


## Table of Contents

|   |    |
|---|----|
| Table of Contents   | 1  |
| Definition of Terms   | 2  |
| Abbreviations   | 2  |
| Executive Summary   | 3  |
| Introduction  | 3  |
| Contributing Factors for Retention  | 4  |
| Policy Statement and Recommendations  | 5  |
| Accountability  | 9  |
| Key Deliverables  | 9  |
| Long term action plans for Retention of Indigenous Students                         | 14 |
| Conclusion  | 25 |
| References  | 26 |
| Resources – Appendix I – List of Indigenous Centred Courses at Dalhousie University | 29 |
| Resources – Appendix II - Equitable Admissions Policy                               | 31 |
| Resources – Appendix III – Resources for Students                                   | 32 |
| Resources – Appendix IV – Scholarships, Bursaries, and Awards                       | 34 |
| BSW Awards  | 34 |
| MSW Awards  | 37 |
| Non-School of Social Work Awards  | 39 |

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|  <b>DALHOUSIE UNIVERSITY</b><br>FACULTY OF HEALTH<br><br><b>Retention Policy for Indigenous Students</b> | <i>Policy Sponsor:</i><br>School of Social Work            | <i>Approval Date:</i> |
|   | <i>Responsible Unit:</i><br>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) |
| W/wholistic                       | 'A wholistic perspective of practice from an Indigenous lens is organized using a wholistic paradigm of the four directions circle which encompasses concepts such as cyclical, circular and relational. Wholistic theory includes an intermixing and consideration of time and space: the past, present, future; directions and doorways of life; the ecology of creation such as earth, sun, water and air and all their occupants; and values that retain the balance and harmony of all of the above.'" (Absolon, 2010)   |

### Abbreviations

|          |  |
|----------|--|
| CASWE    | Canadian Association for Social Work Education               |
| CTL      | Centre for Teaching and Learning                             |
| DFA      | Dalhousie Faculty Association                                |
| DEC      | Diversity and Equity Committee                               |
| FHIEC    | Faculty of Health Inclusion and Equity Committee             |
| DICE     | Director, Indigenous Community Engagement,                   |
| ISC      | Indigenous Student Centre                                    |
| MNFC     | Mi'kmaw Native Friendship Centre                             |
| EiRP     | Elders-in-Residence Program                                  |
| VP&AVPEI | Vice-Provost and Assistant Vice-Provost Equity and Inclusion |

## Executive Summary

Retention of Indigenous students 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 Indigenous students 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 Indigenous students (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 Indigenous students 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 Dalhousie University School of Social Work (SSW) is committed to furthering the admission, retention, and graduation of students on the BSW and MSW programs. Although the School of Social Work has an Equitable Admissions Policy targeting students from designated groups, 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. Located in Mi'kma'ki, the unceded territory of the Mi'kmaq Nation, the Dalhousie University School of Social Work has responsibilities to promote Indigenous rights and Treaty relationships. To honour these responsibilities – and to act consistently with the Truth and Reconciliation Commission's Calls to Action (2015), the United Nation's Declaration on the Rights of Indigenous Peoples (2007), and the CASWE-ACFTS's Educational Policies and Accreditation Standards (2021) – the School of Social Work's Diversity and Equity Committee (DEC) builds on the previous Equitable Admissions Policy to facilitate support for Indigenous students, including a focus on students of Mi'kmaq and Wəlastəkwewiyik (Maliseet) ancestry given the local

context in completing their programs. Additionally, this policy holds Dalhousie University accountable to the *Third Century Promise 2021-2026* – or Si'st Kasqimtlinaqnipunqekl Teli L'wi'tmasimk in Mi'kmaq – focused on equity, diversity, and inclusion as pivotal pillars to increase the retention of faculty, staff, and students of Indigenous Descent (Dalhousie University, 2021). Moreover, in alignment with the CASWE's Vision of dismantling inequitable social structures (CASWE-ACFTS, 2021), this Retention Policy facilitates support for Indigenous faculty and staff because retention of Indigenous students is inextricably linked to how Indigenous faculty and staff are treated within institutions. This Retention Policy provides a basis for advancing this support and, to further decolonization, recommends that the School of Social Work's practices, policies, and pedagogy should be consistent with Indigenous perspectives.

### Contributing Factors for Retention

This Policy is premised on the awareness that people of Indigenous ancestry face barriers that impact their retention in higher education programs. Dalhousie University's *Third Century Promise 2021-2026* is committed to the retention of Indigenous faculty, staff, and students by redressing historical and ongoing systemic inequalities, addressing reconciliation, and building integrity in Dalhousie's relationship with the First Peoples, especially the Mi'kmaq Nation on whose land Dalhousie University is situated (Dalhousie University, 2021). Further, research indicates that retention issues experienced by Indigenous students emerge from the effects of historical and ongoing settler-colonialism, summarised within five areas: 1) inadequate funding, 2) institutional structures, 3) relationships/interrelations, 4) educational processes, and 5) representation/misrepresentation.

1. **Inadequate Funding:** Inadequate funding is a crucial obstacle for Indigenous students to successfully complete post-secondary education (Cameron, 2009; Martin & Kipling, 2006). Because of the settler-colonial history and ongoing practices which continue to place Indigenous people in a political and economic 'straitjacket,' students of Indigenous ancestry may be economically disadvantaged (White Shield, 2004) and unable to support themselves through an academic program. Many Indigenous students are likely working throughout their post-secondary experiences, either to support themselves or family members (Martin & Kipling, 2006; Milne et al., 2015). This adds an additional burden of time and energy and can contribute to longer periods spent on their educational program (Martin & Kipling, 2006).
2. **Institutional Structures:** Despite a myriad of recommendations to post-secondary institutions, they continually fail to value Indigenous worldviews and knowledges in flexible, responsive, and inclusive ways (Milne et al., 2015), while limiting their reconciliatory actions to 'tokenized checklists' (Pidgeon, 2016) of what constitutes appropriate incorporation of diversity and equity. This is demonstrated through rigid institutional policies and procedures (Martin & Kipling, 2006); lack of affordable or available childcare (CIC, n.d.; Martin & Kipling, 2006; Walton et al., 2020); inadequate funding (CIC, n.d.; Martin & Kipling, 2006; Milne et al., 2015; White Shield, 2004); and a lack of response to ongoing racism within post-secondary institutions (Martin & Kipling, 2006; Timmons, 2013). Additionally, the Eurocentric assumption of self-superiority continues to dominate contemporary knowledge, including much of what is taught in post-secondary institutions (Pidgeon, 2016).
3. **Relationships/Interrelations:** Faculty may be unprepared to teach Indigenous students (Martin & Kipling, 2006) and may fail to recognize the importance of accommodating the cultural needs of Indigenous students (Milne et al., 2015). Additionally, Indigenous students report problematic or limited intergroup relations, which often stem from ethnocentrism, racism, and persistent negative biases held by non-Indigenous faculty and students (Cameron, 2009; Martin & Kipling, 2006; Milne et al., 2015; Timmons, 2013).
4. **Educational Processes:** Educational processes, such as the formatting of classes and program delivery (Martin & Kipling, 2006; Milne et al., 2015; White Shield, 2004) that are not adaptable to the socio-economic barriers that Indigenous students may face present additional setbacks. Due to settler-colonialism, many Indigenous students are the first in their families to attend university

(Dalhousie University, 2021) and may find aspects of the experience unfamiliar (Milne et al., 2015). Moreover, students relocating from traditional communities may experience ‘culture shock’ when moving to an urban environment (Martin & Kipling, 2006).

