



belong



SUPPORTING AN INCLUSIVE
AND DIVERSE UNIVERSITY

**Report and Recommendations of the Committee
for Dalhousie's Strategic Initiative on Diversity and
Inclusiveness (Charter 5.2)**



PREFACE

MEMBERS OF THE DALHOUSIE COMMUNITY,

Last year, *Dalhousie's Strategic Direction 2014-18* identified inclusion and diversity as one of the university's critical priorities. Charter 5.2 within the *Strategic Direction* focuses on fostering a collegial culture grounded in diversity and inclusiveness.

In early January, President Richard Florizone accelerated the work under Charter 5.2. We started that work by bringing together faculty, staff, and students from diverse communities across our University. We read the reports produced by other Canadian universities. We reached out to you and asked you to provide us with your input. Ultimately, we produced this report: a document that explores how Dalhousie can better support a diverse and inclusive community. Given the interest in these topics following events in the Faculty of Dentistry, as well as a desire to engage our community while the winter term was still in session, we operated under a short-but-intense timeline, targeting the completion of our report shortly after the February Study Break.

With the release of this report, Phase 1 of the work under Charter 5.2 is complete. Our goal was to get the conversation started. Phase 2 starts now.

Our committee will assist in the transition into the next stage of this strategic initiative. Assistant Vice-President, Human Resources, Katherine Frank will lead a new cluster of faculty, staff, and students in the work of Phase 2. As part of the transition process, we expect to discuss the report with a variety of communities, including with Senate in April.

As noted in the report, in some cases, we expect individuals, offices, faculties, and units will take immediate action in response to the recommendations. In other cases, we anticipate the need for considered conversation and respectful dialogue. We have requested a timeline for each recommendation be provided to Senate by October 2015, and that Senate, the Board of Governors, and senior University administration review progress annually.

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We thank everyone who found time to meet or connect with us. We welcome feedback and comment on this report, which can be submitted online at dal.ca/belong or to any committee member. We hope that you find a moment to read and reflect on this report and to discuss it with others at Dalhousie. Perhaps, and most ideally, it will inspire you to take steps in your own faculties and units to support a more inclusive and diverse Dalhousie. We look forward to working on this project together.

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INTRODUCTION

At Dalhousie we must accept responsibility for creating the conditions for everyone to flourish and to belong.

A culture of belonging requires ongoing commitment to greater inclusivity with focus on creating a welcoming home for Dalhousie's diverse faculty, staff, students, and alumni alongside the broader community.

INTRODUCTION

Through the planning process that produced *Inspiration and Impact: Dalhousie's Strategic Direction 2014-2018* (in consultation with the Board of Governors, Senate, and the broader university community through *100 Days of Listening*), the University identified, as one of its priorities, to “foster a collegial culture grounded in diversity and inclusiveness.” Under the Strategic Direction’s Charter 5.2, our committee of students, faculty, and staff was struck to research and prepare an initial report on diversity and inclusiveness, with recommendations for the University to consider.

After hosting over 60 outreach meetings covering all four of our campuses and Dalhousie New Brunswick, studying hundreds of individual submissions, reading recent Canadian university task force reports, and having countless conversations with community members, our committee is convinced that there is little value in preparing yet one more, wide scope, task force report.

We have embraced a distinctly-Dalhousie approach. We asked: What would

Dalhousie look like if all of us felt we truly belonged? This action report asks everyone to be part of this project: Creating a welcoming environment demands engagement from all of us.

Our outreach meetings confirmed the importance of this work. Universities can be hierarchical and bureaucratic. Our meetings confirmed pervasive, and often extreme, experiences of isolation and marginality. Many students, faculty, and staff reported profound levels of disrespect. The formal measures of value at Dalhousie can be unfairly distributed. Many members of our community do not feel included in the work of their units or faculties; expertise and experience is disregarded in decision-making; there is frustration at being asked once again what needs to be done and skepticism that anything will change. The challenges of exclusion due to hierarchies and bureaucracy are too often compounded by systemic misogyny, sexism, racism, ethnocentrism, heterosexism, colonialism, socio-economic disadvantage, ableism, ageism, sexualized violence, harassment, and discrimination.¹

1) For a useful glossary, see: <http://dsu.ca/services/dsu-equity-accessibility-office/resources/some-definitions>

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In many cases, exclusion and marginalization are unintentional – a matter of unquestioned assumptions, lack of knowledge, or inadequate skill. While that may make it a challenge to recognize the barriers to inclusion, the effects of exclusion are profound, even when not intentional. Moreover, individuals can be acutely conscious of some dimensions of exclusion while being oblivious to other dimensions of exclusion. Openness to an understanding of the experiences of others is crucial. If we want to create an institution that values democratic engagement, and that celebrates our participation in both local and global society from our home on the shore of the Atlantic, we need to develop and support new skills.

In this action report, you will find 15 recommendations. Each recommendation includes specific activities that should be taken to implement it.

What makes our approach unique is that it focuses not only on the institutional mechanisms required to support an inclusive and diverse university, but also on the ways in which each of us must take responsibility for supporting

inclusion and diversity. We are convinced that simply changing a policy or two, or identifying a key point person responsible for inclusion on campus, while important, will not result in the deep cultural change needed. Each of us – from members of the senior administrative table, to members of student social clubs – needs to build our understanding of how we (intentionally and unintentionally) include and exclude members of our community; to take steps to bridge and respect differences; and to hold ourselves accountable for change.

We acknowledge our contexts. Several high profile incidents in Nova Scotia – including the death of Rehtaeh Parsons, the murder of Loretta Saunders, the rape chant at Saint Mary's University, the sexual assault conviction of a Halifax lawyer, and the Facebook posts of some men in the fourth year of the Dentistry program at Dalhousie – have become part of an ongoing national conversation on sexual violence and violence against women. The stabbing attack on Scott Jones, the cross burning in Newport, and the province's response to former residents of the Nova Scotia Home

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for Coloured Children have prompted public discussions about homophobia and racism in Nova Scotia. The Hyde fatality inquiry has focused attention on challenges in dealing with mental health issues in the justice system. Our local context is supplemented by additional national and international engagement on these issues, sparked by sexual assault allegations against celebrities like Jian Ghomeshi and mounting pressure for a national inquiry into murdered and missing Aboriginal women.

OUR APPROACH REFLECTS OUR COMMITMENT TO THE FOLLOWING PRINCIPLES:

- 1) Everyone in our community is responsible for change;
- 2) We are committed to an inclusive and respectful university;
- 3) We build from the insights and lessons learned from within Dalhousie and at other universities;
- 4) The above incidents are discrete instances, but reflective of normalized social attitudes and practices, rather than complete aberrations; and

- 5) Our University is situated in a broader social context that makes it impossible for us to eradicate misogyny, sexism, racism, ethnocentrism, heterosexism, colonialism, socio-economic disadvantage, ableism, ageism, sexualized violence, harassment, and discrimination alone. We need to respond to and recognize that broader context.

In the light of these principles and this context, our systemic response finds its foundation in six themes, each of which we believe supports belonging. The themes are framed around concrete challenges experienced by members of the Dalhousie community in their daily lives, not around heads of responsibility, or units on campus. As you read through our recommendations under each theme – Understand, Learn, Reflect, Account, Support, and Heal – we ask you to think about how they apply to you. Each theme enables us to take some immediate, concrete steps and each demands that we engage in further study and reflection before acting. A systemic response requires systemic participation. These six themes broadly engage faculty, staff, students, administration, and alumni across the university's programs, departments, and facilities.

