests for their input on issues relating to equity, diversity, and inclusion. Unfortunately, many times, these professors are expected to take on these roles without compensation, adding to already strained schedules (Moore & Toliver, 2010). This exploitation of the time and expertise of racialized faculty is not uncommon and is often taken as an institutional right, leading to increased experiences of burnout, discontent, employee turnover, and decreased retention rate for racialized faculty and staff. This professional exploitation, if unaddressed, may also serve as gatekeeping into the predominantly white field of social work education and practice in Canada.
- 4. Intersectionality** - White practitioners, faculty, and staff often do not recognize or understand the intersectional experiences of racialized clients (Wilson & Stith, 1993) and students. Because students may face oppressions such as racism, poverty, financial stress, and the criminal justice system, additional resources are necessary to support them and ensure their success (Moore & Toliver, 2010; Shankar et al. 2013). These barriers, particularly financial, result in racialized learners accessing post-

secondary education at a later age (Shankar et al., 2013). With the increased availability of financial support for both full-time and part-time studies, students of African Descent could access post-secondary education without the added stress of finances (Gist 2018). Institutional funding specifically dedicated to attend to emergency situations would prove beneficial (Shankar et al. 2013). Further, students have cited racism as a leading cause of stress within post-secondary institutions (Shankar et al. 2013). This is exemplified by the perceived inability to bring this to the attention of the administrators, due to a lack of acknowledgement and support. Accordingly, the inability to address and condemn experiences of racism is often perceived by students as condoning the behaviour (Shankar et al. 2013). Rather, these acts should be called out, condemned (Brown et al. 2019), and students should be supported.

5. **Financial constraints/disruptions** - Lack of financial resources is a high predictor of decreased retention for students of African Descent (Eichelberger, et al., 2017; Sherman et al, 1994). Several intending and current students of African Descent are the first in their families to attend post-secondary education (Dalhousie University, 2021, 1) and may be unable to support themselves through university education without financially mandated disruptions or breaks. Students could also be caregivers to family members or be dealing with multiple expenses that present difficulties for meeting requirements of educational programs involving technological and accessibility costs.

Policy Statement and Recommendations

It is acknowledged that deliberate retention processes emerging from the knowledge and experiences of students of African Descent are required to support their admission and graduation - this includes respectful acknowledgement of relationships, communities, and history. The School of Social Work will develop strategies to identify support systems and practices that will inform policies for creating an enabling environment for students of African Descent to succeed in their studies, including but not limited to those listed below:

1. **Curriculum** – To enable better connection to the social justice framework (Brown et al., 2019; Malone & Malone, 2001; Shankar et al. 2013) that the School of Social Work strives to uphold (School of Social Work, 2021a) there should be:
 - a. Change in curricula to incorporate non-Eurocentric content; provoke critical dialogue or exchanges within classrooms; and reduce the tendency for instructors “...to eliminate conflict-provoking readings and topics in their classrooms in the hope of maintaining a comforting, stress-free environment that does not exist in real life” (Mbakogu, 2020, p. 234). Often, uncomfortable topics and readings are introduced in courses assigned to racialized faculty, which provoke another level of distraction and resistance within their classrooms. White faculty need to introduce these topics and readings in their courses as well.
 - Integrating critical course content/readings prevents professors from asking racialized students to talk about their experiences with racism and oppression or to assist in educating their classmates
 - Speaking about these experiences with oppression in spaces where they should be learners can be re-traumatizing for racialized students
 - b. Support for racialized professors by recognizing that complaints to upper administrators from white students in response to radical course content may be rooted in their own racial bias (Daniel, 2019)
 - c. Shift from Eurocentric ideologies and modalities of practice, education, and curriculum to incorporate African Centred perspectives ((Malone & Malone, 2001; United Nations, 2017), through required courses developed by or by consulting with faculty of African Descent for all BSW and MSW programs (Malone & Malone, 2001).
 - Allow students to draw on their cultures, experiences, and ways of knowing within assignments, research, and field education.

- d. Effort to integrate course content that prepares students to practice and deal with critical issues within their communities.
 - Clients of African Descent may be deterred from seeking mental health services due to a lack of clinicians that resemble them (Bowie & Hancock, 2000; Fante-Coleman & Jackson-Best, 2020; United Nations, 2017).
 - When available, clients of African Descent prefer to engage in therapeutic interactions with a clinician who shares the same racial identity (Thompson et al., 2004; Venner & Welfare, 2019; Wilson & Stith, 1993) as there is an increased level of understanding due to lived experiences not shared by white clinicians.
 - e. Include pre-existing African-Centred courses at Dalhousie University on approved elective lists for the BSW and MSW programs (see Appendix I).
 - f. Consider making certain courses mandatory/core, such as SLWK 5110: Africentric Perspectives in Social Work; SLWK 5160: Aboriginal Perspectives on Service Delivery and Practice; and SLWK 6001: Anti-oppressive Social Work in Diverse Communities for MSW programs.
 - g. Integrate diversity and equity goals into the curricula (Faculty of Health, 2017, 1.2).
- 2. Professional Development/Training** (Dalhousie University, 2021, 2.4) – This should include those that support racialized students’ sense of belonging while integrating African Centred knowledge that challenges the social construction of race and racism as normative (Daniel, 2019). Such training:
- a. Enables faculty and students to centre and develop their understanding of the far-reaching effects of race, including how the dominant race has benefited from current systems and how curriculum has been designed for white students, faculty, and clients (Shankar et al., 2013).
 - b. Highlight the barriers and challenges experienced by racialized students - and future professionals.
 - c. Reduces colour-blindness, white fragility (silence and violence), and the notion that students are incapable of engaging in oppressive behaviours.
 - d. Forces faculty and students to examine their responsibility for and privilege from white supremacy (Brown, 2019; Daniel, 2019).
 - Allows for critical exploration of the underlying oppressive tendencies that arise.
 - Eliminates the emotional labour of racialized students teaching their non-racialized peers.
- 3. Hiring Professors of African Descent** - Having diverse faculty and instructors can attract and increase a diverse student population. Reducing barriers associated with the recruitment and retention of diverse faculty will facilitate the goals outlined in the Dalhousie University’s Third Century Promise Strategic Plan 2021-2026 (2021, 2.1).
- a. Students of African Descent are empowered by seeing themselves reflected among the school’s instructors because this can provide a visual representation of previously unimagined possibilities such as obtaining a post-secondary education (Gist, 2018; Moore & Toliver, 2010; Shankar et al., 2013).
 - b. Learning from faculty of African Descent enhances self-actualization, builds confidence, and encourages students to achieve positive post-graduation goals. Additionally, increasing the number of faculty and staff of African Descent will challenge the dominance of whiteness and extensive focus on Eurocentric education and curricula (Daniel, 2019). It is essential for the school to:
 - Set recruitment/hiring targets for faculty of African Descent (Dalhousie University, 2021, 2.1) that are not tied to teaching topics limited to anti-oppression, race, and racism (Daniel, 2019).
 - Ensure that interview processes for potential faculty of African Descent are uniform with those used for non-racialized candidates to address the possibility of unfair scrutinization of credentials and experiences (Daniel, 2019).