5. **Representation/Misrepresentation:** Indigenous peoples’ experiences may be rendered either invisible or misrepresented within curricula that offer a fragmented or distorted view (Martin & Kipling, 2006; Pidgeon, 2016). Additionally, representations often consisted of stereotypical portrayals that fail to acknowledge settler-colonial history; that construed Indigenous health as pathological or deficient; and excluded positive aspects of Indigenous peoples and their cultures (Martin & Kipling, 2006). These misrepresentations perpetuate colonial ‘othering’ and sustain systemic racism (Pidgeon, 2016).

Thus, recognizing that these barriers systematically hinder success in higher education and that Indigenous students bring knowledge, perspectives, and experiences that enrich social work education and practice with future service users (especially service users of Indigenous ancestry), this retention policy is recommended to deliberately support Indigenous students admitted into the School of Social Work to thrive and succeed at both undergraduate and graduate levels of study.

## Policy Statement and Recommendations

The School of Social Work recognizes that deliberate retention processes emerging from the knowledge and experiences of Indigenous people are required to support admission and graduation of students of Indigenous ancestry. Although educational institutions may not often accept Indigenous people as experts on themselves, their cultures, and their communities, the answer to retention issues lie within Indigenous Nations and communities (White Shield, 2004). Building true relationships of reconciliation should include a conscious and respectful movement that empowers Indigenous peoples in and through educational institutions.

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 Indigenous ancestry to succeed in their studies, including but not limited to those listed below:

1. **Educational Processes** – Many Indigenous students engage with education to benefit their communities. Education can have a significant positive impact for Indigenous families and communities (Dustan Selinger, 2016) when Schools of Social Work ensure that they:
  - a. Implement culturally meaningful and applicable systems of education
    - This is guided with leadership from Indigenous faculty, for developing an educational framework specific to Indigenous students and/or modifying existing framework to one that embraces Indigenous perspectives based on for instance:
      - The Medicine Wheel (LaFever, 2016; White Shield, 2004);
      - The Four-R’s: respect, relevance, reciprocal relationships, and responsibility (Mitchell et al., 2018; Pidgeon, 2016); and/or
      - The Seven Grandfather’s Teachings (Baskin, 2016).
  - b. Emphasize Indigenous learning styles, such as land-based, experiential (Dalhousie University, 2021, 1.3), collaborative, and transformative learning processes (Dustan Selinger, 2016).
  - c. Ensure that classroom content is enriched with first-person experiences through invited Indigenous guest lecturers or speakers from practice or Indigenous communities.
    - Provide accessible funding for adequate remuneration for guest lecturers or speakers.
  - d. Offer culturally relevant assessments, such as:
    - W/holistic evaluations and/or
    - The adoption of Prior Learning Assessment and Recognition (PLAR) services which recognize Indigenous students’ traditional knowledge base and life experiences (CIC, n.d.)
  - e. Provide education that prepares Indigenous and non-Indigenous students to work with Indigenous people and communities upon graduation:

- Recognize the importance of Indigenous-centered social work practice.
  - Support Indigenous students in bringing their Indigeneity into their practice.
- f. Include pre-existing Indigenous Studies/Language courses at Dalhousie University (Cameron, 2009) on approved elective lists for the BSW and MSW programs (see Appendix I).
  - g. Develop an Indigenous cohort within the BSW program.
- 2. Curriculum** – Collaboration with Indigenous people and communities is paramount for developing a contextual foundation in post-secondary curricula (Pidgeon, 2016).
- a. Examine course content at the BSW and MSW levels to identify, “how and to what extent current content and pedagogy reflect the presence of Indigenous/Aboriginal peoples and the valid contribution of Indigenous knowledge” (Castellano, 2014; cited by Pidgeon, 2016, p. 79)
  - b. Ensure that course content allow students understand Eurocentric perspectives within the context of history and recognize the continued dominance of these assumptions by offering critical perspectives and discussions of ongoing settler-colonialism and power dynamics (Pidgeon, 2016)
  - c. Ensure students reflect on their privilege and how they personally benefit from settler-colonialism and Indigenous/Settler relationships (Mitchell et al., 2018).
  - d. Collaborate with multiple Indigenous partners to develop curricular content relevant to the core learning objectives of “Colonialism and Social Work” and “Indigenous Peoples and Communities” that is pertinent to the territories in which the program operates (CASWE, 2021, SB/M 3.4.3).
  - e. Embed intellectual and cultural traditions of Indigenous peoples in classroom content and curricula (CIC, n.d.; Dustan Selinger, 2016).
    - Allow students to draw on their cultures, experiences, and ways of knowing within assignments, research, and field education.
  - f. Recognize that Indigenous knowledges can benefit all learners and have processes for two-way sharing that infuse both Indigenous and Western scientific ways (CIC, n.d.; Dustan Selinger, 2016).
  - g. Consider making certain courses mandatory/core, such as SLWK 5110: Afrocentric 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.
  - h. Integrate diversity and equity goals into the curricula (Faculty of Health, 2017, 1.2).
- 3. Institutional Structures**
- a. Develop explicit anti-racism policy that can be included into curriculum content and institutional practices; this reflects Dalhousie’s commitment to an anti-racist culture (Dalhousie University, 2021, 2.5).
  - b. Support the integration of Indigenous practices and/or traditions at events, ceremonies, and meetings (CIC, n.d.)
  - c. Change symbolism throughout the School of Social Work so that it is more respectful and inclusive of Indigenous ways and increases visibility of Indigenous culture through gathering spaces, gardens, signage, artwork, and ceremonies (CIC, n.d.)
  - d. Move from a safe space to a safe campus approach by providing culturally safe teaching approaches and learning spaces (Pidgeon, 2016)
  - e. Ensure that culture, Indigenous knowledge, and Elder involvement is not compartmentalized but visible and viable across all aspects of the institution and students’ experiences (CIC, n.d.)
  - f. Examine and modify 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.
  - g. Include Indigenous faculty and staff on the admissions committee (Dalhousie University, 2021, 2.6).
- 4. Relationships** – Attention should be extended to building relationships within classrooms that translate to applicable practice in Indigenous communities:
- a. Develop literature examining problematic intergroup relations, especially within class