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This action plan concludes “Phase 1” of our work on Charter 5.2. Our task was to get the conversation started. We hope that our action plan sparks further dialogue and debate. We hope it leads you to think about other projects or actions we might take to support the belonging of all.

PHASE 2 STARTS NOW.

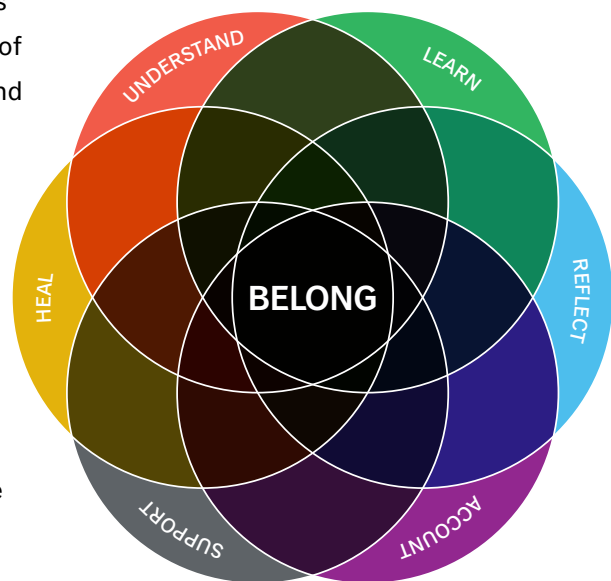
In some cases, we expect that individuals, offices, faculties and units will take immediate action in response to the recommendations. In other cases, we anticipate there will need to be considered conversation and respectful dialogue about our recommendations. In each case, we urge you to engage in this work with people – students, faculty, staff, administration, and alumni – from different communities. By taking this approach, we embrace a cacophony of voices, with different perspectives and expertise that share a commitment to an inclusive Dalhousie that celebrates diversity.

For each of our recommendations, we ask that a timeline be established by those listed as part of the “Accountability Community.” That timeline should be reported to Senate in October 2015.

As a starting point, we have suggested recommendations about which actions should be undertaken in the short term (the next year), the medium term (within the next three years), and the long term (within the next five years). We have provided a proposed scorecard for reporting purposes. We urge Senate, the Board of Governors, and senior University administration to require an annual review of our recommendations with the assistance of that scorecard.

While sometimes what we heard was hard, disappointing, or distressing, overall we welcomed the opportunity to be part of this work and we are optimistic about what comes next.

WE HOPE YOU ARE TOO.



UNDERSTAND

One of the challenges of understanding exclusion, including exclusion that results from misogyny, sexism, racism, ethnocentrism, heterosexism, colonialism, socio-economic disadvantage, ableism, ageism, sexualized violence, harassment, and discrimination is the often isolated nature of the complaints and our difficulty in compiling a composite picture of the experience within individual faculties and units, and within the University as a whole. In this theme, we seek to listen and to gather aggregate data as a means of better understanding the experiences of members of our community with the aim of creating a more inclusive Dalhousie that celebrates its diversity. With better understanding, we believe we can build a strong community, one that is more creative, that embraces a wider range of divergent perspectives and experiences, and that is more representative of the world around us.

1) Enhance data collection about diversity at Dalhousie

A) Expand the data collected on the diversity of our student body on admission to include queer and working class backgrounds in addition to racialization, sex, indigeneity, and disability, and require that data be reported to Senate and released publicly on an annual basis. Explore whether admissions data could be effectively updated annually.

Timeline: Short term

Accountability community: Senate, Student Services, and Registrar's Office

B) Survey all faculty and staff to build rich longitudinal data on our diversity regularly, potentially through the workplace survey.

That survey should include more axes of diversity, including queer and working class in addition to racialization, gender, indigeneity, and disability. The survey instrument should enable reporting that presents a more “human” composite of our community by, for example, not tokenizing an individual by “counting”

them as multiple entries if they happen to belong to multiple categories. The results should be reported publicly and tabled at Senate.

Timeline: Short term

Accountability community: Office of the Provost and Vice-President Academic and Human Resources

2) Better understand and support proactive engagement to improve inclusion and diversity at the faculty and unit levels

A) Create a council or committee on inclusion and diversity in each faculty or unit without one, with design specifications that meet the needs of that particular faculty or unit, to proactively identify and address issues and opportunities in that faculty or unit.

Timeline: Medium term

Accountability community: Offices of the Provost and Vice-President Academic, Vice-President Research, Vice-President External, and Vice-President Finance and Administration

LEARN

Most fundamentally, universities are places where we learn. We grow our analytical capacities, build our understanding about the kinds of people we are and want to be, and become more knowledgeable and reflective. Ultimately, university can be a positive and transformative experience for students, and it can be a rich and engaging environment for faculty and staff.

As an institution of advanced education we have a unique and significant obligation to support learning, and to build an inclusive culture through both formal and informal mechanisms for learning. The most obvious location to support learning is in the classroom. However, opportunities for learning exist in every corridor and every conversation. In this theme we focus on how the University creates sites for learning and dialogue about inclusion-related issues – inside and outside the classroom. We know that one size does not fit all. Therefore, we suggest a range of mandatory and voluntary, highly structured and very informal, opportunities for learning.

3) Commit to the value of inclusion

A) Design a statement of commitment to be signed by each student as part of their admissions package or orientation process and by each faculty and staff member at the time they are appointed (and perhaps retroactively for those already employed).

Timeline: Short term

Accountability community: Dalhousie's employee groups (NSGEU, DPMG, DFA, CUPE, PSAC and grant-paid employees), Human Resources, Human Rights, Equity, and Harassment Prevention Office, Dalhousie Student Union (DSU), and Office of the Vice-Provost, Student Affairs, in coordination with Strategic Direction Charter 1.5

B) Adopt a required statement on inclusion to be inserted in all Dalhousie course syllabi, in the same spirit as the required statement on accommodations and academic integrity.

Timeline: Short term

Accountability community: Centre

for Learning and Teaching, Human Resources, Human Rights, Equity, and Harassment Prevention Office, Senate, and DSU, in coordination with Strategic Direction Charters 1.4 and 1.5

4) Enhance and formalize education on respect and inclusion

A) Establish a high-profile lecture series entitled “uncomfortable conversations” that recognizes and engages the contributions of our own Dalhousie experts and brings outside leading academics to campus to give signature lectures and establish inclusion as key in the intellectual life of the University. Provide access to supporting scholarly resources and recordings of conversations through the Dal Libraries.

Timeline: Short term

Accountability community: President's Office, Dalhousie Libraries, Senate, Dean's Council, Centre for Learning and Teaching, and DSU, in coordination with Strategic Direction Charter 1.5

B) Design and implement a formal, mandatory program for all students at Dalhousie. Many of the people who spoke with us expressed significant enthusiasm for a mandatory course for all first-time students to Dalhousie. Others felt that a mandatory course may be counter-productive – because, for example, it would be difficult for those with experience/s of sexualized violence to be in a class where other students talked disrespectfully about their experience, or because the course might become a negative lightning rod for students opposed to its objectives. An alternative model was not to have “a course” on inclusion topics, but rather to require students to attend a number of events, lectures, courses, or student activities on campus, read and discuss relevant scholarly resources, and to build a portfolio of engagement that would be a requirement of graduation. A third model was to qualify some courses already in the curriculum as meeting a critical engagement perspectives requirement. There were a variety of suggestions for the focus of this offering. Some people urged a focus on democratic citizenship (that would include a discussion of how to talk

constructively across difference); others suggested a focus on anti-oppression. Several options for how to fit such a course within the resource constraints of the University were suggested, including pairing the writing requirement with courses that focused on anti-oppression themes. There are several successful working models of courses on topics in the broad vein of anti-oppression or democratic engagement available on campus and some faculties already have this requirement for their students. We discussed how this requirement should be met for students in advanced degrees, and noted that we would need to determine who is a “student” for purposes of the requirement. Students in professional programs and graduate degrees might be required to take a mandatory intensive cross-disciplinary course together that focuses on cultural inclusivity in a professional context and digital and other professionalisms as part of their program requirements.