- c. Increase connections with communities of African Descent in Nova Scotia (Dalhousie University, 2021, 4.4 & 4.5) to increase applications for staff, sessional instructors, and faculty members from these communities.
4. **Mentorship** - Retention of students of African Descent is supported by mentorship coordinated and provided by faculty and peers of African Descent (Gist, 2018) with the intention of:
 - a. Providing students, the opportunity to discuss shared experiences, commonalities and challenges they face especially when attending a predominantly white institution (Gist, 2018; Moore & Toliver, 2010).
 - b. Increasing relationships and support within the institution to enhance feelings of community and the recognition that students have the capacity to excel in their designated program (Shankar et al., 2013). Mentoring could take the form of:
 - Faculty led, university funded mentorship groups that create a sense of community, while offering a safe space to unload and discuss the impact of lived experiences, providing a protective factor for students during their program (Gist, 2018).
 - Peer-to-peer mentorship is also recommended (Shankar et al. 2013). This could involve advanced year social work students offering to mentor first year students; or recent social work graduates mentoring current students in either the BSW or MSW programs.
 - This could be extended to integrate a more focused community driven mentorship program that taps from the expertise of social workers of African Descent.
 - Faculty of African Descent are simultaneously supported by mentoring students of African Descent through the development of genuine connections and the recognition of the future outcomes of their mentorship role (Gist, 2018).
 5. **Targeted/Strategic Recruitment** - Effective recruitment of students of African Descent is multifaceted due to the intersections of oppression that they face and is not achieved solely through Equitable admission policies. This includes:
 - a. Recognising that not all students have the resources to apply for and earn a post-secondary certificate or degree.
 - b. Examining and modifying the Social Work Statement questions for applying students to build from their positionality, examine their relationship to privilege, and demonstrate a willingness for critical thinking that allows them to express why they are interested in social work.
 - c. Acknowledging that the lived experiences of students will significantly support their desires, rational, and success within the program.
 - d. Including racialized faculty and staff on the admissions committee (Dalhousie University, 2021, 2.6).
 - e. Ensuring that recruitment is focused, targeted, promoted, and led by the School of Social Work (Dalhousie University, 2021, 1.7), as opposed to expecting students from these communities to apply on their own. This could involve:
 - Developing community relations with peoples of African Descent to aid in the recruitment of potential students (Bowie & Hancock, 2000) from their communities.
 - Building a community network, through which the School of Social Work (ultimately Dalhousie University) repairs and strengthens relations with African Nova Scotia Communities.
 - Identifying recruitment techniques with weight or emphasis on lived experiences (Shankar et al. 2013) for students of African Descent thus recognizing, that students have different potentials, privileges and opportunities to enable them access post-secondary education.
 6. **Student Support in the School** (Dalhousie University, 2021, 1.5) - Moore & Toliver (2010) highlight the increased number of students of African Descent exiting post-secondary institutions due to unmanageable stressors.
 - a. These factors can be heavily mitigated with the development of socio-culturally relevant programs of support for students within their institutions.

- b. Moreover, students' experiences of racial tension can be further exacerbated by social or minority isolation and academic stress (Bowie & Hancock, 2000; Carter, 2006; Gist, 2018;). Supports within the institution can include:
 - Availability of student space tailored specifically to meet the needs of students of African Descent for accessible rooms of safety and learning. This space may be equipped with computers, printers and stationery.
 - Coordinate and link students with other institutional support for students of African Descent (such as Black Students Advising Centre) within Dalhousie University to provide tutoring and writing supports that enhance retention
 - c. Students of African Descent may enter post-secondary education at an advanced age and thus require additional supports due to their different life responsibilities, including supporting a family or medical concern.
- 7. Accessibility and Accommodations** – A factor in the retention of Students of African Descent is the inability to access, request and apply for accommodations within their programs and institutions.
- a. This could be integrated within the school's orientation program for students of African Descent
 - b. Information about accessing resources targeted towards learner's mental health should include culturally informed practitioners (Shankar et al., 2013), particularly for those students of African Descent accessing the services. As students may not feel comfortable with available institutional support (Shankar et al., 2013), students should be directed to external resources
- 8. Funding** - Bearing in mind that students of African Descent may be economically disadvantaged, there should be increased availability of financial support for completing their programs (Limb & Organista, 2003; Shankar et al., 2013). The school could:
- a. Set up emergency funding that supports one-off monetary settlement for housing, transportation, technological or educational supplies for students
 - b. Link with faculty and communities of African Descent to coordinate bursaries, awards, and grants for students
 - Increase diversity of scholarships and bursary selection committee to ensure racialized members are included (Dalhousie University, 2021, 2.6).
 - c. Ensure that incoming students are made aware of the DEC Student Resource Manual so that they know about the scholarships and bursaries that are available within the School of Social Work and Dalhousie University.
 - d. Connect with communities of African Descent for a variety of fundraising activities to secure additional funding/scholarships for students of African Descent.
 - e. Develop instructional sessions that provide guidance about how to apply for funding/awards.
- 9. Supporting Faculty of African Descent** – can serve as protective factor and address inequitable power dynamics within institutional processes and roles. Providing support will increase retention of faculty, staff and leaders and will aid in the development of a “healthy, accessible, and academically inclusive culture for working and learning” (Dalhousie, 2021, 2.2 & 2.4):
- a. Faculty willing to take on additional roles pertaining to diversity and inclusion should be adequately supported to fulfill these roles (Brown et al, 2019).
 - b. Address the assumption that faculty of African Descent are the only ones available or capable of addressing issues related to race, racism, and discrimination; encourage cultural awareness and recognition of white fragility among white faculty to relieve the pressure placed on faculty of African Descent.
 - c. Address institutional pressure on faculty and staff of African Descent to assume additional roles and responsibilities outside their scope of practice (such as mentoring, additional student mental health support, solving racial disputes) without appropriate institutional backing, such as through financial remuneration or time in lieu.
 - d. Recognition and appreciation for achievements or accomplishments of these racialized faculty as their accomplishments are often not celebrated (Daniel, 2019).

- e. Understand the role and relevance of faculty of African Descent, and their conscious effort to mitigate experiences of microaggressions by connecting with other colleagues of African Descent on campus.
- f. Faculty backing for professors of African Descent works to reduce microaggressions especially those that question their competence from faculty and students (Daniel, 2019). Further, the institution should support and provide validation to the faculty member when racism and microaggressions are experienced (Daniel, 2019).
- g. Recognition of inherent biases that exist within student evaluations specifically when applied to professors of African Descent. As these are used to determine tenure for professors, negative evaluations and student complaints to administration can greatly deter their ability to advance within academia (Daniel, 2019)
 - Include platforms to discuss both relevance and constructive completion of course evaluations within Orientation programs. These could reduce potential harm of student evaluations to racialized professors.
- h. Increased mental health support or accommodations for faculty as conversations in the classroom pertaining to race, racism, and oppression within white-settler resistance, result in increased emotional drain and turmoil which furthers decreased productivity, increased anxiety, and vicarious trauma (Daniel, 2019)

10. Applicable Field Placement Opportunities - Community connection is key to effective social work, as the education provided to students and the approach to work and/or interventions needs to reflect the needs of the community.

- a. Specifically, field placements are consistently provided in white settings devoid of diversity, which may inadvertently reinforce racist tendencies (Brown et al, 2019). This may arise from limited community connections that the school has created and the inability of field coordinators to reach out to racialized communities.
- b. Diversity of faculty within institutions often does not extend into agencies where students conduct field placements. Further, being matched with a supervisor that does not recognize additional challenges faced by students of African Descent within a predominantly white workplace creates additional challenges.
- c. Considering the interpersonal aspect of the social work profession, students cannot gain theoretical knowledge that aligns with practical application in the field without experiencing racially diverse field placements.
- d. Increased diversity within field placement (Brown et al. 2019) works to support varying rationales behind pursuing a career in social work. Students of African Descent may enter the field with a passion to support those who are disadvantaged or racialized (Limb & Organista, 2000). Their field sites should be testing grounds for actualising their goals.
- e. Increased connections to ensure availability of placement opportunities specifically within African Nova Scotian communities.
- f. Opportunities for community involvement in the development and implementation of placement opportunities. This may entail setting up an advisory committee involving community groups or members of the public, alongside Dalhousie's Director of Nova Scotian Community Engagement (Dal News, 2020)

11. Community of Belonging and Practice – Student performance should be linked with their communities of being, growth and practice. These communities are the essence of their commitment and aspiration for a degree in social work. The school, students and faculty should maintain close links with persons of African Descent, especially within African Nova Scotian communities (Dalhousie University, 2021, 4.4 & 4.5) to:

- a. Determine modalities for culturally informed orientation for incoming social work students. Orientation programs offer a peek into institutional practices that support and determine retention.