- engagements, and how racism influences Indigenous students' experiences (Martin & Kipling, 2006)
- b. Develop strategies to facilitate inclusiveness (Martin & Kipling, 2006)
    - Such as talking circles that are led and guided by Indigenous partners (LaFever, 2016).
  - c. Encourage ethical relationships between Indigenous and non-Indigenous students
    - Using a dialogic approach in classrooms that builds trust among students (LaFever, 2016).
  - d. Advance decolonization by holding non-Indigenous faculty and students responsible for understanding and engaging in respectful relations (Mitchell et al., 2018).
- 5. Supports for Students** – Support services provided to students should be Indigenous-centered, accessible, address the w/holistic needs of learners and guided by the wisdom and leadership of Elders (Cameron, 2009; CIC, n.d.; Dalhousie University, 2021, 1.5).
- a. Facilitate support from Elders in the community or in Residence at Dalhousie University that attend to relationship building and the emotional and spiritual needs of Indigenous students.
  - b. Coordinate further support for students through Dalhousie University's Indigenous Student Centre, while building connections with the Mi'kmaw Native Friendship Centre and other Indigenous student, faculty, and staff caucuses at Dalhousie University.
  - c. Appoint a Faculty mentor to recruit Indigenous persons as mentors and advisors to prepare older students to provide peer mentoring to incoming students on the campus and distance programs.
  - d. Provide intermittent career and employment advising.
  - e. Ensure students have adequate knowledge of support services
    - Identify specific people that students may contact to access services
- 6. Funding** – Funding considerations are crucial to eliminate financial barriers for Indigenous students:
- a. Provide financial support for Indigenous students through tuition waivers, bursaries, scholarships, and awards.
    - Link with Indigenous faculty and communities to coordinate bursaries, awards, and grants for students.
    - Increase diversity of scholarships and bursary selection committee to ensure Indigenous members are included (Dalhousie University, 2021, 2.6).
  - b. Create differential funding models (CIC, n.d.) that are moderated by the needs of Indigenous students.
  - c. Establish administrative support roles that assist Indigenous students in navigating funding opportunities.
  - d. Establish an emergency fund that prevents disruptions to academic programs due to financial stressors such as immediate housing deposits, transportation, moving expenses, and technological or educational supplies (Timmons, 2013; Walton et al., 2020).
  - e. 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.
  - f. Connect with Indigenous communities for a variety of fundraising activities to secure additional funding/scholarships for Indigenous students.
  - g. Develop instructional sessions that provide guidance about how to apply for awards.
- 7. Accessibility/Accommodations** – Many students report the need for academic support in completing their programs (Walton et al., 2020).
- a. Provide additional writing resources and other relevant learning supports (such as tutoring or providing accessible childcare).
  - b. Link students to culturally appropriate health care and mental health counselling.
  - c. Provide spaces where students can access computers and other technology to meet academic expectations (Walton et al., 2020).
- 8. Hiring** – Post-secondary institutions should increase the number of Indigenous faculty and staff providing support services to Indigenous students, which will facilitate the goals outlined in the

Dalhousie University's Third Century Promise Strategic Plan 2021-2026 (2021, 2.1).

- a. Establish hiring targets for faculty and staff (CIC, n.d.; Dalhousie University, 2021, 2.1).
  - For instance, the University of Manitoba's Inner City Social Work Program identified key success in the retention of Indigenous students as a result of "low teacher to student ratios and extended times spent with students" (Clare, 2013, p. 71).
- b. Develop specific mechanisms to support the recruitment, hiring and retention, of Indigenous Peoples among faculty and field education personnel (CASWE, 2021, SB/M 2.2.2).
- c. Increase connections with Indigenous communities in Nova Scotia (Dalhousie University, 2021) to increase applications for staff, sessional instructors, and faculty members from these communities.

**9. Supports for Faculty and Staff** – Faculty have the most potential to influence student retention, often providing support that extends beyond teaching responsibilities (Dustan Selinger, 2016) and thus require institutional support to decrease risk of burnout or other negative impacts (Baskin, 2016). Providing support will increase retention of faculty, staff and leaders and aligns with the Third Century Promise (Dalhousie, 2021, 2.4):

- a. Develop and institute specific mechanisms to recognize and compensate the increased workload experienced by Indigenous faculty and field education personnel (CASWE, 2021, SB/M 2.2.5).
  - Address institutional pressure on Indigenous faculty and staff 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.
- b. Ensure available, accessible Elder support for Indigenous faculty.
- c. Address the assumption that Indigenous faculty are the only ones available or capable of addressing issues related to discrimination, decolonization, and racism; encourage cultural awareness and recognition of white fragility (silence and violence) among white faculty to relieve the pressure placed on Indigenous faculty.
- d. Understand the role and relevance of Indigenous faculty, and their conscious effort to mitigate experiences of microaggressions by connecting with other Indigenous colleagues on campus.
- e. Recognize the inherent biases that exist within student evaluations specifically when applied to racialized and Indigenous faculty.

**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. 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 Indigenous students within a predominantly white workplace creates additional challenges.
- b. 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.
- c. Increased connections to ensure availability of placement opportunities specifically within Indigenous communities in Nova Scotia.
- d. 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 Indigenous Community Engagement (Dal News, 2020)

**11. Community** – Community is paramount to Indigenous people. Thus, solutions for retention must emerge from relationships and connections between Indigenous students, the School of Social Work, and Indigenous communities (Dalhousie University, 2021, 4.3 & 4.5).

- a. Organize events where these Indigenous communities, school, and student relationships and connections are evident.



- This includes social events that enable faculty, students, and staff to connect (Walton et al., 2020).
- b. Invite Elders and representatives of the Indigenous Student Centre and/or the Mi'kmaq Friendship Centre to participate in Orientation events.
  - Develop Orientation events specific to Indigenous students.
- c. Provide opportunities for students to develop and/or sustain a cultural identity, including traditional ways of knowing, being, and doing (White Shield, 2004).
- d. Engage in collaborative and relational work with the Indigenous communities on whose historical and contemporary territories Dalhousie University is situated (Dalhousie University, 2021, 4.3 & 4.5; CASWE, 2021, SB/M 1.2.6).
  - Institute specific mechanisms to incorporate aspects of the cultural and linguistic characteristics of these communities within the program (CASWE, 2021, SB/M 1.2.6).

**12. Training/Professional Development** – Considering that positive faculty relationships have a significant impact on students' experiences (Milne et al., 2015), the School of Social Work should:

- a. Support culturally appropriate training that foster awareness and appropriate acknowledgement of Indigenous cultures (Dalhousie University, 2021, 2.4).
- b. Encourage flexible virtual workshops that include campus and distance students, teaching assistants and sessional instructors.
- c. Train all faculty in Indigenous perspectives, practices, and pedagogy.
- d. Faculty must be mindful of associated trauma experienced by Indigenous students when presenting classroom content on historical or continuing colonialism
- e. Provide training that reduces colour-blindness, white fragility (silence and violence), and the notion that students are incapable of engaging in oppressive behaviours.

