

Dalhousie University **Pathway Programs**

*Phase One: Supports for African Nova Scotian
and Indigenous Undergraduate Students*



DALHOUSIE
UNIVERSITY



ACKNOWLEDGEMENTS



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A handwritten signature in black ink that reads "Theresa Rajack-Talley". The signature is written in a cursive, flowing style.

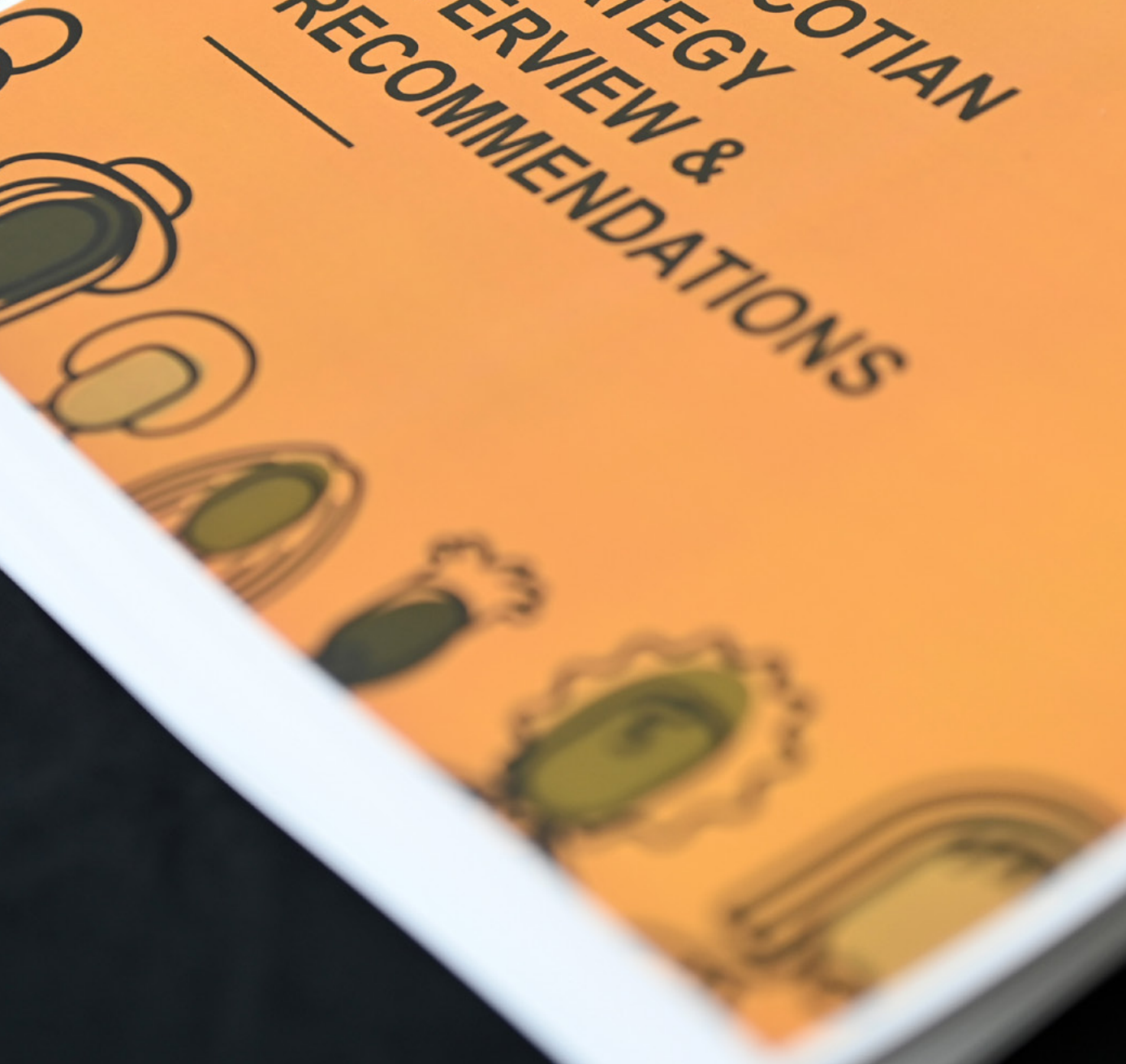
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**AFRICAN
NOVA SCOTIAN
STRATEGY
OVERVIEW &
RECOMMENDATIONS**



BACKGROUND

Issues of equity, diversity, inclusion, and accessibility (EDIA) remain a top priority at Dalhousie University and influence our approach to strategic planning, academic affairs, policies, processes, and programs.

