



SUPPORTING AN INCLUSIVE AND DIVERSE UNIVERSITY

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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.

PREFACE

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 [https://www.dal.ca/oc/oc-report](#) 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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School of Occupational Therapy

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Dr. Robert C. Brown, Board Member,
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Counselling Unit

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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,

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

Better understand and support proactive engagement to improve inclusion and diversity in the faculty and the student body

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

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.

Medium term

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.

Medium term

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

A : 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

A : 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

A : 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

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

Duration: *Medium term*

Associated Units: *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.

Duration: *Short term*

Associated Units: *Faculty of Graduate Studies, in coordination with Strategic Direction Charter 2.3*

Objective: *Provide additional support 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.

Duration: *Medium term*

Associated Units: *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: Centre for Learning and Teaching and Deans, in coordination with Strategic Direction Charters 1.4, 1.5 and 2.2

REFLECT

As a result of the 2008 financial crisis, the U.S. economy has experienced a significant downturn. The unemployment rate has risen to over 10%, and many businesses have closed their doors. This has led to a loss of income for many people, and a decrease in the overall standard of living. The government has implemented various stimulus packages to help stimulate the economy, but the recovery has been slow and uneven. Many people are struggling to make ends meet, and the future of the economy is uncertain. This has led to a loss of confidence in the government and the financial system, and a sense of hopelessness among many people. The crisis has also highlighted the need for reform in the financial system, and the need to protect consumers from predatory practices. The government has implemented various reforms, but more needs to be done to ensure a more stable and equitable economy. The crisis has also led to a re-evaluation of the role of government in the economy, and a renewed focus on social safety nets and public services. The crisis has been a wake-up call for many people, and a catalyst for change. It has shown us the fragility of the financial system, and the need for a more resilient and inclusive economy. The crisis has also led to a renewed sense of community and solidarity, as people have come together to help one another. The crisis has been a difficult time for many people, but it has also been a time of growth and change. The crisis has shown us that we are all in this together, and that we need to work together to build a better future. The crisis has been a challenge, but it has also been an opportunity. It has given us a chance to re-examine our values and our priorities, and to build a more just and equitable society. The crisis has been a turning point in our history, and it has led to a new era of reform and renewal. The crisis has shown us that we are capable of great things, and that we can overcome even the most difficult challenges. The crisis has been a test of our character, and we have passed with flying colors. The crisis has shown us that we are a resilient and determined people, and that we will not be defeated. The crisis has been a blessing in disguise, and it has led to a better future for all of us. The crisis has shown us that we are all in this together, and that we need to work together to build a better future. The crisis has been a challenge, but it has also been an opportunity. It has given us a chance to re-examine our values and our priorities, and to build a more just and equitable society. The crisis has been a turning point in our history, and it has led to a new era of reform and renewal. The crisis has shown us that we are capable of great things, and that we can overcome even the most difficult challenges. The crisis has been a test of our character, and we have passed with flying colors. The crisis has shown us that we are a resilient and determined people, and that we will not be defeated. The crisis has been a blessing in disguise, and it has led to a better future for all of us.

Acknowledge our
rich history

A

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: *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.

REFLECT

Long term

A : 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.

Medium term

A : 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.

Medium term

A : 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.

Short term

A : 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).

Short term

A : 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: 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

REFLECT

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

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

Assessment: *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).

Assessment: *Medium term*
Assessment: *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.

Assessment: *Short term*
Assessment: *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: 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: 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

ACCOUNT

A 2×2 matrix is formed by the intersection of the rows and columns of the matrix C . The matrix A is formed by the intersection of the first row and the first two columns of the matrix C . The matrix B is formed by the intersection of the first two rows and the first two columns of the matrix C . The matrix C is formed by the intersection of the first two rows and the first two columns of the matrix C .

ACCOUNT

Enhance internal accountability of inclusion initiatives

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

A *Responsible: 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

A *Responsible: Office of the Provost and Vice-President Academic and Human Resources*

C

• • • : *Medium term*
A • • • • • : *Human*

for the office and for the Centre for Learning and Teaching, it may be worth exploring whether there are cross-

SUPPORT

As a result of the above, the Commission has concluded that the proposed measure is necessary and proportionate to achieve the objective of the Directive. The Commission has also concluded that the proposed measure is necessary and proportionate to achieve the objective of the Directive. The Commission has also concluded that the proposed measure is necessary and proportionate to achieve the objective of the Directive.



SUPPORT

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.

Medium term

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.

Medium term

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.

Short term

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.

Medium term

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

include a representative from the Office of Human Rights, Equity, and Harassment PreventJ-6T

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.

Short term

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

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.

Medium term

A *Legal Counsel's Office and Senate with support from the Human Rights, Equity, and Harassment Prevention Office.*

B *Build an integrated and comprehensive strategic approach to promote, defend, facilitate and sustain*

A

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.

Recommendation 1: Medium term

Approved by: Office of the Vice-Provost Student Affairs and Health Services, in coordination with Strategic

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.

B. J. B., Associate Professor,
School of Occupational Therapy

J. J. J., Professor of Law
Emerita, Schulich School of Law

J. J. J., Director, MedIT,
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J. J. J., Assistant Vice-
President, Human Resources

B. J. J., Dean, Schulich School of
Law (Outreach Chair)

J. J. J., Vice-President,
Finance & Operations, DSU

C. J. J., Research and Operations
Coordinator, Human Resources

J. J. A., Director, Advising and
Access Services, Student Services

J. J. J., Board Member, South
House

J. J. J., Native Post Secondary
Liaison, Native Post Secondary Education

THANK YOU

At the end of the day, we are all grateful for the people who have supported us in our journey. We want to express our sincere appreciation to the following individuals and organizations for their contributions and support:

Our Sponsors: [List of sponsors]

Our Volunteers: [List of volunteers]

Our Donors: [List of donors]

Our Partners: [List of partners]

We are grateful for the time, effort, and resources you have provided to help us achieve our goals. Your support has made a significant difference in our lives, and we are truly thankful for your generosity and commitment.

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: [https://www.dalhousie.ca/belong/resources](#)

UNDERSTAND

ACCOUNTABILITY

LEAD

TIMELINE

Enhance data collection about diversity at Dalhousie

<p>a Expand data collection on diversity of our student body on admission. Explore whether admissions data could be effectively updated annually</p>	<p>Senate, Student Services, Registrar's Office</p>		<p>SHORT TERM</p>
<p>b Survey all faculty and staff to build rich longitudinal data on our diversity regularly, potentially through the workplace survey</p>	<p>Office of the Provost and VP Academic, Human Resources</p>	<p>Office of the Provost and VP Academic, Human Resources</p>	<p>SHORT TERM</p>

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

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

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 at of students that-1(0)Tmembe allamingdemies .TJT14 Tf7(Har)28hing, Sarnident Services092.6RT TERM			

SUPPORT

ACCOUNTABILITY

LEAD

TIMELINE

Provide an inclusive environment for engagement in sport

<p>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.</p>	<p>Athletics and Recreational Services</p>		<p>MEDIUM TERM</p>
<p>b Expand the hours of the athletics facilities to enable greater participation by a broader and more diverse group of students</p>	<p>Athletics and Recreational Services</p>		<p>MEDIUM TERM</p>
<p>c Review athletics and recreation program to ensure we are providing sufficient supports for healthy engagement</p>			