**13. Governance**

- a. Ensure Indigenous representation (Dalhousie University, 2021, 2.6) on: Program Advisory Committees, Student Associations, and other governance structures (CIC, n.d.) within the School of Social Work.
- b. Develop guiding principles for actions, pedagogy, and practices that are consistent with Indigenous 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. Elders within (and outside) Dalhousie University
3. Indigenous Faculty, School of Social Work
4. Director, Indigenous Community Engagement, Dalhousie University
5. Representative from the Indigenous Student Centre
6. Representative from the Mi'kmaw Native Friendship Centre
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

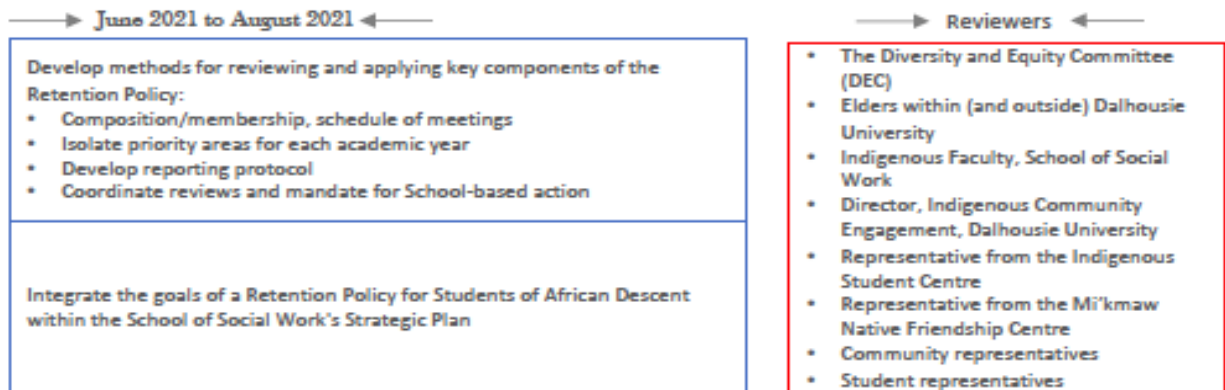
- b. Isolate priority areas for each academic year
  - c. Develop reporting protocol
  - d. Coordinate reviews and mandate for School-based action
2. Integrate the goals of a Retention Policy for Indigenous students within the School of Social Work's Strategic Plan

**Year 1 (2021/2022):**

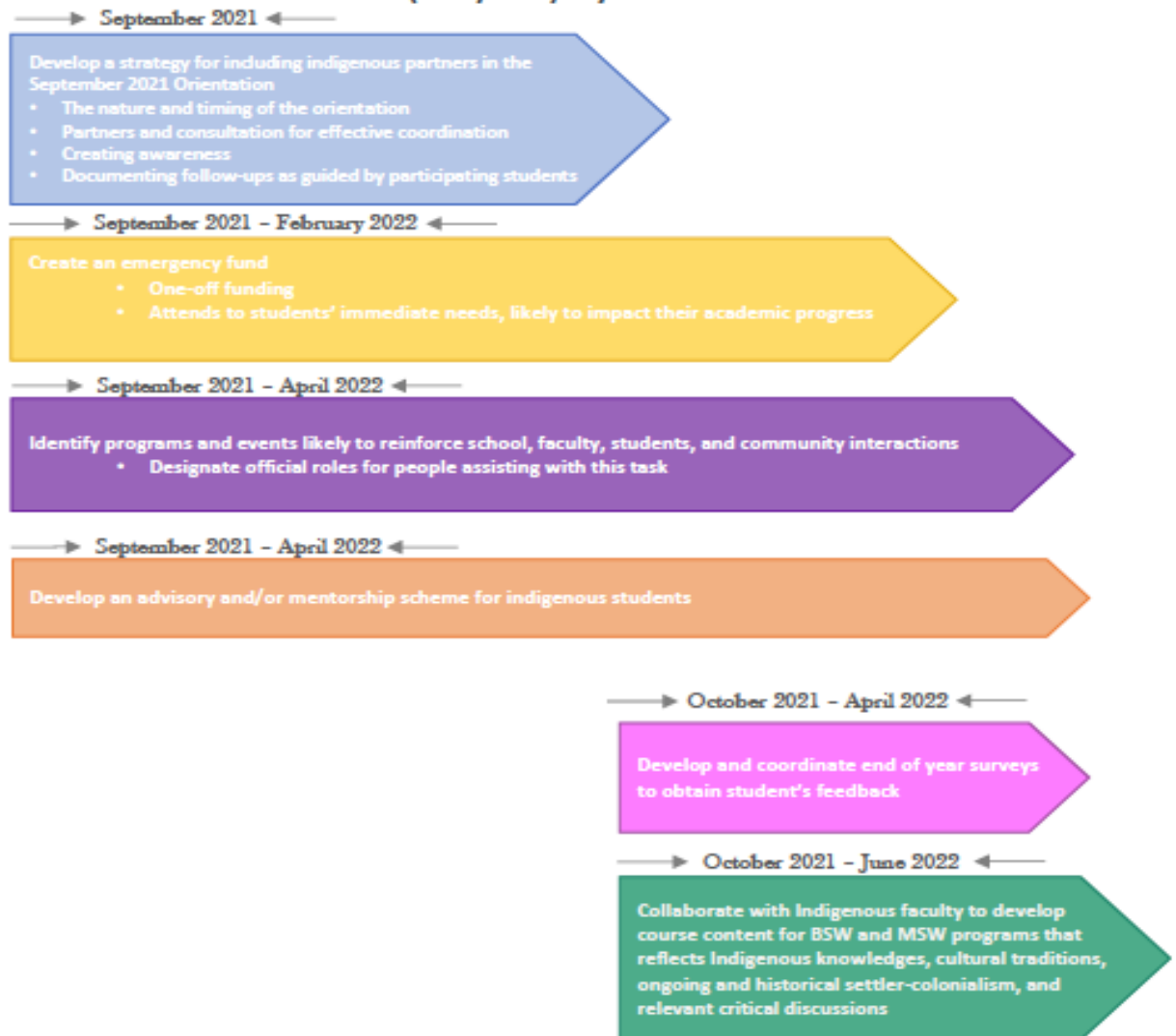
1. Develop a strategy for including Indigenous partners in the September 2021 Orientation
  - a. The nature and timing of the orientation
  - b. Partners and consultation for effective coordination
  - c. Creating awareness
  - d. Documenting follow-ups as guided by participating students
2. Develop an advisory and/or mentorship scheme for Indigenous students
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 Indigenous faculty to develop course content for BSW and MSW programs that reflects Indigenous knowledges, cultural traditions, ongoing and historical settler-colonialism, and relevant critical discussions