Dalhousie Strategic Plan 2021-2026: Third Century Promise also recognizes the Indigenous/Mi'kmaq and the African Nova Scotian communities as two priority communities for Dalhousie. As such, this project focused on the need for, and quality of, distinct holistic student recruitment and retention for these two groups.

The project recognized that many of the needs and gaps related to recruitment and retention of students from the two groups have already been identified in multiple prior institutional reports¹ created from research and meetings with key stakeholders (faculty, staff, students, community). Specific to Indigenous and African Nova Scotian communities, we have the [Indigenous Advisory Strategic Report](#) and the [African Nova Scotian Strategic Report](#).

Some of the recommendations from the reports have been met through Dalhousie's various initiatives and programs (some of which are Pathway Programs) as well as support services, resources, and opportunities for diverse students. These initiatives, supports and programs are scattered throughout Dalhousie and there is no one site or document that provides this information, creating a gap in communication and collaboration amongst the relevant stakeholders.

Therefore, the objective of this project is to coordinate the sharing of this information by collecting and collating the information into one document.

To achieve the objective, a series of workshops were conducted which led to a comprehensive list of academic offerings and student support across Dalhousie. During the workshops, specific and detailed recommendations specific to each group on how to move forward were discussed and centered on what the university can update or improve in its policies and processes to further remove barriers for Indigenous and African Nova Scotian students, consolidating the suggestions/plans from the said two strategic reports and others.

The project and this document allow for improved coordination, collaboration, and communication of all the initiatives, programs, and support available at Dal for students from the two priority groups. A more coordinated approach will better leverage human and financial resources to address specific equity issues experienced by the two groups – A One Dal Approach.

From this master document, two separate reports will evolve that are specific to the Indigenous/Mi'kmaq and African Nova Scotian students.

¹ In the past 30 years, Dalhousie has commissioned, or been presented with, several reports including, but not limited to [Diversity & Inclusiveness Strategy](#), the [President's proclamation of the International Decade of People of African Descent 2015-2024](#), [A Report from the Committee on Aboriginal and Black/African Canadian Student Access and Retention: A Focus on Financial support](#), [Report on Lord Dalhousie's History on Slavery and Race](#), [Breaking Barriers: Report on the Task Force on Access for Black and Native People \(Sept. 1989\)](#) and [Promoting Success for Aboriginal students: An inventory of programs and services at Dalhousie and a review of Best practices \(Feb. 2011\)](#). The University Senate has committed to prioritizing discussion and action concerning recommendations derived from these reports, including the need for a holistic review of admission practices, through the work of its sub-committees.

PATHWAY PROGRAMS

TRANSITION YEAR PROGRAM (TYP)

The [Transition Year Program](#) was launched in 1970 with the goal of increasing the successful participation of Black and Indigenous students who are ready to make a commitment to learning. The program has been helping students successfully prepare for university ever since.

Courses

This program offers courses that are designed to give you the academic and life skills foundation you need for a successful transition to the academic university environment.

Required courses include:

- Academic Writing
- Black Studies
- Math
- Strategies for University Learning
- Indigenous Studies

Supports and Services

The program provides free tuition, texts and some cost of living for students. When students have successfully completed the eight-month program, they receive a tuition fee waiver for their first undergraduate degree.

Contact details:

Isaac Saney, Director TYP
Issac.Saney@dal.ca, openlearning@dal.ca

FORMER YOUTH IN CARE

Tuition Waiver for Former Youth-In-Care

Dalhousie University has introduced a [Tuition Waiver for Former Youth-in-Care](#) that supports former youth-in-care who face unique and multiple barriers to accessing and persisting in post-secondary education. Approximately 10 tuition waivers are awarded to former youth-in-care for undergraduate studies at Dalhousie.

Preference will be given to individuals with experience in the Nova Scotia child welfare system – including Mi'kmaw Family and Children's Services of Nova Scotia – as defined by the Children and Family Services Act, 2017; or who have received services through the Department of Community Services, Youth Services Program, or equivalent to in your province or territory.

Contact details:

Jennifer Hann, Jennifer.Hann@dal.ca

IMHOTEP'S LEGACY ACADEMY (ILA)

Imhotep's Legacy Academy (ILA) is an academic enrichment program affiliated with Dalhousie University for Grades 6 -12 students of African descent. The program aims to increase the representation of African Canadians in STEM (Science, Technology, Engineering, and Math) professions. ILA provides its participants with an enriching blend of real-world learning projects, skill-building and leadership development activities as well as tutoring support. ILA programming is offered to students at three levels of their education:

Programming offered at different levels:

JUNIOR HIGH SCHOOL:

- FIRST LEGO League Program
- After School Program
- ILA Coding Program

JUNIOR & HIGH SCHOOL:

- Encouraging Vaccine Confidence Initiative
- STEM Quiz Tournament

HIGH SCHOOL:

- Virtual School Program
- LA Coding Program

UNIVERSITY:

- Research Scholarships & Internships
- Imhotep's Learning Community

Supports and Services

- Scholarships:
 - ILA-TD Opportunity Scholarship, valued at up to \$5,000, is a four-year renewable scholarship for students in grades 7-12 who plan to enter Dalhousie University for science, technology, engineering, or math (STEM) field of study.
 - Summer Student Research Scholarships - valued at \$6,500. Scholarships for students interested in conducting summer research in Computer Science, Dentistry, Engineering, Health, or Science.
 - Summer Studentships for non-medical Students - valued at \$5,000. Scholarships for students interested in conducting summer research in Medicine.
 - Walker Emergency Microbursary- valued at \$500 each academic term. Emergency funds are available within 2-5 business days to students in need.
- Mentors and tutors are available to assist students.

Contact details:

imhotep@dal.ca

PROMOTING LEADERSHIP IN HEALTH FOR AFRICAN NOVA SCOTIANS (PLANS)

PLANS seeks to increase the representation of African Nova Scotians and African Canadians in the health professions through recruitment and retention, community collaborations and partnerships to improve health outcomes within the African Nova Scotian community.

PLANS offers programming (e.g., summer camp, mentorships), resources (e.g. health program and career information), and attends community and school events to provide health career preparation and support to:

- youth in junior high and high school, including parents/families
- community members, education and health organizations
- current post-secondary students
- teachers, student support workers, and guidance counsellors
- post-secondary staff and faculty

Programing

PLANS includes a high school co-op program that provides health career preparation and support to youth from African Nova Scotian and African Canadian communities. The initiative gives participants the opportunity to explore various health professions, engage in hands-on activities, connect with mentors, and learn about admission pathways to post-secondary health programs. It also allows the students to connect with other youth who share

similar goals of entering health programs. The co-op program provides students with academic credit for their participation as well as a scholarship to apply toward future learning.

PLANS also provides summer programming for youth from the African Nova Scotian/Canadian community.

- The African Nova Scotian Health Sciences Summer Camp was established in 2014 for African Nova Scotian students from across Nova Scotia in Grades 8-11 who are interested in a career in health are invited to apply for this camp. The purpose of the camp is to increase interest in the health professions within the Black community. The camp will introduce youth to a variety of health professions through fun, hands-on and interactive programming. The camp will also consist of personal development, cultural and recreational activities such as African drumming, swimming and other outdoor activities.
- PLANS Prep Institute (PPI) was established in 2017 for Grade 10, 11 & 12 students entering university or college, in the final years of high school, or past camp participants. This camp explores skills to help students succeed in their first years of post-secondary, issues of Black health and community wellness, and explore health careers a little more in depth.

Supports And Services

PLANS provides mentorship in a variety of ways to members of the African Nova Scotian community. From community or school presentations, individual meetings with advisors or health professionals from the community, or group mentoring sessions related to specific communities of practice (i.e. current medical students, nursing students).

There are a number of resources available for academic support – PLANS offers sessions on diverse topics to ensure you succeed. Topics include:

- Studying skills
- Time Management
- Research Skills
- MCAT Info sessions
- Interview preparation
- Sophia B. Jones Mentorship Program

PLANS seeks to support students of African descent in health-related programs by offering opportunities

for cultivating and fortifying a sense of community – one of the ways this is achieved, is through our student groups. PLANS oversees three different student groups at Dalhousie, each of which centres around a particular area of focus:

- **Atlantic Association of Black Aspiring Physicians (AABAP)** - a community of students interested in becoming a physician.
- **Health Association of African Canadians-Student Organization (HAAC-SO)** - brings students together to create a community of learning centered around Black health issues, career development and community engagement.
- **Community of Black Students in Nursing (CBSN)** - a community of Black students involved in the field of Nursing.

Contact details:

Program Manager, PLANS
plans@dal.ca



INDIGENOUS STUDENT ACCESS PATHWAY (ISAP)

The Indigenous Student Access Pathway is designed and delivered as a one-year program exclusively for First Nations, Métis and Inuit students who would not otherwise be eligible for admissions under Dalhousie's current minimum high school prerequisites, and who would benefit from dedicated support while transitioning to a university environment.

ISAP will engage Indigenous students both academically and culturally. Throughout the students' experience, there will be opportunities for community involvement, access to Dalhousie's Elders in Residence program, and more. By immersing the students in a strong and supportive network of faculty, staff, and peers, the ISAP aims to provide both the tools for navigating post-secondary and a culturally supportive environment needed to succeed.