Timeline: Medium term

Accountability community: Centre for Learning and Teaching, Senate, Office of the AVP Academic, Dalhousie Libraries, and DSU, in coordination with Strategic Direction Charter 1.5

C) Design and implement ongoing education plans, responsive to the needs and roles of different positions, for all staff and faculty to support a fully inclusive University. Almost every group with whom we consulted insisted on the importance of required training for faculty and staff, and many members of our community are eager for training. Education could target varying levels of knowledge and skills to meet varying needs. For example, some people could benefit from education about language use in some areas of diversity, while others may need education about how to train and supervise front-line staff to work more inclusively. We imagine that education programming could be designed in a way that celebrates expertise at Dalhousie and that encourages cross-disciplinary and cross-unit engagement. For example, each staff and faculty member on campus could be required to participate in a minimum of one inclusion-related module a year, with participation considered to be part of the workday. We would need to determine who is a faculty or staff person for the purposes of this requirement. Modules could be developed by units or faculties, building on that unit's strengths

(e.g. teaching students with visual impairments or respectful engagement with administrative staff, or cultural inclusion when working with students from China). Staff and faculty could be encouraged to attend a session offered on a campus other than their own at least once every five years. We need to consider ways to ensure participation, such as incentives for individuals or units that achieve particular rates of participation.

Timeline: Medium term

Accountability community: Deans, Human Resources, Human Rights, Equity, and Harassment Prevention Office, Dalhousie's employee groups (NSGEU, DPMG, DFA, CUPE, PSAC and grant-paid employees), Centre for Learning and Teaching, Dalhousie Libraries, and DSU, in coordination with Strategic Direction Charter 5.1

D) Building from the optional programming already in place, design and implement an ongoing mandatory education plan for senior university administration – from Deans, Directors and Chairs to the President and Board of Governors to support a fully

inclusive university. We note that a similar proposal was included in a 2010 discussion paper by then Vice-President Academic & Provost, Alan Shaver. Among other important topics, the education program should include improved application of employment equity and inclusion principles in all aspects of Dalhousie's activities.

Timeline: Medium term

Accountability community: Human Rights, Equity, and Harassment Prevention Office, Human Resources, President's Office, and Board of Governors, in coordination with Strategic Direction Charter 5.1

E) Building from the programming already in place, design and implement programming to support inclusive engagement for all students who live in Dalhousie residence, covering healthy sexual engagement and respectful community-building across diversity (e.g. inclusion of students who do not consume intoxicants at events; inclusion of trans-students etc.).

Timeline: Medium term

Accountability community: Student Life, Human Rights, Equity, and Harassment Prevention Office, DSU, in coordination with Strategic Direction Charter 1.2 and 1.3.

F) Develop and hire additional faculty to support a minor in Black Studies.

Timeline: Medium term

Accountability community: Faculty of Arts and Social Sciences, Office of the Provost and Vice-President Academic, and Black Faculty Caucus, in coordination with Strategic Direction Charter 2.2

G) Add a course in Mi'kmaq language and qualify it for Dalhousie's language requirement.

Timeline: Short term

Accountability: College of Arts and Science, in coordination with Charter 1.5

5) Support an inclusive environment for students, faculty, and staff as they commence their studies and new positions at Dalhousie

A) Develop a mandatory online orientation module, to fit in an integrated way with the proposed mandatory education course, for all students to complete before they commence their studies at Dalhousie. Suggestions we received for the focus of this module included: basic materials on inclusive engagement in classes, respectful ways to disagree, consent, cultural inclusivity, the Student Code of Conduct, ethics, global citizenry, and the history of Nova Scotia. The module should be designed to support our understanding of Dalhousie as a place where we accept responsibility for creating a culture of belonging.

Timeline: Long term

Accountability community: Human Rights, Equity, and Harassment Prevention Office, Student Services, Centre for Learning and Teaching, Dalhousie Libraries, and DSU, in coordination with Strategic Direction Charter 1.5

B) Several universities have faced challenges with student orientation events. Our committee did not undertake a review of the various student orientations, but we recommend that such a review be undertaken to study the design and operation of orientation week events on campus and within faculties and to ensure that they demonstrate respectful inclusion of the wide range of students.

Timeline: Long term

Accountability community: DSU and Student Services, in coordination with Strategic Direction Charter 1.3

C) Develop, implement, and monitor an intensive inclusion training course as a condition of appointment/hire for all staff and faculty who work in advising students (including staff in the Registrar's Office, Associate and Assistant Deans (Academic), Deans, staff in Student Academic Success Services, Student Wellness, Student Life, and the DSU executive) alongside attending mandatory continuing education as part of the conditions of appointment.

Timeline: Medium term

Accountability community: Human Rights, Equity, and Harassment Prevention Office, Human Resources, Student Academic Success Services, and Deans Council, in coordination with Strategic Direction Charter 5.1

D) Include a module in the orientation for graduate students on appropriate faculty-student supervisory relationships and on structures for support and reporting when things are not working. Require all graduate student supervisors to attend a mandatory module on the expectations and responsibilities of graduate supervisors, including appropriate parameters of supervisory relationships and accommodation issues, every five years in order to maintain FGS accreditation.

Timeline: Short term

Accountability: Faculty of Graduate Studies, in coordination with Strategic Direction Charter 2.3

6) Provide additional supports on respect and inclusion

A) Explore the potential of upstander programming. Some universities, and some parts of Dalhousie, have implemented bystander or upstander training programs. These programs are designed to support students, faculty, and staff to learn ways to intervene when they see something unacceptable occurring (usually sexualized violence). Such programs have potential and might be expanded to include how to effectively intervene in a work setting or learning environment when inappropriate or disrespectful comments are made, or how to effectively raise issues of difference in discussions with friends and co-workers. The models available need further review before implementation at Dalhousie, but hold considerable promise for altering the culture toward respect.

Timeline: Medium term


Accountability community: Human Rights, Equity, and Harassment Prevention Office, DSU, Centre for Learning and Teaching, and Student Services

B) Develop, publicize, and update annually a network of human resources (e.g. staff, students, and faculty members) across campus who are willing to work with faculty members who wish to explore the expansion of their course content to include more diverse voices and perspectives. Remind faculty members of those resource people annually.

Timeline: Short term

Accountability community: Centre for Learning and Teaching and Deans, in coordination with Strategic Direction Charters 1.4, 1.5 and 2.2

REFLECT



Our surroundings inform our perspectives and experiences of the world. They send us messages about what matters and about who is included. These messages are important. In this theme, we take stock of the messages we send to members of our community because of the design and content of our surroundings. This theme reviews how our awards and recognitions might better celebrate the diversity of our community, the ways that we can create a more welcoming and inclusive environment, and the ways to build diversity within our Dalhousie community.