# Retention Policy for Indigenous Students

## Summer (2020/2021) Key Deliverables



## Year 1 (2021/2022) Key Deliverables



**Year 2 (2022/2023):**

1. Create a resource of Indigenous communities and institutions that act as support to enrich classroom content
  - a. Develop a list of Indigenous partners who can be invited as guest lecturers/speakers/sessional instructors.
  - 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 the Indigenous community are notified of job postings.
2. Collaborate with Indigenous faculty to develop course content for BSW and MSW programs that reflects Indigenous knowledges, cultural traditions, ongoing and historical settler-colonialism, and relevant critical discussions
3. Develop Curriculum workshops that prioritize and integrate local and global Indigenous scholarship
4. Create Space or room for Indigenous students
  - a. For building community, sharing experiences, and providing support
  - b. Room with computer, printer, and technological support for students

## Retention Policy for Indigenous Students

### → Reviewers ←

- The Diversity and Equity Committee (DEC)
- Elders within (and outside) Dalhousie University
- Indigenous Faculty, School of Social Work
- Director, Indigenous Community Engagement, Dalhousie University
- Representative from the Indigenous Student Centre
- Representative from the Mi'kmaw Native Friendship Centre
- Community representatives
- Student representatives

### Year 2 (2022/2023) Key Deliverables

#### → September 2022 - December 2022 ←

Create a resource of Indigenous communities and institutions that act as support to enrich classroom content

- Develop a list of Indigenous partners who can be invited as guest lecturers/speakers/sessional instructors.
- 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 the Indigenous community are notified of job postings.

#### → September 2022 - April 2023 ←

Develop Curriculum workshops that prioritize and integrate local and global Indigenous scholarship

#### → September 2022 - April 2023 ←

Create Space or room for Indigenous students

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

#### → October 2022 - March 2023 ←

Collaborate with Indigenous faculty to develop course content for BSW and MSW programs that reflects Indigenous knowledges, cultural traditions, ongoing and historical settler-colonialism, and relevant critical discussions

## Long Term Action Plans for Retention of Indigenous Students

The long-term plans for retention of Indigenous students 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).

| <b>THIRD CENTURY PROMISE DALHOUSIE UNIVERSITY'S STRATEGIC PLAN 2021 – 2026</b> |   |   |  |
|--|---|---|--|
| <b>Exceptional Student Experience</b>  | <b>Goals</b>  | <b>Suggested Responsible Parties</b>  | <b>DEC Policy Statement and Recommendation</b>   |
|  | 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). CASWE, DFA, FHIEC, CTL<br><b>DEC Initiatives:</b> DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting.  | 1- Educational Processes<br>2- Curriculum<br>3- Institutional Structures<br>9- Supports for Faculty and Staff<br>12- Training/Professional Development   |
|  | 1.2 Reward excellence in teaching, curricular development, and pedagogical innovation.  | DEC, Director, Dean, School of Social Work, Dalhousie University, CASWE, DFA, FHIEC, CTL, Human Resources<br><b>DEC Initiatives:</b> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting.  | 1- Educational Processes<br>2- Curriculum<br>12- Training/Professional Development   |
|  | 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), ISC, DFA, DICE, FHIEC, CTL, Human Resources<br><b>DEC Initiatives:</b> 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)   | 1B- Educational Processes<br>3- Institutional Structures<br>4- Relationships<br>10- Applicable Field Placement Opportunities<br>11- Community<br>12- Training/Professional Development   |
|  | 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), ISC, DICE, DFA, FHIEC, CTL, MNFC<br><b>DEC Initiatives:</b> 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- Educational Processes<br>3- Institutional Structures<br>5- Supports for Students<br>7- Accessibility/ Accommodation<br>10- Applicable Field Placement Opportunities<br>11- Community<br>12- Training/Professional Development |

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

| <b>Exceptional Student Experience (Contd)</b> | <b>Goals</b>  | <b>Suggested Responsible Parties</b>  | <b>DEC Policy Statement and Recommendation</b>   |
|---|---|---|--|
|   | 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, ISC, DICE, FHIEC, CTL, Human Resources and Community Partnerships<br><b>DEC Initiatives:</b> DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting   | 1- Educational Processes<br>4- Relationships<br>5(a-e) - Supports for Students<br>8- Hiring<br>11- Community   |
|   | 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, Connection with Indigenous Communities, MNFC, International Students Centre, ISC, DICE, FHIEC, CTL, EiRP, Human Resources<br><b>DEC Initiatives:</b> 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- Institutional Structures<br>4- Relationships<br>5- Supports for Students<br>10- Applicable Field Placement Opportunities<br>11- Community<br>13- 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, Indigenous Community Partners, ISC, DICE, VP&AVPEI<br><b>DEC Initiatives:</b> 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- Educational Processes<br>2- Curriculum<br>3- Institutional Structures<br>4- Relationships<br>5- Supports for Students                                       |

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

| <b>Inclusive Excellence</b> | <b>Goals</b>  | <b>Suggested Responsible Parties</b>  | <b>DEC Policy Statement and Recommendation</b>   |
|-----------------------------|---|---|--|
|                             | 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, MNFC, International Students Centre, DFA, FHIEC, CTL, ISC, DICE, EiRP, VP&AVPEI, Human Resources<br><b>DEC Initiatives:</b> 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- Funding<br>8- Hiring<br>9- Supports for Faculty and Staff<br>11- Community  |
|                             | 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, DFA, ISC, FHIEC, CTL, DICE, VP&AVPEI, Human Resources, Accommodations and Accessibility<br><b>DEC Initiatives:</b> 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- Institutional Structures<br>4- Relationships<br>5- Supports for Students<br>6- Funding<br>7- Accessibility/<br>Accommodation<br>9- Supports for Faculty and Staff |
|                             | 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, ISC, FHIEC, CTL, DICE, Human Resources, Accommodations and Accessibility<br><b>DEC Initiatives:</b> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Students Meeting, DEC Orientation (Cultural component to student orientation)  | 1- Educational Processes<br>4- Relationships<br>7- Accessibility/<br>Accommodation<br>9- Supports for Faculty and Staff  |
|                             | 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, ISC, FHIEC, VP&AVPEI, CTL, Human Resources<br><b>DEC Initiatives:</b> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops   | 3- Institutional Structures<br>4- Relationships<br>9- Supports for Faculty and Staff<br>12- Training/Professional Development  |



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

| <b>Inclusive Excellence (Contd)</b> | <b>Goals</b>  | <b>Suggested Responsible Parties</b>   | <b>DEC Policy Statement and Recommendation</b>   |
|-------------------------------------|---|--|--|
|                                     | 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, MNFC, DFA, ISC, FHIEC, CTL, EIRP, DICE, VP&AVPEI, Human Resources<br><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)                      | 1- Educational Processes<br>2- Curriculum<br>3- Institutional Structures<br>4- Relationships<br>8- Hiring<br>10- Applicable Field Placement Opportunities<br>11- Community |
|                                     | 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, MNFC, DFA, ISC, FHIEC, CTL, EIRP, DICE, VP&AVPEI, Human Resources<br><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- Institutional Structures<br>6- Funding<br>8- Hiring<br>13- Governance   |