- b. Decide on programs and activities that amplify the learning that students are provided in the classroom. This includes providing information and resources that support identification of appropriate guest speakers and lecturers
- c. Involve community members with expertise as instructors and trainers (Dalhousie University, 2021, 2.1) as this improves connection, awareness, and understanding of the communities, history, and resources pertaining to people of African Descent
- d. Involve community members in advisory committees (Dalhousie University, 2021, 2.6) that suggest and inform crucial decisions on curricula content and field practices. Community input will also direct the school to understand community challenges and needs that could be integrated into classroom and practice content.
- e. Include representation of people of African Descent and their ways of knowing, being, and doing within the student orientation process.

12. Governance

- a. Ensure African Diaspora representation (Dalhousie University, 2021, 2.6) on: Program Advisory Committees, Student Associations, and other governance structures (College and Institutes Canada, n.d.) within the School of Social Work.
- b. Develop guiding principles for actions, pedagogy, and practices that are consistent with Africentric perspectives.

Accountability

Accountability measures are developed to assist the School of Social Work in identifying and implementing recommendations contained in the Retention Policy.

Reviewers:

1. The Diversity and Equity Committee (DEC)
2. Persons of African Descent within (and outside) Dalhousie University
3. Faculty of African Descent, School of Social Work
4. Director, African Nova Scotian Community Engagement, Dalhousie University
5. Representative from the Black Student Advising Centre
6. Representative from Promoting Leadership in Health for African Nova Scotians
7. Community representatives
8. Student representatives

Key Deliverables

Summer (2020/2021):

1. Develop methods for reviewing and applying key components of the Retention Policy:
 - a. Composition/membership, schedule of meetings
 - b. Isolate priority areas for each academic year
 - c. Develop reporting protocol
 - d. Coordinate reviews and mandate for School-based action
2. Integrate the goals of a Retention Policy for Students of African Descent within the School of Social Work's Strategic Plan

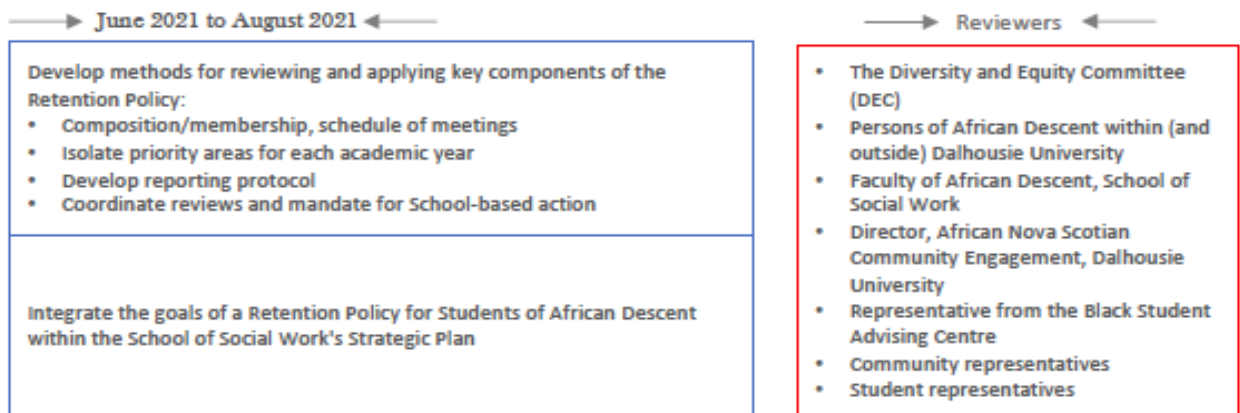
Year 1 (2021/2022):

1. Develop a strategy for including partners of African Descent in the September 2021 Orientation
 - a. The nature and timing of the orientation
 - b. Partners and consultation for effective coordination
 - c. Creating awareness

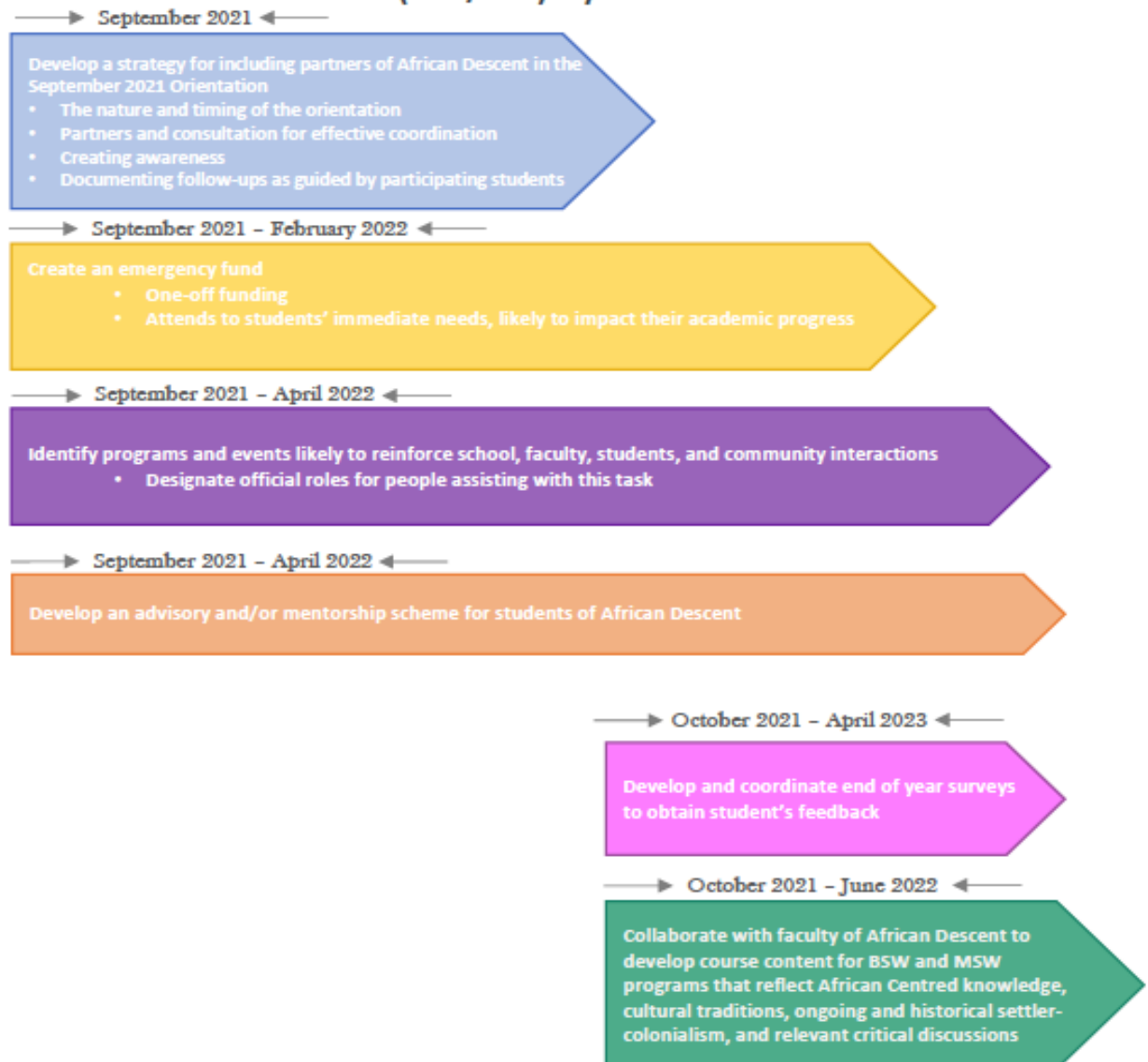
- d. Documenting follow-ups as guided by participating students
2. Develop an advisory and/or mentorship scheme for students of African Descent
3. Create an emergency fund
 - a. One-off funding
 - b. Attends to students' immediate needs, likely to impact their academic progress
4. Identify programs and events likely to reinforce school, faculty, students, and community interactions
 - a. Designate official roles for people assisting with this task
5. Develop and coordinate end of year surveys to obtain student's feedback
6. Collaborate with faculty of African Descent to develop course content for BSW and MSW programs that reflect African Centred knowledge, cultural traditions, ongoing and historical settler-colonialism, and relevant critical discussions

