

5.2 To foster a collegial culture grounded in diversity and inclusiveness

March 7, 2019

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A MESSAGE TO ALL MEMBERS OF THE DALHOUSIE UNIVERSITY COMMUNITY

We want to extend a warm thank you to all of you who have taken the time to contribute and remain committed to working towards creating a more equitable, diverse and inclusive environment at Dalhousie University. Wela'lin. We know this is not easy work to do and at times it may not go as fast as we would like. We are reminded of an African Proverb that says *"If you want to go fast go alone, if you want to go far go together"*. We want to go far and we hope that all of you will join us on that journey.

Each year when we prepare this report, we are extremely impressed by how much work we have done over the past four years. That is not to say we don't recognize there is still work to do, there is; but we are moving in the right direction. The report speaks to our progress on the key tasks that we committed to perform under Dalhousie's first Diversity and Inclusiveness Strategy. The strategy was built from five foundational reports and their recommendations. There is lots more great work happening on all of our campuses. This report does not capture all of it, but it provides an excellent representation of the path we are on. We hope you all see yourselves reflected in these initiatives in some way.

Nationally Dalhousie is a lead institution striving to *build a collegial culture grounded in diversity and inclusiveness*. We may not get everything right all the time, but we are committed to continuing to learn from our mistakes, history, and you.

Our strategy continues to focus on four primary pillars of campus activity: 1. Climate, 2. Student Access & Success, 3. Education & Research, and 4. Structures. All four are critically important to ensuring that our work touches all that we do as an institution. The report is organized under those pillars for ease of seeing the direction we are moving.

We encourage you to take the time to go through the report. Take the time to make notes, ask yourself questions and share those questions. Dalhousie is OUR University. There is an ancient Iroquois philosophy that the decisions we make today should result

PRINCIPLES

The development, implementation and evaluation of all equity, diversity and inclusiveness (EDI) initiatives to advance Dalhousie's Diversity and Inclusiveness Strategy must be guided by the following principles:

- **Inclusive Excellence:** EDI must be integrated into institutional (academic and administrative) excellence or quality efforts.
- **EDI Lens:** Equity, diversity and inclusiveness are related but distinct goals which must be addressed together, not in isolation. (For definitions of equity, diversity and inclusiveness, see below.)
- **Community Engagement:** Equity, diversity and inclusiveness cannot be understood in the absence of knowledge of the lived experiences of community members, both internal and external to Dalhousie, and so consultation with diverse members of communities seeking equity and inclusion is essential.
- **System-wide Attention:** A commitment to addressing equity, diversity and inclusiveness at the individual, institutional and cultural levels is required.
- **Coordinated Centralization:** Both bottom-up and top-down approaches are needed, and unit-level plans are necessary to support the institutional strategy.
- **Continuous Improvement:** We are committed to ongoing learning, evaluation and progress.

DEFINITIONS

Equity is an approach or process that calls for the acknowledgement of systemic power and privilege and the (re)distribution of resources to enhance access, opportunity and success of historically underrepresented members of a diverse community.

Diversity is a state or condition, identifying differences across multiple and intersecting dimensions of identity.

Inclusiveness is a feeling or experience of engagement with and across diverse communities to increase the capacity to enhance inclusive excellence and to facilitate educational equity.

Historically underrepresented groups: groups historically, and still currently, under-represented in higher education. These include racialized persons, especially African Nova Scotians, persons of Aboriginal/Indigenous ancestry, especially Mi'kmaq persons; persons with disabilities; female-identified persons; and, persons with minority sexual orientation or gender identity.

PILLARS

1. CLIMATE AND INTERGROUP RELATIONS

Dalhousie University will foster a systemic, intentional and holistic approach to diversity and inclusiveness to ensure welcoming, respectful and inclusive communities and campuses.

OBJECTIVE 1

Increase opportunities for undergraduate and graduate students to participate in intercultural / intracultural learning



- a. Capacity built among university staff (and others) to deliver co-curricular educational workshops on intercultural competencies. Currently five staff members are certified Intercultural Development Inventory educators.
- b. Diversity training has been incorporated for student leaders in paid and unpaid positions (Residence Assistants, Peer Mentors, Varsity Team Captains, etc.). Training subject areas include critical reflection, dialogue across difference, social justice leadership, allyship and coalition building.
- c. Planning is underway for a facilitated student discussion on inclusion, which will be open to all students.
- d. Worked with Youth Bridge Foundation in Ghana to support and promote international opportunities for students of African descent who attend Dalhousie University.

CLIMATE AND INTERGROUP RELATIONS

OBJECTIVE 2

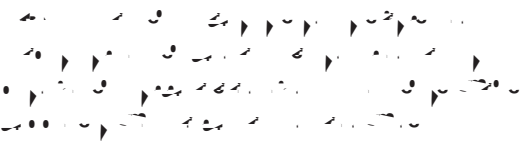
Increase visibility and communication of university faculty and administrative unit statements and symbols which serve to enhance campus climate and interpersonal relations with regard to diversity, inclusiveness and equity.



- a. Task completed.
 - I. Elders in Residence will provide medicine pouches to graduating Indigenous students.
 - II. Kente sashes are available to graduating students of Black (African) descent.



- a. The committee has been struck. A new ceremonial object is expected to be unveiled in spring 2019.



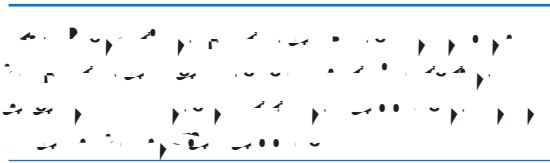
- a. Inaugural Mi'kmaq Grand Council and Pan African flags are flying on Dalhousie campus in the recommended locations as of 2018.
- b. Inaugural Mi'kmaq Grand Council flag flying on Agricultural Campus in 2018.
- c. IDEA Building Mi'kmaq & African Nova Scotia Art Installation officially opened in October 2018 in two locations, the Design building second floor and the IDEA building atrium.