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

| <b>High-Impact Research</b> | <b>Goals</b>  | <b>Suggested Responsible Parties</b>   | <b>DEC Policy Statement and Recommendation</b>  |
|-----------------------------|---|--|---|
|                             | 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, DFA, ISC, FHIEC, CTL, DICE, Human Resources<br><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) | 6- Funding<br>11- Community   |
|                             | 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, ISC, FHIEC, DICE<br>*Develop modalities for equitable access to research funding and increased community partnerships for funding and project implementation*<br><i>DEC Initiatives:</i> DEC Newsletter, DEC Conversation Series, DEC Research Conversations                           | 6- Funding<br>11- Community   |
|                             | 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, MNFC, ISC, EIRP, FHIEC, DICE<br><i>DEC Initiatives:</i> DEC Research Conversations, DEC Professional Development Workshops   | 6- Funding<br>9- Supports for Faculty and Staff<br>11- Community<br>12- Training/Professional Development |

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

| <b>Civic University with Global Impact</b> | <b>Goals</b>  | <b>Suggested Responsible Parties</b>  | <b>DEC Policy Statement and Recommendation</b>  |
|--|---|---|---|
|  | 4.3 Dalhousie commits to deep and meaningful partnerships and relationships with Indigenous peoples across Canada, in particular to the Mi'kmaw Nation on whose territory Dalhousie's campuses reside. Through the Indigenous Strategy, Dalhousie commits to improving access and success for Indigenous students, researchers, faculty and staff and ongoing transformation of higher education and research by, with, and for Indigenous peoples. | DEC, Director, Dean, Dalhousie University, Research Services, Faculty of Health, School of Social Work, BSW and MSW Committees, Practicum Coordinators, Community Partners, MNFC, ISC, EiRP, FHIEC, DICE, S VP&AVPEI, Students Services, Students Orientation,<br><b>DEC Initiatives:</b> 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- Educational Processes<br>3- Institutional Structures<br>4- Relationships<br>5- Supports for Students<br>6- Funding<br>8- Hiring<br>9- Supports for Faculty and Staff<br>11- Community<br>13- Governance    |
|  | 4.5 Partner with governments to increase access to higher education for Nova Scotia's diverse populations.  | DEC, Director, Dean, Dalhousie University, Research Services, Faculty of Health, School of Social Work, BSW and MSW Committees, Practicum Coordinators, Community Partners, MNFC, ISC, EiRP, FHIEC, DICE, Students Services, VP&AVPEI, Students Orientation<br><b>DEC Initiatives:</b> 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- Institutional Structures<br>4- Relationships<br>5- Supports for Students<br>6- Funding<br>7- Accessibility/<br>Accommodation<br>8- Hiring<br>10- Applicable Field Placement Opportunities<br>11- Community |
|  | 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 (as sessionals and/or those with lived experience), International Students Centre, ISC, FHIEC, VP&AVPEI<br><b>DEC Initiatives:</b> 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- Funding<br>7- Accessibility/<br>Accommodation<br>8- Hiring<br>10- Applicable Field Placement Opportunities<br>11- Community  |

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

| <b>A Foundation for Inclusion and Distinction</b> | <b>Goals</b>   | <b>Suggested Responsible Parties</b>  | <b>DEC Policy Statement and Recommendation</b>                       |
|---|--|---|--|
|   | 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, ISC, FHIEC<br><i>DEC Initiatives:</i> DEC Conversation Series, DEC Students Meeting             | 9- Supports for Faculty and Staff<br>11- Community<br>13- 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, FHIEC, Community Partners<br><i>DEC Initiatives:</i> DEC Research Conversations, DEC Professional Development Workshops | 6- Funding<br>11- Community<br>13- Governance                        |

**FACULTY OF HEALTH STRATEGIC DEVELOPMENT PLAN 2017 - 2022**

| <b>Engage in Transformational Teaching and Learning</b> | <b>Goals</b>   | <b>Suggested Responsible Parties</b>  | <b>DEC Policy Statement and Recommendation</b>  |
|---|--|---|---|
|   | 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, ISC, DICE, EiRP, International Students Centre, FHIEC, VP&AVPEI<br><b>DEC Initiatives:</b> 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- Curriculum<br>4- Relationships<br>5- Supports for Students<br>6- Funding<br>7- Accessibility/<br>Accommodation<br>10- Applicable Field Placement Opportunities<br>11- Community  |
|   | 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, ISC, DICE, EiRP, International Students Centre, FHIEC, CLT<br><b>DEC Initiatives:</b> 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- Educational Processes<br>2- Curriculum<br>4- Relationships<br>5- Supports for Students<br>6- Funding<br>10- Applicable Field Placement Opportunities<br>11- Community<br>12- Training/Professional Development                       |
|   | 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, ISC, DICE, FHIEC<br><b>DEC Initiatives:</b> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting   | 2- Curriculum<br>4- Relationships<br>5- Supports for Students<br>6- Funding<br>8- Hiring<br>9- Supports for Faculty and Staff<br>10- Applicable Field Placement Opportunities<br>11- Community<br>12- Training/Professional Development |

**FACULTY OF HEALTH STRATEGIC DEVELOPMENT PLAN 2017 - 2022**

| <b>Grow the Research Enterprise</b> | <b>Goals</b>   | <b>Suggested Responsible Parties</b>   | <b>DEC Policy Statement and Recommendation</b>  |
|-------------------------------------|--|--|---|
|                                     | 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, International Students Centre, DFA, ISC, FHIEC, VP&AVPEI, Research Services, Research Ethics Board<br><i>DEC Initiatives:</i> DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Students Meeting                           | 2- Curriculum<br>4- Relationships<br>6- Funding<br>8- Hiring<br>9- Supports for Faculty and Staff<br>11- Community                        |
|                                     | 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, International Students Centre, DFA, ISC, FHIEC, Research Services, Research Ethics Board<br><i>DEC Initiatives:</i> DEC Research Conversations, DEC Research Conversations, DEC Professional Development Workshops,   | 4- Relationships<br>6- Funding<br>8- Hiring<br>9- Supports for Faculty and Staff<br>11- Community   |
|                                     | 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, ISC, FHIEC, Research Services, Research Ethics Board<br><i>DEC Initiatives:</i> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Students Meeting | 2- Curriculum (research-based courses/thesis)<br>4- Relationships<br>5- Supports for Students<br>6- Funding<br>8- Hiring<br>11- Community |