Retention Policy for Students of African Descent

Summer (2020/2021) Key Deliverables



Year 1 (2021/2022) Key Deliverables



Year 2 (2022/2023):

1. Create a resource of African Centred communities and institutions that act to support and enrich classroom content
 - a. Develop a list of partners of African Descent who can be invited as guest lecturers or speakers.
 - b. Include an appropriate means of remuneration for guest lecturers/speakers within the School of Social Work's budget.
 - c. Develop modalities for ensuring that potential sessional instructors within communities of African Descent are notified of job postings.
2. Collaborate with faculty of African Descent to develop course content for BSW and MSW programs that reflect African Centred knowledge, cultural traditions, ongoing and historical settler-colonialism, and relevant critical discussions
3. Develop Curriculum workshops that prioritize and integrate local and global African Centred scholarship
4. Create space/room for students of African Descent
 - a. For building community, sharing experiences, and providing support
 - b. Room with computer, printer, and technological support for students

Retention Policy for Students of African Descent

→ Reviewers ←

- The Diversity and Equity Committee (DEC)
- Persons of African Descent within (and outside) Dalhousie University
- Faculty of African Descent, School of Social Work
- Director, African Nova Scotian Community Engagement, Dalhousie University
- Representative from the Black Student Advising Centre
- Community representatives
- Student representatives

Year 2 (2022/2023) Key Deliverables

→ September 2022 - December 2022 ←

Create a resource of African Centred communities and institutions that act to support and enrich classroom content

- Develop a list of partners of African Descent who can be invited as guest lecturers or speakers.
- Include an appropriate means of remuneration for guest lecturers/speakers within the School of Social Work's budget.
- Develop modalities for ensuring that potential sessional instructors within communities of African Descent are notified of job postings.

→ September 2022 - April 2023 ←

Develop Curriculum workshops that prioritize and integrate local and global African Centred scholarship

→ September 2022 - April 2023 ←

Create space/room for students of African Descent

- For building community, sharing experiences, and providing support
- Room with computer, printer, and technological support for students

→ October 2022 - March 2023 ←

Collaborate with faculty of African Descent to develop course content for BSW and MSW programs that reflect African Centred knowledge, cultural traditions, ongoing and historical settler-colonialism, and relevant critical discussions

Long Term Action Plans for Retention of Students of African Descent

The long-term plans for retention of students of African Descent are guided by the goals of the Third Century Promise, Dalhousie University's Strategic Plan 2021 - 2026 and the Faculty of Health's Strategic Development Plan (2017 – 2022).

THIRD CENTURY PROMISE DALHOUSIE UNIVERSITY'S STRATEGIC PLAN 2021 – 2026			
Exceptional Student Experience	Goals	Suggested Responsible Parties	DEC Policy Statement and Recommendation
	1.1 Make Dalhousie a leader in curriculum development and program innovation through continued strategic investments in faculty support and training.	DEC, Director, Dean, School of Social Work (Faculty, BSW and MSW Committees, Committee of the School), ABSW, CASWE, DFA, DBFSC, FHIEC, CTL DEC Initiatives: DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting.	1- Curriculum 2- Professional Development/Training 9- Supporting Faculty of African Descent
	1.2 Reward excellence in teaching, curricular development, and pedagogical innovation.	DEC, Director, Dean, School of Social Work, Dalhousie University, CASWE, ABSW DFA, DBFSC, FHIEC, CTL, Human Resources DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting.	1- Curriculum 2- Professional Development/Training
	1.3 Strengthen Dalhousie's commitment to professional development and the preparation of students for employment and success through innovations in curriculum / learning models.	DEC, Director, Dean, School of Social Work (Faculty, BSW and MSW Committees, Committee of the School), PLANS, BSAC, DFA, DANSCE, DBFSC, FHIEC, CTL, Human Resources DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	2- Professional Development/Training 4- Mentorship 6- Student Support in the School 10- Applicable Field Placement Opportunities 11- Community of Belonging and Practice
	1.4 Create a single, seamless, and digital system for supporting our undergraduate and graduate student journey from the point of first contact during recruitment through to admission, retention, student services and advising, academic success in upper years, graduation.	Dalhousie University, Faculty of Health, Director, Dean, Student Services, DEC, School of Social Work (Faculty, BSW and MSW Committees, Committee of the School), PLANS, BSAC, DANSCE, DFA, DBFSC, FHIEC, CTL, ABSW DEC Initiatives: Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	2- Professional Development/Training 4- Mentorship 6- Student Support in the School 7- Accessibility and Accommodations 10- Applicable Field Placement Opportunities 11- Community of Belonging and Practice

THIRD CENTURY PROMISE DALHOUSIE UNIVERSITY'S STRATEGIC PLAN 2021 – 2026

Exceptional Student Experience (Contd)	Goals	Suggested Responsible Parties	DEC Policy Statement and Recommendation
	1.5 Deliver excellent student support programs and services that increase student retention and accessibility into systems, policies, and practices across all Dalhousie campuses.	DEC, Director, Dean, School of Social Work (Faculty, BSW and MSW Committees, Committee of the School), Student Services, PLANS, BSAC, DBFSC, DANSCE, FHIEC, CTL, Human Resources and Community Partnerships DEC Initiatives: DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greet, DEC Students Meeting	3- Hiring Professors of African Descent 4- Mentorship 6- Student Support in the School 11- Community of Belonging and Practice
	1.6 Expand Dalhousie's global reach by developing clear priorities for targeted, diversified, and expanded recruitment, retention, and academic success of international students.	DEC, Director, Dean, School of Social Work (Faculty, BSW and MSW Committees, Committee of the School), Student Services, Community Members of African Descent, International Students Centre BSAC, DBFSC, DANSCE, FHIEC, CTL, Human Resources DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greet, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	2- Professional Development/Training 4- Mentorship 6- Student Support in the School 10- Applicable Field Placement Opportunities 11- Community of Belonging and Practice 12- Governance
	1.7 Deploy strategies that will strengthen Dalhousie's capacity to reach, attract, and retain students who both historically and currently face barriers to participating in our community.	DEC, Director, Dean, School of Social Work (Faculty, Staff, BSW and MSW Committees, Committee of the School, Accommodations and Accessibility), Student Services, VP&AVPEI, Independent Community Partners, ABSW, DANSCE DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greet, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	1- Curriculum 4- Mentorship 5- Targeted/Strategic Recruitment 6- Student Support in the School