- d. Indigenous Student Centre has enhanced space through art and artifacts.
- e. EDI built into plans for the 2017 Bicentennial

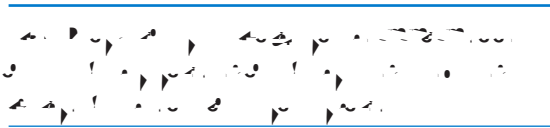
CLIMATE AND INTERGROUP RELATIONS

OBJECTIVE 3

Increase diversity and inclusiveness outreach, collaboration, partnerships and learning programs to initiate and strengthen relationships with community groups and to enhance opportunities for faculty, student and staff engagement in community service.



- a. A permanent advisor for the Indigenous Student Centre has been hired.
- b. The Edward Street house has been renovated and is now home to the Indigenous Student Centre and the Black Student Advising Centre.
- c. Funding has been secured to increase representation of Peer Wellness mentors of African descent and to augment the Elders in Residence program.



- a. The commitment was articulated by eSfA7e4Lan0

2. STUDENT ACCESS AND SUCCESS

Dalhousie University will engage in strategic activities to admit, engage, support and graduate a diverse student body, with attention to enhancing access and success of historically underrepresented students.

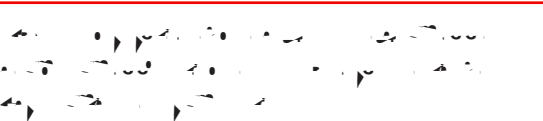
3. EDUCATION AND RESEARCH

Dalhousie University will promote teaching and research about diversity and inclusiveness. In addition, Dalhousie University will promote the inclusion of diverse perspectives across all disciplines.

EDUCATION AND RESEARCH

OBJECTIVE 4

Ensure that program reviews and reports support the enhancement of students' knowledge, awareness and skills of diversity and inclusiveness.



- a. Passed by Senate in December 2018.

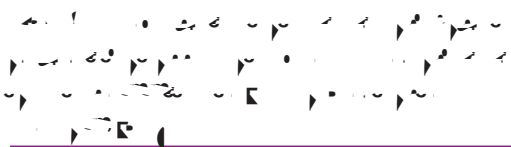
4. STRUCTURES INSTITUTIONAL VIABILITY AND VITALITY

Dalhousie University will build institutional capacity for diversity and inclusiveness through

- A. Recruiting and retaining a diverse workforce with emphasis on historically underrepresented groups.
- B. Integrating diversity, inclusiveness and equity goals into systems, structures, policies and practices.
- C. Regularly monitoring, assessing and reporting diversity and inclusiveness performance metrics.

OBJECTIVE 1

Increase the diversity of faculty and staff at all levels through deliberate actions to achieve percentages aligned with labour market availability.



- a. Plans are in place for Faculties and Administrative units.
- b. Annual review process has commenced.
- c. Integration of Employment Equity planning into institutional planning work has commenced.
- d. 18 of 22 identified FCP equity gaps have been reduced or closed.



- a. The electronic Diversity & Equity Assessment Planning (DEAP) Tool was purchased from Queen's University.
- b. Human Rights & Equity Services (HRES) are exploring ways to customize the DEAP Tool.

STRUCTURES INSTITUTIONAL VIABILITY AND VITALITY



OBJECTIVE 3

STRUCTURES INSTITUTIONAL VIABILITY AND VITALITY



OBJECTIVE 1

Develop and establish training and professional development opportunities on diversity and inclusiveness for senior leadership, governance bodies, all faculty and all staff.



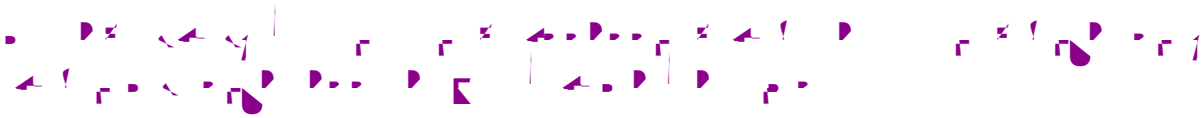
- a. A program has been developed and was approved by the Provost Committee in March 2018.
- b. EDI training has taken place in 16 Faculties and administrative units as well as with Senior Administration, the Board of Governors and Senate.

OBJECTIVE 2

Assist senior leaders and managers to establish, implement and review metrics associated with professional development participation within their units and ensure a cycle of reporting.



STRUCTURES INSTITUTIONAL VIABILITY AND VITALITY



OBJECTIVE 1

Improve data collection methods to enhance accuracy of demographic statistics to better identify and address diversity gaps in recruitment and retention of faculty, staff and students.



- a. Complete – the fourth annual census was completed November 2018. Results are posted annually on the HRES website.

OBJECTIVE 2

Develop a set of key diversity, inclusiveness and equity performance indicators and monitor progress on a regular basis to assess the effectiveness of efforts.



- a. Work is in progress to develop KPIs aligned with the D&I Strategy, with anticipated completion in winter 2018.
- b. KPIs have been developed.
- c. First annual campus climate survey is in development to capture community perspectives on EDI, anticipated launch in Spring 2019.

OBJECTIVE 3

Improve data collection methods to enhance accuracy of demographic statistics to better identify and address diversity gaps in recruitment and retention of faculty, staff and students.

GLOSSARY OF ACRONYMS AND INND