**FACULTY OF HEALTH STRATEGIC DEVELOPMENT PLAN 2017 - 2022**

| <b>Foster Citizenship</b>     | <b>Goals</b>   | <b>Suggested Responsible Parties</b>   | <b>DEC Policy Statement and Recommendation</b>  |
|-------------------------------|--|--|---|
|                               | 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, MNFC, FHIEC, ISC, DICE, Students Services, Students Orientation<br><i>DEC Initiatives:</i> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting  | 4- Relationships<br>5- Supports for Students<br>9- Supports for Faculty and Staff<br>10- Applicable Field Placement Opportunities<br>11- Community  |
|                               | 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, MNFC, FHIEC, ISC, DICE, Students Services, Students Orientation, CTL, VP&AVPEI, Human Resources<br><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) | 2- Curriculum<br>3- Institutional Structures<br>4- Relationships<br>5- Supports for Students<br>8- Hiring<br>9- Supports for Faculty and Staff<br>10- Applicable Field Placement Opportunities<br>11- Community |
| <b>Cultivate Partnerships</b> | <b>Goals</b>   | <b>Suggested Responsible Parties</b>   | <b>DEC Policy Statement and Recommendation</b>  |
|                               | 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, DFA, ISC, FHIEC, Research Services, Research Ethics Board<br><i>DEC Initiatives:</i> DEC Newsletter, DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Meet and Greets, DEC Students Meeting   | 4- Relationships<br>6- Funding<br>9- Supports for Faculty and Staff<br>11- Community  |

**FACULTY OF HEALTH STRATEGIC DEVELOPMENT PLAN 2017 - 2022**

| <b>Mobilize Supports for Innovation</b> | <b>Goals</b>   | <b>Suggested Responsible Parties</b>  | <b>DEC Policy Statement and Recommendation</b>  |
|---|--|---|---|
|   | 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, ISC, FHIEC, Human Resources<br><b>DEC Initiatives:</b> DEC Conversations Series, DEC Professional Development Workshops, DEC Students Meeting | 4- Relationships<br>5- Supports for Students<br>6- Funding<br>8- Hiring<br>9- Supports for Faculty and Staff<br>11- Community                   |
|   | Optimize human resources to support excellence in research, teaching, and service                      | DEC, Director, Dean, School of Social Work, Dalhousie University, DFA, ISC, FHIEC, CTL, Human Resources<br><b>DEC Initiatives:</b> DEC Conversation Series, DEC Research Conversations, DEC Professional Development Workshops, DEC Students Meeting  | 4- Relationships<br>5- Supports for Students<br>6- Funding<br>8- Hiring<br>9- Supports for Faculty and Staff<br>11- Community                   |
|   | Diversify and expand revenue streams   | DEC, Director, Dean, Faculty of Health, Dalhousie University, School of Social Work (Faculty, staff, Committee of the School), DFA, ISC, FHIEC, Community Partners, Human Resources<br><b>DEC Initiatives:</b> DEC Newsletter, DEC Research Conversations, DEC Professional Development Workshops                             | 4- Relationships<br>5- Supports for Students<br>6- Funding<br>8- Hiring<br>9- Supports for Faculty and Staff<br>11- Community<br>13- Governance |



## Conclusion

The School of Social Work (SSW) recognises that an inclusive Retention Policy for Indigenous students should involve an intentional focus on decolonization through critically dismantling Eurocentric perspectives, practices, and pedagogies. Similarly, actions taken to advance the Retention Policy should be consistent with Indigenous perspectives, apply the outlined accountability measures, with the guidance of the Diversity and Equity Committee and the Indigenous partners constituting the advisory or reviewing committee. Moreover, this policy, in accordance with Dalhousie University's Third Century Promise 2021-2026, has the power to advance reconciliation by re-aligning, re-affirming, and re-envisioning the success, health, and well-being of faculty, staff, and students of Indigenous Descent.

*\*Reviews and/or Amendments to this Retention Policy, should be done in consultation with the Diversity and Equity Committee (DEC), faculty, students, and Indigenous partners.*

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## Resources – Appendix I – List of Indigenous Centred Courses at Dalhousie University

### Certificate

- INDG/CANA 2050/HIST 2205, Historical Issues in Indigenous Studies
- INDG/CANA/SOSA 2052, Contemporary Issues in Indigenous Studies

+ 1 of:

- INDG/CANA 3050, Indigenous Research Methodology & Knowledge Practices
- INDG/CANA /SOSA 3052, Indigenous Social, Health, & Environmental Issues
- IPHE 2201, Introduction to Aboriginal Peoples' Health & Healing

### Minor

required:

- INDG 2050/CANA 2050/HIST 2205 Historical Issues in Indigenous Studies
- INDG 2052/CANA 2052/SOSA 2052 Contemporary Issues in Indigenous Studies

4 from:

#### *Faculty of Arts & Social Sciences*

- INDG 3002/CANA 3002 Topics in Indigenous Studies
- INDG 3400/CANA 3400 Contemporary Indigenous Art
- INDG 3401/CANA 3401 Indigenous Representation in Film
- INDG 3050/CANA 3050 Indigenous Research Methodology & Knowledge Practices
- HIST 2207/CANA 2207 Indigenous Peoples & Empires – Canada's Origins to 1763
- HIST 3210 Canadian Cultural Landscapes
- MUSC 2022 X/Y.06 The Art & Science of Drumming
- PHIL 4700 Philosophy of Race
- POLI 2215 Canadian Aboriginal Politics An Institutional Perspective
- SOSA 2111/CANA 2111 Is There an Atlantic Canada?
- SOSA 3002 Native Peoples of Canada
- INDG 3052/SOSA 3052/CANA 3052 Indigenous Social, Health, & Environmental Issues
- SOSA 3185/CANA 3185 Issues in the Study of Indigenous Peoples of North America
- INDG 4000 Seminar in Indigenous Studies

#### *Faculty of Health*

- IPHE 2201 Introduction to Aboriginal Peoples' Health & Healing
- HPRO 3360 Multicultural Health Promotion Research & Strategy
- NURS 4330 Community-based Participatory Research with Indigenous Populations

#### *Faculty of Management*

- MGMT 2805 Indigenous Governance

### Major

#### **Core Requirements (6 credit hours total)**

- INDG 1000 Introduction to the Territory of Mi'kma'ki
- INDG 1002 Introduction to Indigenous Studies.

#### **2000 level Requirements (12 credit hours total)**

- INDG/CANA 2050/HIST 2205, Historical Issues in Indigenous Studies
- INDG/CANA/SOSA 2052, Contemporary Issues in Indigenous Studies
- IPHE 2201, Introduction to Aboriginal Peoples' Health & Healing
- INDG 2900 Conversational Mi'kmaq for Non-speakers Level I

#### **3000 level Requirements (12 credit hours total)**

- INDG/CANA 3050, Indigenous Research Methodology & Knowledge Practices
- INDG/CANA/SOSA 3052, Indigenous Social, Health, & Environmental Issues
- INDG 3001, Indigenous Cultures & Urban Space
- INDG 3315, Indigenous Textiles in Canada

#### 4000 level Requirements (15 credit hours for the Major, 21 credit hours for the Honours)

- INDG 4001 Treaty in Contemporary Society
- INDG 4002 Land, Territory, & Community
- BIOL 4004 Indigenous Medicine
- INDG 4000-level Land-based learning theory course (to pilot Fall 2021)
- INDG 4000-level land-based learning to be developed