THIRD CENTURY PROMISE DALHOUSIE UNIVERSITY'S STRATEGIC PLAN 2021 – 2026

Inclusive Excellence	Goals	Suggested Responsible Parties	DEC Policy Statement and Recommendation
	2.1 Enrich and diversify our faculty and staff by evolving our best practices for recruitment and retention and offering our candidates' competitive conditions that attract them to Dalhousie.	DEC, Director, Dean, School of Social Work, Students Services, Human Resources, Community Partners, Community Members of African Descent, International Students Centre, DFA, BSAC, DBFSC, FHIEC, CTL, VP&AVPEI, PLANS, DANSCE, Human Resources DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	3- Hiring Professors of African Descent 8- Funding 11- Community Belonging and Practice
	2.2 Foster an institution-wide commitment to a healthy, accessible, and academically inclusive culture for working and learning	DEC, Director, Dean, School of Social Work, Students Services, Human Resources, Community Partners, Community Members of African Descent, International Students Centre, DFA, BSAC, DBFSC, FHIEC, CTL, VP&AVPEI, PLANS, DANSCE, Human Resources, Accommodations and Accessibility DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	6 - Student Support in the School 7- Accessibility and Accommodations 9- Supporting Faculty of African Descent
	2.3 Develop actionable strategies to drive the pursuit of excellence and recognize individual and team achievements in the areas of wellness and accessibility	DEC, Director, Dean, School of Social Work, Human Resources, DFA, BSAC, DBFSC, FHIEC, CTL, PLANS, DANSCE, Human Resources, Accommodations and Accessibility DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	6 - Student Support in the School 7- Accessibility and Accommodations 9- Supporting Faculty of African Descent
	2. 4 Provide mentorship, support, and career development opportunities for faculty and staff across all employee groups.	DEC, Director, Dean, School of Social Work, Human Resources, DFA, DBFSC, VP&AVPEI, FHIEC, CTL, Human Resources DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops	2- Professional Development and Training 9- Supporting Faculty of African Descent

THIRD CENTURY PROMISE DALHOUSIE UNIVERSITY'S STRATEGIC PLAN 2021 – 2026

Inclusive Excellence (Contd)	Goals	Suggested Responsible Parties	DEC Policy Statement and Recommendation
	2.5 Prioritize advancing the work of Dalhousie's Diversity and Inclusiveness Strategy, Indigenous Strategy, African Nova Scotian Strategy, and actions that reflect Dalhousie's commitment to an anti-racist culture.	DEC, Director, Dean, Dalhousie University, School of Social Work, Students Services, Human Resources, Community Partners, Community Members of African Descent, DFA, BSAC, DBFSC, FHIEC, CTL, PLANS, VP&AVPEI, DANSCE, Human Resources DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	1- Curriculum 3- Hiring Professors of African Descent 5- Targeted/Strategic Recruitment 10- Applicable Field Placement Opportunities 11- Community of Belonging and Practice
	2.6 Determine and work towards meaningful representation targets for equity deserving groups on Dalhousie's leadership teams.	DEC, Director, Dean, Dalhousie University, School of Social Work, Students Services, Human Resources, Community Partners, Community Members of African Descent, DFA, BSAC, DBFSC, FHIEC, CTL, PLANS, VP&AVPEI, DANSCE, Human Resources DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	5- Targeted/Strategic Recruitment 8- Funding 11- Community of Belonging and Practice

THIRD CENTURY PROMISE DALHOUSIE UNIVERSITY'S STRATEGIC PLAN 2021 – 2026

High-Impact Research	Goals	Suggested Responsible Parties	DEC Policy Statement and Recommendation
	3.1 Dalhousie will encourage and support emerging areas of discovery and exploration that are aligned with community, provincial, and regional needs.	DEC, Director, Dean, Dalhousie University, Research Services, Faculty of Health, School of Social Work, Human Resources, Community Partners, Community Members of African Descent, DFA, BSAC, DBFSC, FHIEC, CTL, PLANS, DANSCE, Human Resources <i>DEC Initiatives:</i> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	8- Funding 11- Community of Belonging and Practice
	3.2 Enhance logistical research services, funding, and other supports for our research communities.	DEC, Director, Dean, Dalhousie University, Research Services, Faculty of Health, School of Social Work, Community Partners of African Descent, BSAC, DBFSC, FHIEC, PLANS, DANSCE, *Develop modalities for equitable access to research funding and increased community partnerships for funding and project implementation* <i>DEC Initiatives:</i> DEC Newsletter, DEC Conversation Series, DEC Research Conversations	8- Funding 11- Community of Belonging and Practice
	3.5 Intensify our effort to expand and strengthen our R&D linkages with industry and community partners and sharpen our focus on mission-oriented, problem-solving research and policy relevant community outreach and communication.	DEC, Director, Dean, Dalhousie University, Research Services, Faculty of Health, School of Social Work, Community Partners of African Descent, BSAC, DBFSC, FHIEC, PLANS, DANSCE <i>DEC Initiatives:</i> DEC Research Conversations, DEC Professional Development Workshops	2- Professional Development and Training 8- Funding 9- Supporting Faculty of African Descent 11- Community of Belonging and Practice

THIRD CENTURY PROMISE DALHOUSIE UNIVERSITY'S STRATEGIC PLAN 2021 – 2026

Civic University with Global Impact	Goals	Suggested Responsible Parties	DEC Policy Statement and Recommendation
	4.4 Dalhousie commits to creating safe, culturally specific academic, research, social, intellectual, and physical spaces to nourish and facilitate meaningful and safe integration with the African Nova Scotian community.	DEC, Director, Dean, Dalhousie University, Research Services, Faculty of Health, School of Social Work, BSW and MSW Committees, Practicum Coordinators, Community Partners of African Descent, Library Services, BSAC, DBFSC, FHIEC, PLANS, VP&AVPEI, DANSCE, Students Services, Students Orientation <i>DEC Initiatives:</i> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	1- Curriculum 3- Hiring Professors of African Descent 5- Targeted/Strategic Recruitment 6- Student Support in the School 11- Community of Belonging and Practice 12- Governance
	4.5 Partner with governments to increase access to higher education for Nova Scotia's diverse populations.	DEC, Director, Dean, Dalhousie University, Faculty of Health, School of Social Work, BSW and MSW Committees, Community Partners of African Descent, DBFSC, FHIEC, PLANS, VP&AVPEI, DANSCE, Students Services <i>DEC Initiatives:</i> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	3- Hiring Professors of African Descent 5- Targeted/Strategic Recruitment 7- Accessibility and Accommodations 8- Funding 10- Applicable Field Placement Opportunities 11- Community Belonging and Practice
	4.7 Play a central role in attracting, educating, training, and retaining international students and immigrants to the province and the region.	DEC, Director, Dean, School of Social Work, Students Services, Community Partners of African Descent (as sessionals and/or those with lived experience), International Students Centre, VP&AVPEI, BSAC, DBFSC, FHIEC <i>DEC Initiatives:</i> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	3- Hiring Professors of African Descent 4- Mentorship 5- Targeted/Strategic Recruitment 6- Student Support in the School 7- Accessibility and Accommodations 8- Funding 10- Applicable Field Placement Opportunities 11- Community Belonging and Practice