7) Acknowledge our rich history

A) Commission a redesign of our ceremonial mace. Our mace was designed by R.L. de C.H. Saunders, a Professor of Anatomy, and carved by A. H. MacMillan of Halifax. It is beautiful. One end features a silver fish that celebrates the natural abundance of Nova Scotia. The other end features the four faculties at the university in 1950 and the symbols of the home countries of the first European immigrants to the province. We are now a diverse university, with a plethora of new faculties worthy of recognition. Our context is a provincial history that also included Indigenous Blacks and Mi'kmaq. As we celebrate our 200th anniversary it is time to reflect the richness of our historic Nova Scotia and the modernity of our intellectual commitments.

Timeline: In time for our 200th anniversary

Accountability community: President's Office, Registrar's Office and Dalhousie Art Gallery, in coordination with Strategic Direction Charter 4.4

B) Formalize an acknowledgment statement to be used at Dalhousie events recognizing Dalhousie's place on Mi'kmaq territory.

Timeline: Short term

Accountability community: President's Office, Board of Governors, and Senate, in coordination with Strategic Direction Charter 4.2

C) Commission an official graduation regalia for Indigenous students, faculty, and staff who choose to wear it.

Timeline: In time for our 200th anniversary

Accountability community: Registrar's Office, Dalhousie Art Gallery, Mi'kmaq Native Friendship Centre, and Native Post-Secondary Education Counselling Unit, in coordination with Strategic Direction Charter 4.4

8) Celebrate our diverse community

A) Develop and support already existing inclusivity campaigns around observances recognizing inclusion and diversity matters with high-impact communications and education pieces.

Timeline: Short term

Accountability community:

Communications and Marketing and the DSU (especially the DSU Equity & Accessibility Office) and the Human Rights, Equity, and Harassment Prevention Office

B) Acknowledge the religious pluralism of our community. Our campus calendar is organized around the Christian holidays despite the presence of an increasing number of students, faculty, and staff who are not Christian. We should explore how to appropriately acknowledge the celebratory holidays of the faiths reflected in our community complement (e.g. we should not informally label academic projects with Christian reference points (i.e.

December exams instead of Christmas exams), we should consider whether classroom accommodations are sufficient for students and faculty of all faiths, etc.). Additionally, there are only a few gathering moments for faculty and staff at the University as a whole, and they should not be built around celebrating the traditions of only one faith (e.g. the holiday sing-along without a more pluralistic approach to gatherings of the whole community).

Timeline: Medium term

Accountability community: President's Office, Office of the Provost and Vice-President Academic, Communications and Marketing, Multifaith Centre, and the Human Rights, Equity, and Harassment Prevention Office

C) Add a position on Senate for an elected international student.

Timeline: Medium term

Accountability community: Senate, in coordination with Strategic Direction Charter 1.3

9) Create welcoming and accessible services and buildings

A) Update the design of our symbols to promote a greater sense of inclusion (e.g. the Modified International Symbol of Access (ISA)). Work with the province to consider moving to ISA for parking spaces in the province.

Timeline: Medium term

Accountability: Facilities Management, in coordination with Charter 5.5 and 5.6

B) Ensure the washrooms in every building on campus support inclusion (disability accessible, gender-inclusive, and where gendered, gendered evenly).

Timeline: Medium term

Accountability: Facilities Management, in coordination with Strategic Direction Charter 5.6

C) Audit the reliance on gender identification at Dalhousie (including on all forms) and consider when gender identification is necessary to achieve the

purpose of the underlying activity, and where it is necessary, provide an option for gender to be self-defined.

Timeline: Medium term

Accountability community: Every unit on campus (coordinated by Human Resources and the Office of the Provost and Vice-President Academic)

D) Develop a detailed and unified plan for ensuring full physical accessibility of the University campus, including weather accessibility. Determine where the minimum required standards are insufficient.

Timeline: Long term

Accountability: Facilities Management

E) Champion universal design for learning and work. Our study, office, and classroom spaces, and our learning and working environment, to a significant extent, are designed on ablest assumptions, which do not enable the full engagement of students, staff, and faculty.

Timeline: Long term

Accountability community: Work in collaboration with Charter 5.6 (Facilities Management, Dalhousie Libraries, Centre for Learning and Teaching, Human Resources, Academic Support, Information Technology Services)

F) Review the location of the Human Rights, Equity, and Harassment Prevention Office. Its location in the basement of the administration building sends the signal that equity is something to be hidden away. Additionally, it might be uncomfortable for some faculty, staff, and students to visit an office in a building that otherwise houses all of Dalhousie's senior administration.

Timeline: Medium term

Accountability: Facilities Management

G) Review the visual art and artifacts on display across the University and consider a plan for the acquisition of new work that might support a more inclusive visual environment.

Timeline: Medium term

Accountability community: Office of the Provost and Vice-President Academic and Dalhousie Art Gallery

H) Promote reporting discriminatory graffiti to aid its swift removal. Graffiti should be documented before it is removed and the Human Rights, Equity, and Harassment Prevention Office should keep an electronic record of it.

Timeline: Short term

Accountability community: Facilities Management, Security Services, and the Human Rights, Equity, and Harassment Prevention Office

I) Build knowledge about our lone worker program (i.e. supports for individuals on campus who need to work alone outside of regular business hours).

Timeline: Short term

Accountability community: Human Resources and Dalhousie Security

J) Make funding available to low-income students who require mental health or learning disability assessments in order to support formal accommodation requests.

Timeline: Medium term

Accountability community: Offices of the Provost and Vice-President Academic, Student Services and Registrar, in coordination with Strategic Direction Charter 1.3

K) Support the interaction between Dalhousie Security and diverse community needs. Additional work should be undertaken to understand and address concerns and to ensure that Dalhousie Security has appropriate supports to undertake their front-line work with diverse groups.

Timeline: Medium term

Accountability community: Human Resources, Facilities Management, and Office of the Vice-President Finance and Administration, in coordination with Strategic Direction Charter 1.3

L) Review communications practices to ensure university messaging does not unintentionally exclude or unnecessarily demonstrate a Halifax-centric viewpoint. Review university business processes to determine what can be streamlined or improved for community members working or studying at sites not on the Halifax campuses.

Timeline: Medium term

Accountability community: Communications and Marketing, Offices of the Vice-President Finance and Administration and Provost and Vice-President Academic

M) Enhance recruitment from diverse communities by including members of those communities (students, graduates, international students) in recruitment teams.

Timeline: Medium term

Accountability: Registrar's Office

10) Attract and retain diverse faculty, staff, students, and administrators

A) Design recruitment and retention strategies focused on attracting diverse faculty, staff, students, and administrators.

Accountability: Strategic Direction Charters 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, and 5.1. (We had the opportunity to meet with the group working on Aboriginal and African Canadian Student Access and Retention Strategy to discuss their tentative recommendations. We support those recommendations.)

B) Ensure our awards and honours celebrate accomplishments in an inclusive way through a review of application procedures and criteria (for example, honorary doctorate recipients, alumni awards, and teaching award recipients, should be reflective of the “face” of our community).

Timeline: Medium term
Accountability community: Senate, Centre for Learning and Teaching,

Human Resources, Dean’s Council, President’s Office, and Board of Governors, in coordination with Strategic Direction Charter 2.2

C) The University has 69 research chairs (either endowed or tri-council). Only 17 of those 69 Chairs are held by women (25 per cent), even though overall the faculty complement is 40 per cent women. We could not assess the proportion held by members of other employment-equity designated groups. The University should develop an internal category of Chair, offering perhaps five chairs a year, targeted at pre-tenure faculty members from equity-seeking groups to support their development as researchers. The University should provide support for modest teaching release and some modest seed funding for grant applications.