#### INDG Courses

**Bold=core**

\*=New, untested

BIOL/INDG 4004 Indigenous Medicine [JF 2022]  
BIOL/INDG 4003 Indigenous Perspectives in Conservation **Biology**  
HIST/CANA 2207 Indigenous Peoples & Empires – Canada’s Origins to 1763  
HIST 3210 Canadian Cultural Landscapes  
HPRO 3360 Multicultural Health Promotion Research & Strategy [x S Huybers 2022]  
INDG 1000 Introduction to the Territory of Mi’kma’ki [CM 2022]  
INDG 1002 Introduction to Indigenous Studies. \*  
**INDG/CANA 2050/HIST 2205 Historical Issues in Indigenous Studies [LB 2021]**  
**INDG/CANA/SOSA 2052 Contemporary Issues in Indigenous Studies [PD-B 2021]**  
INDG 2900 Conversational Mi’kmaq for Non-speakers Level I  
INDG 2901 Mi’kmaw Language for Non-Speakers 1 [CM 2021, 2 sessions]  
INDG 2902 Mi’kmaw Language for Non-Speakers 2 [CM 2022, 2 sessions]  
INDG 3001, Indigenous Cultures & Urban Space \*  
INDG/CANA 3002 Topics in Indigenous Studies  
**INDG/CANA 3050 Indigenous Research Methods [CUPE 2022]**  
**INDG/SOSA/CANA 3052 Indigenous Social, Health, & Environmental Issues [PD-B 2022]**  
INDG/HIST 3215 Indigenous Textiles in Canada Tourism, Industry, Identity [LB 2022]  
INDG/CANA 3400 Contemporary Indigenous Art  
INDG/CANA/FILM 3401 Indigenous Representation in Film  
INDG 3xxx Land-based Learning Part 1 Theory (piloted Fall 2021 via INDG 3002) [SJ 2021]  
INDG 4000 Seminar in Indigenous Studies  
INDG 4xxx Land-based Learning Part 2 Bear River [in development]  
INDG 4001 Treaty in Contemporary Society \*  
INDG 4002 Land, Territory, & Community \*  
INDG 4210 Museums, Archives & Material Culture [LB 2021]  
INDG 4400 Indigenous Women the State [P D-B 2021]  
INDG 4890 Indigenous graphic Novels [BG 2021]  
**IPHE 2201 Introduction to Aboriginal Peoples’ Health & Healing**  
MGMT 2805 Indigenous Governance [x M Topshee 2021]  
MUSC 2022 X/Y.06 The Art & Science of Drumming  
PHIL 4700 Philosophy of Race [x C Jeffers 2022]  
POLI 2215 Canadian Aboriginal Politics An Institutional Perspective [x L Sarson 2022]  
SOSA 2111/CANA 2111 Is There an Atlantic Canada?  
SOSA 3002 Native Peoples of Canada  
SOSA 3185/CANA 3185 Issues in the Study of Indigenous Peoples of North America

## 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](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

### **Dalhousie Black, Indigenous, and People of Colour Caucus (BIPOCUS)**

BIPOCUS are a group of students dedicated to uplifting, creating community, and engaging in social justice efforts for Black, Indigenous, and People of Colour (BIPOC) on campus.

Email: [bipocus@dal.ca](mailto:bipocus@dal.ca)

Facebook: <https://www.facebook.com/BIPOCUS/>

### **Dalhousie Indigenous Students Collective (DISC)**

A student society providing recognition and representation of Indigenous Peoples' throughout Dalhousie's campuses.

Website: <https://www.facebook.com/groups/161069730657434/>

### **Diversity and Equity Committee Resource Guide**

Link to PDF:

[https://cdn.dal.ca/content/dam/dalhousie/pdf/healthprofessions/School%20of%20Social%20Work/DEC/DEC\\_RESOURCE\\_GUIDE\\_2021\\_22.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/healthprofessions/School%20of%20Social%20Work/DEC/DEC_RESOURCE_GUIDE_2021_22.pdf)

### **Elders in Residence Program**

The Elders-in-Residence Program provides support and counsel to students. The purpose of this protocol is to assist faculty, staff, and student organizations who express an interest in the services of an Elder for events such as workshops, conferences, celebrations, or other gatherings.

Phone: (902) 494-6803

Email: [elders@dal.ca](mailto:elders@dal.ca)

Location: McCain Building – Room 3037

Information: <https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf>

### **Halifax BIPOC – HRM BIPOC Collective**

Website: <https://www.facebook.com/groups/1060142563999359/>

A volunteer-run and driven group which supports a diverse group of people in person and online through social and educational activities, providing resources and creating safer spaces to connect across our common and diverse identities.

### **Indigenous Blacks & Mi'kmaq Initiative**

This Schulich School of Law initiative works to increase representation of Indigenous Blacks and Mi'kmaq in the legal profession in order to reduce discrimination.

Email: [IndigenousBlacks.Mikmaq.Programme@Dal.Ca](mailto:IndigenousBlacks.Mikmaq.Programme@Dal.Ca)

Website: <https://www.dal.ca/faculty/law/indigenous-blacks-mi-kmaq-initiative.html>

### **Indigenous Health Interest Group (IHIG)**

IHIG is a group of Indigenous and non-Indigenous students in health-related programs at Dalhousie University. Members share common interests in improving the health of Indigenous peoples and reducing Indigenous health inequities.

Email: [dal.ihig@gmail.com](mailto:dal.ihig@gmail.com)

Website: <https://www.dalihig.com/>



### **Indigenous Students Centre (ISC)**

The ISC helps create a sense of belonging to support your success while at Dalhousie. Their Indigenous Student Advisor provides support and advocacy for all of Dalhousie's Indigenous students.

Phone: 902-494-8863

Email: [isc@dal.ca](mailto:isc@dal.ca)

Location: 1321 Edward Street

Hours: Monday – Friday; 9:00 am – 4:00 pm

Website: [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

### **Mi'kmaw Legal Support Network (MLSN)**

Provides legal support services and victim support services to Aboriginal people through programs such as the Mi'kmaw Court Worker program and the Mi'kmaw Customary Law program.

Phone: 1-877-379-2042

HRM: (902) 468-0381

Truro: (902) 895-1141

Eskasoni: (902) 379-2042

### **Mi'kmaw Native Friendship Centre**

The mission of the Mi'kmaw Native Friendship Centre is to provide structured, social-based programming for Urban Aboriginal People, while serving as a focal point for the urban Aboriginal community to gather for a variety community functions and events.

Phone: 902-420-1576

Location: 2158 Gottingen Street

Website: <http://mymnfc.com/>

### **Native Council of Nova Scotia**

The Native Council of Nova Scotia is the self-governing authority for the large community of Mi'kmaq/Aboriginal peoples residing off-reserve in Nova Scotia throughout traditional Mi'kmaq territory. Their goal is to serve, advocate, and represent their community. They also provide workshops and programs including a Mi'kmaq language program, E'pit Nuji Ilmu (prenatal) program, social youth outreach, shelter and housing help, and more.

Phone: 902-895-1523

Website: <http://ncns.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](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](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](https://www.dal.ca/campus_life/communities/indigenous/Financial_ISC.html)