THIRD CENTURY PROMISE DALHOUSIE UNIVERSITY'S STRATEGIC PLAN 2021 – 2026

A Foundation for Inclusion and Distinction	Goals	Suggested Responsible Parties	DEC Policy Statement and Recommendation
	5.5 Launch an independent external review of our governance and administrative Structures.	DEC, Director, Dean, Faculty of Health, Dalhousie University, School of Social Work (Faculty, staff, BSW and MSW Committees, Committee of the School), DFA, DBFSC, FHIEC <i>DEC Initiatives:</i> DEC Conversation Series, DEC Students Meeting	9- Supporting Faculty of African Descent 11- Community of Belonging and Practice 12- Governance
	5.6 Focus on revenue enhancement, diversification, and allocation.	DEC, Director, Dean, Faculty of Health, Dalhousie University, School of Social Work (Faculty, staff, Committee of the School), DFA, DBFSC, FHIEC, Community Partners <i>DEC Initiatives:</i> DEC Research Conversations, DEC Professional Development Workshops	8- Funding 11- Community of Belonging and Practice 12- Governance

FACULTY OF HEALTH STRATEGIC DEVELOPMENT PLAN 2017 - 2022

Engage in Transformational Teaching and Learning	Goals	Suggested Responsible Parties	DEC Policy Statement and Recommendation
	Cultivate a sense of belonging and inclusion	DEC, Director, Dean, Dalhousie University, School of Social Work (Faculty, Staff, BSW and MSW Committees, Committee of the School), Accommodations and Accessibility, Student Services, Community Partners, DFA, BSAC, PLANS, VP&AVPEI, DANSCE, ABSW, International Students Centre. FHIEC. DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	1- Curriculum 2- Professional Development/Training 5- Targeted/Strategic Recruitment 6- Student Support in the School 8- Funding 10- Applicable Field Placement Opportunities 11- Community of Belonging and Practice
	Strengthen the learners' experience	DEC, Director, Dean, School of Social Work (Faculty, Staff, BSW and MSW Committees, Committee of the School), Accommodations and Accessibility, Student Services, Community Partners, DFA, BSAC, PLANS, DANSCE, ABSW, International Students Centre, FHIEC, CLT DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	1- Curriculum 2- Professional Development/Training 5- Targeted/Strategic Recruitment 6- Student Support in the School 8- Funding 10- Applicable Field Placement Opportunities 11- Community of Belonging and Practice
	Prepare leaders who contribute to health system transformation	DEC, Director, Dean, School of Social Work (Faculty, Staff, BSW and MSW Committees, Committee of the School), Student Services, Community Partners, DFA, BSAC, PLANS, FHIEC DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting	1- Curriculum 2- Professional Development/Training 3- Hiring Professors of African Descent 4- Mentorship 5- Targeted/Strategic Recruitment 6- Student Support in the School 8- Funding 10- Applicable Field Placement Opportunities 11- Community of Belonging and Practice

FACULTY OF HEALTH STRATEGIC DEVELOPMENT PLAN 2017 - 2022

Grow the Research Enterprise	Goals	Suggested Responsible Parties	DEC Policy Statement and Recommendation
	Pursue strategic recruitment, mentoring, support, and retention of highly qualified research academics	DEC, Director, Dean, Dalhousie University, Faculty of Health, School of Social Work, Faculty of Graduate Studies, Human Resources, Community Partners, of African Descent, International Students Centre, DFA, DBFSC, VP&AVPEI, FHIEC, Research Services, Research Ethics Board DEC Initiatives: DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Students Meeting	1- Curriculum 3- Hiring Professors of African Descent 4- Mentorship 8- Funding 9- Supporting Faculty of African Descent 11- Community of Belonging and Practice
	Develop a collaborative, supportive and efficient research infrastructure	DEC, Director, Dean, Dalhousie University, Faculty of Health, School of Social Work, Faculty of Graduate Studies, Human Resources, Community Partners, of African Descent, International Students Centre, DFA, DBFSC, FHIEC, Research Services, Research Ethics Board DEC Initiatives: DEC Research Conversations, DEC Research Conversations, DEC Professional Development Workshops,	3- Hiring Professors of African Descent 4- Mentorship 8- Funding 9- Supporting Faculty of African Descent 11- Community of Belonging and Practice
	Significantly expand our student research opportunities	DEC, Director, Dean, Dalhousie University, Faculty of Health, School of Social Work, Faculty of Graduate Studies, Human Resources, Community Partners, of African Descent, International Students Centre, DFA, DBFSC, FHIEC, Research Services, Research Ethics Board DEC Initiatives: DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Students Meeting	1- Curriculum (research-based courses/thesis) 3- Hiring Professors of African Descent 4- Mentorship 8- Funding 11- Community of Belonging and Practice

FACULTY OF HEALTH STRATEGIC DEVELOPMENT PLAN 2017 - 2022

Foster Citizenship	Goals	Suggested Responsible Parties	DEC Policy Statement and Recommendation
	Build communities of practice characterized by mutual respect	DEC, Director, Dean, Dalhousie University, Research Services, Faculty of Health, School of Social Work, BSW and MSW Committees, Practicum Coordinators, Community Partners of African Descent, BSAC, DBFSC, FHIEC, PLANS, DANSCE, Students Services, Students Orientation <i>DEC Initiatives:</i> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting	6- Student Support in the School 7- Accessibility and Accommodations 9- Supporting Faculty of African Descent 10- Applicable Field Placement Opportunities 11- Community of Belonging and Practice
	Maximize opportunities for all faculty, staff, and students to engage with and contribute to our diverse communities	DEC, Director, Dean, Dalhousie University, Research Services, Faculty of Health, School of Social Work, BSW and MSW Committees, Practicum Coordinators, Community Partners of African Descent, BSAC, DBFSC, FHIEC, PLANS, VP&AVPEI, DANSCE, Students Services, Students Orientation, CTL, Human Resources <i>DEC Initiatives:</i> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)	1- Curriculum 3- Hiring Professors of African Descent 9- Supporting Faculty of African Descent 10- Applicable Field Placement Opportunities 11- Community of Belonging and Practice
Cultivate Partnerships	Goals	Suggested Responsible Parties	DEC Policy Statement and Recommendation
	Foster and support key internal and external partnerships and relationships	DEC, Director, Dean, Dalhousie University, Faculty of Health, School of Social Work, Faculty of Graduate Studies, Human Resources, Community Partners of African Descent, DFA, DBFSC, FHIEC, Research Services, Research Ethics Board <i>DEC Initiatives:</i> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting	4- Mentorship 8- Funding 9- Supporting Faculty of African Descent 11- Community of Belonging and Practice 12- Governance

FACULTY OF HEALTH STRATEGIC DEVELOPMENT PLAN 2017 - 2022

Mobilize Supports for Innovation	Goals	Suggested Responsible Parties	DEC Policy Statement and Recommendation
	Harmonize organizational, structural, and administrative processes to support our strategic directions	DEC, Director, Dean, Faculty of Health, Dalhousie University, School of Social Work (Faculty, Staff, BSW and MSW Committees, Committee of the School), Community Partners, DFA, DBFSC, FHIEC, Human Resources DEC Initiatives: DEC Conversations Series, DEC Professional Development Workshops, DEC Students Meeting	3- Hiring Professors of African Descent 4- Mentorship 5- Targeted/Strategic Recruitment 6- Student Support in the School 8- Funding 9- Supporting Faculty of African Descent 11- Community of Belonging and Practice 12- Governance
	Optimize human resources to support excellence in research, teaching, and service	DEC, Director, Dean, School of Social Work, Dalhousie University, DFA, DBFSC, FHIEC, CTL, Human Resources DEC Initiatives: DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Students Meeting	3- Hiring Professors of African Descent 4- Mentorship 5- Targeted/Strategic Recruitment 6- Student Support in the School 8- Funding 9- Supporting Faculty of African Descent 11- Community of Belonging and Practice 12- Governance
	Diversify and expand revenue streams	DEC, Director, Dean, Faculty of Health, Dalhousie University, School of Social Work (Faculty, staff, Committee of the School), DFA, DBFSC, FHIEC, Community Partners, Human Resources DEC Initiatives: DEC Newsletter, DEC Research Conversations, DEC Professional Development Workshops	3- Hiring Professors of African Descent 4- Mentorship 5- Targeted/Strategic Recruitment 8- Funding 9- Supporting Faculty of African Descent 12- Governance