Timeline: Short term
Accountability: Office of the Vice-President Research, in coordination with Strategic Direction Charters 2.1, 2.2, 2.3, and 2.5

D) Better profile and encourage participation in the travelling workshop on accessibility-related topics that is already offered by the Centre for Learning and Teaching.

Timeline: Short term

Accountability community: Centre for Learning and Teaching and Deans

E) Provide an Indigenous learning centre including appropriate scholarly resources and support the availability of Indigenous elders at the Centre.

Timeline: Long term

Accountability community: Office of the Provost and Vice-President Academic, Facilities Management, centre for Learning and Teaching, Native Post-Secondary Education Counselling Unit, Transition Year Program, Dalhousie Libraries, Indigenous Blacks & Mi'kmaq Initiative and with engagement by Indigenous community members, faculty, staff, and students

F) Review and update our Employment Equity Policy and its implementation and oversight.

Timeline: Medium term

Accountability: Human Resources

G) Undertake a pay equity review, with a related public report, for racially visible and Indigenous faculty and staff and for faculty and staff with disabilities.

Timeline: Medium term

Accountability: Human Resources

H) Work with municipal and provincial governments to build a strategy for welcoming, supporting, and retaining international students.

Timeline: Medium term

Accountability: President's Office and Government Relations Office, in coordination with Strategic Direction Charter 1.2 and 1.3

REFLECT

I) Explore inclusion issues in Dalhousie residences. We heard some concerns around the inclusion of students in residence. Some people raised concerns about the cost of residence and that the cost precluded lower-income (especially Nova Scotia) students from participating in residence life.

Timeline: Medium term

Accountability: Office of the Vice-Provost Student Affairs and Housing, in coordination with Strategic Direction Charter 1.3

J) Explore means to expand child care availability. The University has a highly restricted number of child care spots and limited emergency child care options. Parents (especially single parents) face significant barriers in engaging in the intellectual and social life of the University as a result of pressures around the lack of care. We encourage the University to explore options for emergency and after-hours child care on campus, perhaps collaboratively with other post-secondary programs that provide early childhood education training. We also encourage the

University to review the child care needs on campus and to consider ways to alleviate pressures.

Timeline: Long term


Accountability community: DSU, Office of the Vice-Provost Student Affairs, Human Resources, in coordination with Strategic Direction Charters 1.3 and 5.1

K) Develop a peer-support program for students with mental health issues

Timeline: Medium term

Accountability: DSU and Student Wellness

ACCOUNT



Accountability and reporting structures matter. Creating an inclusive environment that celebrates diversity requires attention and commitment. This theme focuses on the governance and accountability design structures that support an inclusive Dalhousie.

11) Enhance internal audit of inclusion issues

A) Identify an officer at the senior level responsible for coordinating the University's ongoing engagement with issues of diversity and inclusion, with clear articulation of that responsibility in the officer's title and with significant weight given to this aspect of the officer's portfolio within the position description.

Timeline: Short term

Accountability: President's Office

B) Review the position descriptions for senior administrators to ensure that the value of knowledge about and experience with inclusion issues is understood as an important component of the required skill sets for these positions.

Timeline: Short term

Accountability: Office of the Provost and Vice-President Academic and Human Resources

C) Design a biennial equity and diversity report for each faculty and unit to be prepared by and submitted to Senate or

Human Resources, as appropriate, that sets out that faculty or unit's inclusion and diversity goals for the next five years, and measures progress made against those goals.

Timeline: Medium term

Accountability community: Office of the Provost and Vice-President Academic and Human Resources

D) Design a biennial University equity and diversity report to be prepared by the Provost and Vice-President Academic for review and discussion by the Board.

Timeline: Medium term

Accountability community: Office of the Provost and Vice-President Academic and Human Resources

E) Track and report data at a macro level on harassment and discrimination complaints and sexualized violence. Dalhousie may consider working with the Nova Scotia or other Atlantic governments and with other universities and colleges in the province to design a provincially-based process with oversight by an external body to support better reporting and oversight.

Timeline: Medium term

Accountability community: Human Rights, Equity, and Harassment Office and Office of the Vice-Provost Students

F) Design a plan for proactively reviewing diversity and inclusion in faculties and units. The Senate review process includes some direction to review the diversity of faculty units: that review should be expanded and each Senate review team should include at least one expert in issues of diversity and inclusion. A more broadly applicable protocol for an “inclusion and diversity” audit should be designed that could be invoked by a faculty or unit that wanted assistance and support in better understanding diversity and inclusion issues and in providing the faculty with some concrete suggestions for possible improvements.

Timeline: Short term

Accountability community: Office of the Provost and Vice-President Academic, Senate, Human Resources, and the Human Rights, Equity, and Harassment Office.

G) Rename, additionally staff, and expand the mandate of our Human Rights, Equity, and Harassment Prevention Office. The Office needs additional staff to support even its current mandate. Moreover, its mandate should be expanded to include (1) greater resources for educational supports, especially given the ongoing educational work we believe our community needs; (2) the ability to train first responders and student peer advocates (work that we believe should be undertaken collaboratively with the DSU with training provided by the Office). This is work that may fruitfully involve collaboration with community agencies such as the Avalon Centre; (3) outreach to diverse communities including potential students; (4) support for inclusion audits for faculties and units that want help understanding how they can improve; (5) enhanced communication, including developing online education tools; (6) development and support of upstander training; and (7) qualitative surveys and information gathering to better understand student, faculty, and staff experiences of exclusion on campus. Given the additional responsibilities

ACCOUNT


for the office and for the Centre for Learning and Teaching, it may be worth exploring whether there are cross-appointment possibilities for any new staff that may be hired. We suggest that these proposed mandates would be well served by a Centre for Respect, Inclusion, and Diversity (or something alternatively named), with two distinct functions that operate under the same umbrella, but with some independence. The educational and communication supports should be separate from the reporting and advising function of the Centre. Our review of other models suggests that several of them report directly to the President. One of our other recommendations is that a senior administrator with decision-making authority be assigned the role of supporting diversity and inclusion on campus. That person might also be an appropriate person to whom the Centre could report. The staff needs to be diversified to include either staff from or with obvious connections to disability, racialized, queer, Indigenous, and ethnic minority communities. (Those connections may not need to be formalized within the Centre and

may be able to be built collaboratively, but the Centre at a minimum needs resources to support those connections.) Importantly, the Centre should develop clear lines of communication and clear reporting structures for students who experience exclusion and should be a repository for conversations about equity, human rights, inclusion, diversity, and discrimination on campus. Our clear lines of reporting/communication employed in the academic integrity context might serve as a model for the redesign of the reporting function of this Centre. It may be that each faculty or unit should be required to nominate a person to a support committee for the Centre as a way of better connecting the university community. The Centre may wish to consider developing an advisory board reflective of the broader diverse community, including community advocacy groups.

Timeline: Medium term

Accountability: Office of the Provost and Vice-President Academic

SUPPORT



The University serves not only as a place for intellectual endeavour, but also as a social and physical home. Within that context, students learn about appropriate behaviours from the signals our University structures send. Our services and processes for support need to be obvious, organized, proactive, and transparent.

12) Provide an inclusive environment for engagement in sport

A) Continue to explore the gender balance, domestic/international student balance, and other potentially exclusionary practices in athletics and recreation at Dalhousie to assess the diversity of students participating in sport. If students have uneven access to sport, consider how to support the engagement of all students in the athletics mandate. Work with partners in Halifax to build a more inclusive approach to sport for persons with disabilities.

Timeline: Medium term

Accountability: Athletics and Recreation, in coordination with Strategic Direction Charter 1.3

B) Expand the hours of Dalhousie's athletic facilities so that students can participate in sport a couple of hours later into the evening to enable greater participation in non-elite team sports by a broader and more diverse group of students.

Timeline: Medium term

Accountability: Athletics and Recreation, in coordination with Strategic Direction Charter 1.3

C) Review our athletics and recreation program to ensure that we are providing student participants with sufficient supports for healthy engagement, given that we know from other university reports that athletics, and most particularly elite athletics, can provide both a strong site for inclusion, but also a site of sexualized violence and exclusion.

Timeline: Short term

Accountability community: Human Rights, Equity, and Harassment Office, Executive Director (Student Life), student athletes, in coordination with Strategic Direction Charter 1.3

D) Adopt a zero-tolerance approach to hazing in Dalhousie's hazing policy. Hazing practices, whether in faculties or athletics, create a culture of exclusion. The practices are often aligned with dangerous levels of alcohol or other

intoxicant consumption, sexualized violence, homophobia, self-denigrating acts, and racism.

Timeline: Medium term

Accountability community: Office of the Vice-Provost Student Affairs, and Senate, in coordination with Strategic Direction Charter 1.3

13) Respond to behaviour that is inconsistent with Dalhousie's commitment to an inclusive and diverse community

A) Promote counselling services and supports available to students with substance abuse, practices of unhealthy sexual engagement, and other asocial behaviours.

Timeline: Short term

Accountability: Student Services, in coordination with Strategic Direction Charter 1.3

B) We support the work of the University Alcohol Use Advisory Committee and recommend that it

include a representative from the Office of Human Rights, Equity, and Harassment Prevention and include consideration of the interaction between alcohol use and sexualized violence.

Timeline: Short term

Accountability community: Student Services, in coordination with Strategic Direction Charter 1.3

C) Consider ways to enhance respect within faculties and units. We heard frequently about the hierarchical and heavily bureaucratic structure at Dalhousie. We heard that some supervisors silence staff who are seen to be subordinate; that junior colleagues are often dismissed; and that support staff are rarely consulted about matters that affect their daily lives at work. We recommend exit interviews and monitoring turnover rates as a means of better understanding the pressures within faculties and units, and to support taking steps to address those issues.

Timeline: Medium term

Accountability: Offices of the Provost and Vice-President Academic, Vice-

SUPPORT

President Research, Vice-President Finance, and Vice-President External Relations, in coordination with Strategic Direction Charter 5.7

D) Develop a University-wide social media use policy that addresses respect and diversity.

Timeline: Medium term

Accountability community: Legal Counsel's Office and Senate with support from the Human Rights, Equity, and Harassment Prevention Office.

14) Build an integrated and comprehensive strategy to promote student, faculty, and staff wellness

A) Ensure that mental health is central in the development of student and faculty/staff wellness plans and make those plans public. We heard many concerns about aspects of mental health, and we heard about a range of different supports and unique initiatives on campus. Given the importance of mental health for all members of

our community – students, staff, and faculty – we recommend that Dalhousie take a leadership role in the region in developing a road map for mental health.

Timeline: Long term

Accountability community: Office of the Vice-Provost Student Affairs, Human Resources, DSU, in coordination with Strategic Direction Charters 1.3 and 5.1

Misogyny, sexism, racism, ethnocentrism, heterosexism, colonialism, socio-economic disadvantage, ableism, ageism, sexualized violence, harassment, and discrimination are prevalent in our community and in the world around us. The harms we suffer from exclusion are real and painful. The University must be committed to offering healing supports to the survivors of discrimination in our community, and to building a place where sexual expression and healthy sexual practices are encouraged. This theme explores the healing supports we currently offer, and considers ways in which they might be further enhanced.

15) Build capacity to address the impact of exclusion

A) Students who have experienced the profound effects of sexualized violence, racism, and other discriminatory practices often find discussing these topics in an “academic” way in classrooms where their personal experiences may be disregarded, dismissed, or ridiculed to be difficult. They often experience additional trauma as a result of these classroom experiences. We recommend a statement of complex content, or other system of appropriately supporting students who have experienced trauma, be developed to avoid triggering distress or re-traumatizing learners.

Timeline: Medium term

Accountability community: Centre for Learning and Teaching, Senate, DSU, in coordination with Strategic Direction Charter 1.3

B) Enhance counselling services with appropriate resourcing and structures that meet the needs of a diverse

community. We heard often that counselling services is understaffed and that the location, focus, and practice model of its supports may sometimes miss the mark for some students from marginalized communities. For example, we heard that some students would prefer to see a counsellor attached to their own faculty who might grow to understand the student pressures within that faculty; that there might be spaces where the University could support a feminist, trauma-centred counsellor who would be versed in the needs of survivors of sexualized violence; that racialized and Indigenous students should be supported by counsellors with an expressed commitment to anti-oppression approaches; and that students who engage in unhealthy or harmful sexual practices or substance consumption may not feel comfortable seeking support or know that supports are available. We do not know whether those kinds of needs can be met with the current counselling complement. We heard endorsement of some of the online modules (SHIFT) developed by counselling services and encourage further developing “in the

moment” supports for students that can be available 24/7. We recommend a gap analysis of the counselling services we are currently able to provide, the counselling services that our students might need and the appropriate location of those services, and the public release of a strategy for the provision of counselling supports on campus. We

also recommend a review of counselling supports as part of the overall wellness strategy for faculty and staff.

Timeline: Medium term

Accountability community: Office of the Vice-Provost Student Affairs and Health Services, in coordination with Strategic Direction Charter 1.3

We conclude our report with a caution and a note of optimism. Much of our work has involved talking to members of the Dalhousie community in groups. Although that was the intended design, because of the profile of our strategic initiative, we have also had many discussions and emails with individual students, faculty, staff, and alumni keenly committed to, and interested in, inclusion issues, with varying degrees of comfort with, and knowledge of, the related topics. We believe that we have provided a detailed road map that will support cultural change. We are less convinced that our current competency base on campus is sufficient to support the initiatives we have suggested. Our experience suggests that all of us need to do more to support our own education in these areas and to enhance our ability to accept responsibility for providing conditions for all of us to flourish and experience belonging.

The note of optimism: While it was not uniformly the case that the people we heard from were enthusiastic about change, and while we know that many members of our community may be resistant to or skeptical about our proposals, we were encouraged by the honesty and enthusiasm we heard. We have some groups and individuals doing outstanding, daily work on these issues. We also have many individuals and groups hungry for more support and education and keen to play a bigger role in creating an inclusive and diverse community at Dalhousie. We underscore that this report, thick as it is with recommendations, is not “the end” of what should happen on our campus. For example, we have not spent time on any individual faculty, or unit or program. We hope our report contributes to what will undoubtedly be an ongoing conversation, and that it spurs constructive and meaningful change. Ultimately, we hope we have started a conversation that will make Dalhousie a community in which we all belong.