Conclusion

The Retention Policy for Students of African Descent can build a stronger foundation of interprofessional relationships through the development of supports required within post-secondary education. Moreover, this policy works to heal historical injustices that were perpetrated against peoples of African Descent. Actions taken to advance the Retention Policy should be consistent with African Centered perspectives and apply the outlined accountability measures, with the guidance of the Diversity and Equity Committee and the partners of African Descent who constitute the advisory or reviewing committee. Ultimately, this policy has the potential to break the cycle of oppression and decrease the need for students of African Descent to fight for recognition, equity, support, and resources, as articulated by the focus of the International Decade for People of African Descent (2015-2024). Likewise, this policy, in accordance with *Dalhousie University's Third Century Promise 2021-2026*, has the power to realign, reaffirm, and re-envision the success, health, and well-being of faculty, staff, and students of African Descent.

**Reviews and/or Amendments to this Retention Policy, should be done in consultation with the Diversity and Equity Committee (DEC), faculty, students, and community members of African Descent.*

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Resources – Appendix I – List of African Centred Courses at Dalhousie University

Resources – Appendix II – Equitable Admissions Policy

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:

College of Pharmacy:

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

School of Communication Sciences & Disorders:

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

School of Health Administration:

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

School of Health and Human Performance:

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

School of Health Sciences:

https://www.dal.ca/academics/programs/undergraduate/hs/how_do_I_apply/other-considerations.html

School of Nursing:

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

Resources – Appendix III – Resources for Students

African Diaspora Association of the Maritimes

Email: Infomations@adamns.com

Phone: 902-4040-3670

Website: www.adamns.com

Black and African Diaspora Studies, Dalhousie University: Minor available at Dalhousie University

BACS, BA, BComm, BCD, BCS, BMgmt, BMus, BSc

Website: <https://www.dal.ca/academics/programs/undergraduate/black-african-diaspora.html>

Black Business Initiative

Phone: 902-426-8683

Website: <https://www.bbi.ca/>

Black Cultural Centre of Nova Scotia

Phone: 902-434-6223

Email: contact@bccns.com

Website: <http://web1.bccnsweb.com/>

Black Educators Association of Nova Scotia

Phone: 902-424-7036

Website: <http://bea-ns.ca/index.html>

Black Student Advisory Centre

Contact Persons: Ronke Taiwo - Taiwooa@Dal.Ca or

Guyleigh Johnson - GuyleighJohnson@Dal.ca

General Email: BSAC@Dal.Ca

Websites: https://www.dal.ca/campus_life/communities/black-student-advising.html

Dalhousie Black Faculty and Staff Caucus

Contact Co-Chairs

Keisha Turner

Email: keisha.turner@dal.ca

Phone: 902-494-6456

Dominic Silvio

Email: d.silvio@dal.ca

Phone: 902-494-2670

Website: <https://www.dal.ca/sites/dbfc.html>

Diversity and Equity Committee Resource Guide

Link to PDF:

https://cdn.dal.ca/content/dam/dalhousie/pdf/healthprofessions/School%20of%20Social%20Work/DEC/Diversity_and_Equity_Resource_Guide_2021_22.pdf

Environmental Noxiousness, Racial Inequities and Community Health Project (The ENRICH Project), Dalhousie University

Contact: No direct contact, however, may reach out to Executive Director of the ENRICH Project Dr. Ingrid Waldron

Email: iwaldron@dal.ca
Phone: 902-494-4267
Website: <https://www.enrichproject.org/>

Health Association of African Canadians

Phone: (902) 405-4222
E-mail: info@haac.ca
Website: <http://haac.ca/>

Imhotep's Legacy Academy

Phone: 902-494-2400
Email: imhotep@dal.ca
Website: <https://www.dal.ca/faculty/science/imhotep.html>

Indigenous Blacks & Mi'kmaq Initiative, Schulich School of Law, Dalhousie University

Contact: Kelsey Jones, Director
Phone: 902-802-9827
Email: kelsey.jones@dal.ca
Website: <https://www.dal.ca/faculty/law/indigenous-blacks-mi-kmaq-initiative.html>

Nova Scotia Association of Black Social Workers (ABSW)

Phone: 902-407-8809
Website: <http://nsabsw.ca/>

Office of African Nova Scotian Affairs

Contact: Honourable Tony Ince, Minister of African Nova Scotian Affairs
Email: ANSAMINISTER@novascotia.ca
General Email: ANSA@novascotia.ca
Phone: 902-424-5555 (Halifax); 902-563-3735 (Cape Breton)
Website: <https://ansa.novascotia.ca/>

Promoting Leadership in Health for African Nova Scotians (PLANS)

Contact: Program Manager: Sarah Upshaw
Email: Sarah.Upshaw@dal.ca
Program Assistant: Yolanda Watungwa
Email: PLANS@dal.ca
Website: <https://medicine.dal.ca/departments/core-units/global-health/diversity/plans.html>

The Health of People of African Descent Cluster, Healthy Populations Institute

Contact: Dr. Barb Hamilton-Hinch
Website: <https://www.healthypopulationsinstitute.ca/>

Resources – Appendix IV – Scholarships, Bursaries, and Awards

BSW Awards

Association of Black Social Workers Bursary

Purpose: To assist African Canadian students who are attending a recognized university; studying towards a social work degree.

Amount: Each bursary will not exceed \$300.00.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/association-of-black-social-workers-bursary.html>

Calvin Ruck Scholarship

Purpose: To provide a scholarship to African Nova Scotian students in the BSW or MSW program at the School of Social Work, who demonstrate a desire to improve and advance the interests of African Nova Scotian and African Canadian (NSAACP) people through the study and practice of social work.

Amount: To be determined.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/calvin-ruck-scholarship.html>

Dalhousie University Women Alumnae Medal

Purpose: This medal is presented annually to the BSW graduating student with the highest cumulative grade point average in the baccalaureate programme in the School of Social Work.

Amount: not listed.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/dalhousie-university-women-alumnae-medal.html>

Eric Joseph Dick Memorial Prize

Purpose: This prize is to be awarded to the student who has achieved the highest standing in the course Beginning Social Work Practice (SLWK 2333) in the Bachelor of Social Work program for the academic year.

Amount: not listed.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/eric-joseph-dick-memorial-prize.html>

Eva Mary and Judge Farquhar Bursary

Purpose: To provide an annual bursary(s) for one (or more) students(s) enrolled in the BSW or MSW program at Dalhousie University who demonstrate financial need.

Amount: To be determined.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/eva-mary-and-judge-farquhar-bursary.html>

Fred R. MacKinnon Award

Purpose: Earnings from the fund will be used to provide one (or more) annual financial award(s) to a student(s) in the BSW program in the School of Social Work. The recipient of the Fred R. MacKinnon Award in Social Work will demonstrate good academic standing and a keen interest in social welfare policy and services.