Brenda Beagan, Associate Professor,
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Dianne Pothier, Professor of Law
Emerita, Schulich School of Law

Gregory Power, Director, MedIT,
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Quenta Adams, Director, Advising and
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Samuel Mason, Board Member, South
House

Sara Swasson, Native Post Secondary
Liaison, Native Post Secondary Education
Counselling Unit

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THANK YOU

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ADDITIONAL RESOURCES

If you want to learn more about the reports undertaken at other Canadian universities or read some of the work published by members of the Dalhousie community, please see our supporting resources page at: <http://dal.ca.libguides.com/content.php?pid=651307>

CHARTER 5.2 SCORECARD



SUPPORTING AN INCLUSIVE AND DIVERSE UNIVERSITY

UNDERSTAND

	ACCOUNTABILITY	LEAD	TIMELINE
1) Enhance data collection about diversity at Dalhousie			
a Expand data collection on diversity of our student body on admission. Explore whether admissions data could be effectively updated annually	Senate, Student Services, Registrar's Office		SHORT TERM
b Survey all faculty and staff to build rich longitudinal data on our diversity regularly, potentially through the workplace survey	Office of the Provost and VP Academic, Human Resources		SHORT TERM
2) Better understand and support proactive engagement to improve inclusion and diversity at the faculty and unit levels			
a Create a council or committee on inclusion and diversity in each faculty or unit to proactively identify and address issues and opportunities	Office of the Provost and VP Academic, Vice-President Research, Vice-President External, Vice-President Finance and Administration		MEDIUM TERM

LEARN

	ACCOUNTABILITY	LEAD	TIMELINE
3) Commit to the value of inclusion			
a Design a statement of commitment to be signed by each student as part of their admissions package or orientation process, and by each faculty and staff member at the time of appointment – retroactively for those already employed	Dalhousie Libraries, Senate, Dean's Council, Centre for Learning and Teaching, DSU		SHORT TERM
b Adopt a required statement on inclusion to be inserted in all Dalhousie course syllabi	Dalhousie Libraries, Senate, Dean's Council, Centre for Learning and Teaching, DSU		SHORT TERM
4) Enhance and formalize education on respect and inclusion			
a Establish a high-profile lecture series entitled "uncomfortable conversations". Recognize and engage contributions of Dalhousie's experts and bring outside leading academics to campus to give signature lectures and establish inclusion as key in intellectual life at the University.	Dalhousie Libraries, Senate Dean's Council, Centre for Learning and Teaching, DSU, President's Office	RICHARD FLORIZONE	JULY 2016
b Design and implement a formal, mandatory program for all students at Dalhousie	Centre for Learning and Teaching, Senate, Office of the AVP Academic, Dalhousie Libraries, DSU		MEDIUM TERM
c Design and implement ongoing education plans for all staff and faculty to support a fully inclusive university	Deans, Human Resources Human Rights – Equity and Harassment Prevention, NSGEU, DFA, DPMG, Centre for Learning and Teaching, Dalhousie Libraries DSU		MEDIUM TERM

LEARN

	ACCOUNTABILITY	LEAD	TIMELINE
d Design and implement an ongoing mandatory education plan for senior university administration to support a fully inclusive university	Human Rights – Equity and Harassment Prevention, Human Resources; President's Office, Board of Governors	RICHARD FLORIZONE	JULY 2016
e Design and implement programming for all students who live in Dalhousie residence that supports inclusive engagements, including sexual engagement and respectful community building across diversity	Student Life, Human Rights – Equity and Harassment Prevention, DSU		MEDIUM TERM
f Develop and hire additional faculty to support a minor in Black Studies	Faculty of Arts and Social Sciences, Office of the Provost and VP Academic, Black Faculty Caucus		MEDIUM TERM
g Add a course in Mi'kmaq language and qualify it for Dalhousie's language requirement	College of Arts and Sciences		SHORT TERM

5) Support an inclusive environment for students, faculty, and staff, as they commence their studies and new positions at Dalhousie

a Develop a mandatory online orientation module for all students to complete before they commence their studies at Dalhousie	Human Rights – Equity and Harassment Prevention, Student Services, Centre for Learning and Teaching Dalhousie Libraries, DSU		LONG TERM
b Review student orientations to study the design and operation of orientation week events on campus and within faculties and to ensure that they demonstrate respectful inclusion of the wide range of students	DSU, Student Services		LONG TERM
c Develop, implement and monitor an intensive inclusion training course as a condition of appointment/hire for all staff and faculty who work in advising students, alongside attending mandatory continuing education as part of the conditions of appointment	Human Rights – Equity and Harassment Prevention, Human Resources, Student Academic Success Services, Dean's Council		REQUIRED FOR POSITIONS COMMENCING JULY 1, 2016
d Include a module in the orientation of graduate students on appropriate faculty-student supervisory relationships and on structures for support and reporting when things are not working	Faculty of Graduate Studies		SHORT TERM

6) Provide additional supports on respect and inclusion

a Explore the potential of upstander programming	Human Rights – Equity and Harassment Prevention, DSU, Centre for Learning and Teaching, Student Services		MEDIUM TERM
b Develop, publicize and update annually a network of human resources across campus who are willing to work with faculty members who wish to explore the expansion of their course content to include more diverse voices and perspectives. Remind faculty of these resources annually.	Centre for Learning and Teaching, Deans		SHORT TERM

REFLECT

	ACCOUNTABILITY	LEAD	TIMELINE
7) Acknowledge our rich history			
a Commission a redesign of our ceremonial mace	Registrar's Office, Dalhousie Art Gallery	RICHARD FLORIZONE	IN TIME FOR OUR 200TH ANNIVERSARY
b Formalize an acknowledgment statement to be used at Dalhousie events recognizing Dalhousie's place on Mi'kmaq territory	President's Office, Board of Governors, Senate	RICHARD FLORIZONE	JUNE 2015
c Commission an official graduation regalia for Indigenous students, faculty, and staff who choose to wear it	Registrar's Office, Dalhousie Art Gallery, Mi'kmaq Native Friendship Centre, Native Post-Secondary Education Counselling Unit		IN TIME FOR OUR 200TH ANNIVERSARY
8) Celebrate our diverse community			
a Develop and support already existing inclusivity campaigns around observance and recognizing inclusion and diversity matters with high-impact communications and education pieces	Communications and Marketing, DSU, Human Rights – Equity and Harassment Prevention		SHORT TERM
b Acknowledge the religious pluralism of our community	President's Office, Office of the Provost and VP Academic, Communications and Marketing, Multifaith Centre, Human Rights – Equity and Harassment Prevention	RICHARD FLORIZONE	JULY 2017
c Add a position on Senate for an elected international student	Senate		MEDIUM TERM
9) Create welcoming and accessible services and buildings			
a Update the design of our symbols to promote a greater sense of inclusion. Work with the Province to consider moving to ISA for parking spaces in the province.	Facilities Management	RICHARD FLORIZONE	MEDIUM TERM
b Ensure washrooms in every building on campus support inclusion (disability accessible, gender-inclusive, and where gendered, gendered evenly)	Facilities Management		MEDIUM TERM
c Audit the reliance on gender identification at Dalhousie and consider when gender identification is necessary to achieve the purpose of the underlying activity, and where it's necessary, provide an option for gender to be self-identified	Every unit on campus Coordinated by: Human Resources and the Office of the Provost and VP Academic		MEDIUM TERM
d Develop a detailed and unified plan for ensuring full physical accessibility of University campus, including weather accessibility. Determine whether minimum required standards are insufficient.	Facilities Management		LONG TERM
e Champion universal design for learning and work.	Work in collaboration with Charter 5.6		LONG TERM
f Review the location of the Human Rights, Equity and Harassment Prevention Office	Facilities Management		MEDIUM TERM