Amount: To be announced.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/fred-r--mackinnon-award.html>

Graham and Janet Bennet Scholarship in Social Work

Purpose: This award is to honor the lives of Graham and Janet Bennett by providing an award for current and future students. This award will recognize well rounded students encompassing both overall extra-curricular involvement in campus activities while maintaining a solid academic standing.

Amount: Not listed.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/graham-and-janet-bennett-scholarship-in-social-work.html>

Janet Lee Myers Memorial Bursary

Purpose: To provide one or more bursaries annually to students in the BSW program at Dalhousie University who need financial assistance. The recipients will have demonstrated the highest values of humanity, community and service in the study of social work and in contributions to the School of Social Work.

Amount: Approximately \$500.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/janet-lee-myers-memorial-bursary.html>

J. Bernard MacNeil Memorial Award

Purpose: To honour the memory of J. Bernard MacNeil, MSW 1970, by providing an annual prize to a BSW Student at Dalhousie University, who is entering his/her second year of the program.

Amount: To be determined.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/j--bernard-macneil-memorial-award.html>

Joan Cummings Memorial Award

Purpose: To provide an annual award to a student with a (dis)Ability who is enrolled in the Bachelor of Social Work or Master of Social Work program at the School of Social Work, Dalhousie University.

Amount: Not listed.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/joan-cummings-memorial-award.html>

M. Caroline Prince Scholarship

Purpose: Provides one or more scholarships to either full-time or part-time students in the BSW program who are taking two to three credits. If there are no first year, part-time students eligible, second year, part-time students will be considered. The award will be given for all-round excellence measured by grades in SLWK 2222: Advancing Social Justice; as well as the student's motivation & suitability for social work.

Amount: To be determined.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/m--carolyn-prince-scholarship.html>

Ngena Bernard Memorial Dalhousie University Transition Year Program - Social Work Bursary Fund

Purpose: To assist full and part time African Canadian students who are graduates of the Dalhousie University Transition Year Program (TYP), and are attending the Dalhousie School of Social Work, or doing prerequisite courses to study towards a social work degree.

Amount: The amount will not exceed \$500.00

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/ngena-bernard-memorial-dalhousie-university-transition-year-prog.html>

Nova Scotia College of Social Workers Bursary (NSCSW)

Purpose: To provide an annual bursary to a student enrolled in the BSW Program, Dalhousie University.

Amount: \$500

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/NSASWB.html>

Raoul Leger Memorial Humanitarian Award

Purpose: To provide recognition to a graduating student in either the BSW or MSW program at the School of Social Work.

Award: A plaque of recognition

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/raoul-leger-memorial-humanitarian-award.html>

School of Social Work Alumni Scholarship

Purpose: To provide one or more annual financial awards to students in the BSW and MSW program, who demonstrate the highest values of humanity, social justice, community, and service in the study of Social Work and in their contribution to the School of Social Work.

Amount: Not listed.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/school-of-social-work-alumni-scholarship.html>

MSW Awards

Association of Black Social Workers Bursary

Purpose: To assist African Canadian students who are attending a recognized university; studying towards a social work degree.

Amount: Each bursary will not exceed \$300.00.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/association-of-black-social-workers-bursary.html>

Calvin Ruck Scholarship

Purpose: To provide a scholarship to African Nova Scotian students in the BSW or MSW program at the School of Social Work, who demonstrate a desire to improve and advance the interests of African Nova Scotian and African Canadian (NSAACP) people through the study and practice of social work.

Amount: To be determined.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/calvin-ruck-scholarship.html>

Eva Mary and Judge Farquhar Bursary

Purpose: To provide an annual bursary(s) for one (or more) students(s) enrolled in the BSW or MSW program at Dalhousie University who demonstrate financial need.

Amount: To be determined.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/eva-mary-and-judge-farquhar-bursary.html>

Joan Cummings Memorial Award

Purpose: To provide an annual award to a student with a (dis)Ability who is enrolled in the Bachelor of Social Work or Master of Social Work program at the School of Social Work, Dalhousie University.

Amount: Not listed.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/joan-cummings-memorial-award.html>

Lawrence T. Hancock Scholarship

Purpose: To provide an annual scholarship to a student in the MSW program, who achieves high academic standing and shows promise of leadership and service.

Amount: To be determined.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/master-of-social-work/scholarships/lawrence-t--hancock-scholarship.html>

Ngena Bernard Memorial Dalhousie University Transition Year Program - Social Work Bursary Fund

Purpose: To assist full and part time African Canadian students who are graduates of the Dalhousie University Transition Year Program (TYP), and are attending the Dalhousie School of Social Work, or doing prerequisite courses to study towards a social work degree.

Amount: The amount will not exceed \$500.00

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/ngena-bernard-memorial-dalhousie-university-transition-year-prog.html>

Margaret Cragg Award

Purpose: To provide financial assistance to a MSW student who is studying in the area of violence against women (battering, rape, sexual, harassment, elder abuse, economic violence) and/or children (physical, sexual, emotional abuse of children by parents/guardians or by persons and institutions charged with their education, care and welfare), areas that are frequently called family or domestic violence or people living in high risk/disadvantaged environments.

Amount: To be determined.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/master-of-social-work/scholarships/margaret-cragg-award.html>

Mary and John Eldon Green Scholarship

Purpose: The Mary and John Eldon Green Scholarship will annually support one student from P.E.I. entering the School of Occupational Therapy and one student entering the School of Social Work.

Amount: Not listed.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/master-of-social-work/scholarships/mary-and-john-eldon-green-scholarship.html>

Raoul Leger Memorial Humanitarian Award

Purpose: To provide recognition to a graduating student in either the BSW or MSW program at the School of Social Work.

Award: A plaque of recognition

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/raoul-leger-memorial-humanitarian-award.html>

School of Social Work Alumni Scholarship

Purpose: To provide one or more annual financial awards to students in the BSW and MSW program, who demonstrate the highest values of humanity, social justice, community, and service in the study of Social Work and in their contribution to the School of Social Work.

Amount: Not listed.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/bachelor-of-social-work/scholarships/school-of-social-work-alumni-scholarship.html>

Sonja R. Weil Memorial Bursary

Purpose: To provide one or more annual bursaries to a MSW student(s) in the School of Social Work. The recipient(s) will have demonstrated financial need and satisfactory academic standing. In determining the recipient(s) the committee shall give preference to students who have demonstrated an interest in those areas which reflect most closely the work of Sonja Weil in child and family therapy.

Amount: To be determined.

Website: <https://www.dal.ca/faculty/health/socialwork/programs/master-of-social-work/scholarships/sonja-r--weil-memorial-bursary.html>

Non-School of Social Work Awards

First Nations & Indigenous Black Students Scholarships (Undergraduate)

Purpose: available to First Nations and Indigenous Black students from the Maritime provinces.

Amount: \$3000 renewable entrance scholarship.

Website: https://www.dal.ca/campus_life/communities/indigenous/Financial_ISC.html

Nova Scotia Black and First Nations Graduate Entrance Scholarships

Purpose: available to Nova Scotia Black and First Nations graduate students (master's or doctoral level).

Amount: \$15,000 renewable scholarships.

Website: https://www.dal.ca/campus_life/communities/indigenous/Financial_ISC.html

Morris Saffron Award

Purpose: available to Status or Non-Status Indigenous graduates of Dalhousie's Transition Year Program.

Amount: Not listed.

Website: https://www.dal.ca/campus_life/communities/indigenous/Financial_ISC.html