REFLECT

	ACCOUNTABILITY	LEAD	TIMELINE
g Review the visual art and artifacts on display across the University and consider a plan for the acquisition of new work that might support a more inclusive visual environment	Office of the Provost and VP Academic, Dalhousie Art Gallery		MEDIUM TERM
h Promote reporting discriminatory graffiti to aid its swift removal. Document graffiti before removal and keep electronic record of it	Facilities Management, Security Services, Human Rights, Equity and Harassment Prevention		SHORT TERM
i Build knowledge about our lone worker program	Human Resources, Security Services		SHORT TERM
j Make funding available to low-income students who require mental health or learning disability assessments in order to support formal accommodation requests	Office of the Provost and VP Academic, Student Services, Registrar's Office		MEDIUM TERM
k Support the interaction between Security Services and diverse community needs.	Human Resources, Facilities Management, Office of the Vice-President Finance and Administration		MEDIUM TERM
l Review communications practices to ensure university messaging does not unintentionally exclude or unnecessarily demonstrate a Halifax-centric viewpoint. Review university business processes to determine what can be streamlined or improved for community members working or studying at sites not on the Halifax campuses.	Communications and Marketing, Office of the Vice-President Finance and Administration, Office of the Provost and VP Academic		MEDIUM TERM
m Enhance recruitment from diverse communities by including member of those communities in recruitment teams	Registrar's Office		MEDIUM TERM

10) Attract and retain diverse faculty, staff, and administrators

a Design recruitment and retention strategies focused on attracting diverse faculty, staff, students and administrators	Charters 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 5.1		
b Ensure our awards and honours celebrate accomplishments in an inclusive way through a review of application procedures and criteria	Senate, Centre for Learning and Teaching, Human Resources, Dean's Council, President's Office, Board of Governors		MEDIUM TERM
c Develop an internal category of Chair, offering perhaps 5 Chairs a year, targeted at pre-tenure faculty members from equity-seeking groups to support their development as researchers	Office of the Vice-President Research		SHORT TERM
d Better profile and encourage participation in travelling workshop on an accessibility-related topics that is already offered by the Centre for Learning and Teaching	Centre for Learning and Teaching, Deans		SHORT TERM
e Provide an Indigenous learning centre including appropriate scholarly resources and support the availability of Indigenous elders at the centre	Office of the Provost and VP Academic, Facilities Management, Centre for Learning and Teaching, Native Post-Secondary Education Counselling Unit, Transition Year Program, Dalhousie Libraries, Indigenous Blacks and Mi'kmaq Initiative, Indigenous community members		LONG TERM

REFLECT

	ACCOUNTABILITY	LEAD	TIMELINE
f Review and update our Employment Equity Policy and its implementation and oversight	Human Resources		MEDIUM TERM
g Undertake a pay equity review, with a related public report, for racially visible and Indigenous faculty and staff and for faculty and staff with disabilities	Human Resources		MEDIUM TERM
h Work with municipal and provincial governments to build a strategy for welcoming, supporting, and retaining international students	Government Relations Office		DECEMBER 2017
i Explore inclusion issues in Dalhousie residences	Office of the Vice-Provost Student Affairs, Housing		MEDIUM TERM
j Explore means to expand childcare availability	DSU, Office of the Vice-Provost Student Affairs, Human Resources		LONG TERM
k Develop a peer-support program for students with mental health issues	DSU, Student Wellness		MEDIUM TERM

ACCOUNT

	ACCOUNTABILITY	LEAD	TIMELINE
11) Enhance internal audit of inclusion issues			
a Identify an officer at the senior level responsible for coordinating the University's ongoing engagement with issues of diversity and inclusion	President's Office	RICHARD FLORIZONE	SEPTEMBER 2015
b Review the position descriptions for senior administrators to ensure that the value of knowledge about and experience with inclusion issues is understood as an important component of the required skill sets for these positions	Office of the Provost and VP Academic, Human Resources		SHORT TERM
c Design a biennial equity and diversity report for each faculty and unit to be prepared by and submitted to Senate or Human Resources that sets out that faculty or unit's inclusion and diversity goals for the next five years, and measure progress made against those goals	Office of the Provost and VP Academic, Human Resources		MEDIUM TERM
d Design a biennial University equity and diversity report to be prepared by the Provost and VP Academic for review and discussion by the Board	Office of the Provost and VP Academic, Human Resources		MEDIUM TERM
e Track and report data at a macro level on harassment and discrimination complaints and sexualized violence.	Human Rights – Equity and Harassment Prevention, Office of the Vice-Provost Students		MEDIUM TERM
f Design a plan for proactively reviewing diversity and inclusion in faculties and units.	Office of the Provost and VP Academic, Human Resources, Human Rights – Equity and Harassment Prevention		SHORT TERM
g Rename, additionally staff, and expand the mandate of our Human Rights, Equity and Harassment Prevention Office	Office of the Provost and VP Academic		MEDIUM TERM

SUPPORT

	ACCOUNTABILITY	LEAD	TIMELINE
12) Provide an inclusive environment for engagement in sport			
a Continue to explore the gender balance, domestic/ international student balance, and other potentially exclusionary practices in athletics and recreation at Dalhousie to assess the diversity of students participating in sport. Consider how to support the engagement of all students in the athletics mandate.	Athletics and Recreational Services		MEDIUM TERM
b Expand the hours of the athletics facilities to enable greater participation by a broader and more diverse group of students	Athletics and Recreational Services		MEDIUM TERM
c Review athletics and recreation program to ensure we are providing sufficient supports for healthy engagement	Human Rights – Equity and Harassment Prevention, Executive Director – Student Life, Student Athletes		SHORT TERM
d Adopt a zero-tolerance approach to hazing in Dalhousie's hazing policy	Office of the Vice-Provost Student Affairs, Senate		MEDIUM TERM
13) Respond to behaviour that is inconsistent with Dalhousie's commitment to an inclusive and diverse community			
a Promote counselling services and supports available to students with substance abuse, practices of unhealthy sexual engagement, and other asocial behaviours	Student Services		SHORT TERM
b Include a representative from the Office of Human Rights, Equity and Harassment Prevention on the University Alcohol Use Advisory Committee, and include consideration of interaction between alcohol use and sexualized violence	Student Services		SHORT TERM
c Consider ways to enhance respect within faculties and units. Conducting exit interviews and monitoring turn over rates as means of better understanding the pressures within faculties and units and support taking steps to address those issues.	Office of the Provost and VP Academic, Vice-President Research, Vice-President Finance and Administration, Vice-President External Relations		MEDIUM TERM
d Develop a university-wide social media use policy that addresses respect and diversity	Legal Counsel's Office, Senate, Human Rights, Equity and Harassment Prevention		MEDIUM TERM
14) Build an integrated and comprehensive strategy to promote student, faculty, and staff wellness			
a Ensure that mental health is central in the development of student and faculty/staff wellness plans, and make those plans public.	Office of the Vice-Provost, Student Affairs, Human Resources, DSU		LONG TERM

HEAL

	ACCOUNTABILITY	LEAD	TIMELINE
15) Build capacity to address the impact of exclusion			
a Develop a statement of complex content, or other system of appropriately supporting students who have experienced trauma to avoid triggering distress or re-traumatizing learners	Centre for Learning and Teaching, Senate, DSU		MEDIUM TERM
b Enhance counselling services with appropriate resourcing and structures that meet the needs of a diverse community.	Office of the Vice-Provost Student Affairs, Health Services		MEDIUM TERM