Courses

- Courses are tailored to each student's career choice. ISAP also offers the chance to take credit-bearing courses while doing the upgrading courses simultaneously.
- Students often take the course ACAD 1050, which teaches students study skills and how to write a university level paper. This course is directly impacted by the Global Skills Opportunity because it is used in the co-operative learning experience with the abroad school.

Admissions

- The ISAP program has special considerations for indigenous students. These include Proof of Indigenous Ancestry by way of Status card (Including Native Council for our off-reserve population) and/or demonstrated connection to community through an interview.

- They do not need to meet general admissions requirements, only needing a high school diploma, at least a 65 in English 12 and a statement of interest from the applicant and two letters of reference. This is designed to allow students who do not meet the general requirements for admission to upgrade their courses and work towards a degree while doing so.
- The ISAP program is unique in that we only accept Indigenous applicants. The cohort follows a more close-knit connection to the manager of Indigenous students by having individual weekly appointments for student check-ins. The application fee for ISAP admission is waived for indigenous students.

Supports and Services

ISAP students will have access to the Campus Manager of Indigenous Students and be provided with a variety of support services and opportunities within the program. These include:

- individual weekly meetings with the manager
- monthly cohort meetings with other ISAP students since they are all having a common experience
- the Global Skills Opportunity and the course ACAD 1050, and the easy adoption of a co-op program abroad.

Contact Details:

Keah Gloade, Manager, Indigenous Students
keah.gloade@dal.ca

INDIGENOUS HEALTH

Dalhousie Medicine's [Indigenous Health Program/ Keknu'tmasiek Welo'itimk](#) focuses on the recruitment and retention of Indigenous students into medicine. The program also aims to address the recommendations made by the Truth and Reconciliation Commission and further Dalhousie's commitment to social accountability to the maritime Indigenous population.

Supports and Services

- The Indigenous Health in Medicine Program provides mentorship to members of the Indigenous community in a variety of ways. From community or school presentations, individual meetings with advisors or health professionals from the community, or more formal mentorship through the Circle of Support Mentorship Program, the aim is to support and inspire indigenous learners.
- There are a number of resources available within the Indigenous Health in Medicine Program, which offers many resources and information sessions to help you succeed. Such topics include:
 - Studying skills
 - Time Management
 - Research Skills
 - MCAT Info sessions
 - Interview preparation
- The Elders in Residence program is committed to being available to students for guidance, counsel and support, as well as provide smudging ceremonies at the [Multi-Faith Centre](#) on campus and conducting talking circles for students on request. The Elders are an excellent cultural resource on campus and just one of the initiatives that Dalhousie has implemented to support Indigenous students' success.
- Dalhousie's Johnson Scholarship Foundation [Indigenous and African Nova Scotia Entrance Requirements Bursary program](#) is designed as an initiative for Indigenous students (First Nation, Inuit, and Métis) and African Nova Scotians applying to programs requiring entrance exams (e.g. medical school, dental school). The goal of the program is to reduce or eliminate the financial burden associated with application requirements.
- The [Atlantic Indigenous Mentorship Network](#) supports Indigenous-led health research in the Atlantic region and helps meet the needs of Indigenous early career researchers and trainees at all post-secondary levels.
- The [Johnson Scholarship Foundation Mentorship Program](#) aims to connect Bachelor of Medical Science students from Black and Indigenous groups to mentors who are able to support and assist them in their educational and professional growth and development. The program is administered by the [Global Health Office](#) through the PLANS and Indigenous Health in Medicine Programs. Student mentees who are matched with a mentor are then encouraged to take leadership in the relationship to ensure that they get the most value from their experience.
- [Med 1 & Med 2 Mentorship](#) - The Medical Student Mentorship Program aims to connect 1st and 2nd-year Indigenous medical students to mentors who can support and assist them in their educational and professional growth and development. The program is administered by the [Global Health Office](#) through the Indigenous Health in Medicine Program.

Courses

The [Dalhousie IPHE Course: Introduction to Cultural Safety in Healthcare for Indigenous People](#) creates an opportunity for future health practitioners to incorporate cultural safety into their practice and care for Indigenous children and youth. This program is required for Dalhousie University medical, pharmacy, nursing, dental hygiene and dentistry students. This introductory course is intended to prepare students for clinical practice through the teachings of historical events, treaties, landmark documents as well as anti-racism training, trauma-informed care approaches and cultural safety.

Contact Details:

Program Manager, ihim@dal.ca

INDIGENOUS BLACKS & MI'KMAQ (IB&M) INITIATIVE

The Indigenous Blacks & Mi'kmaq (IB&M) Initiative at the Schulich School of Law was established in 1989 for increasing representation of Indigenous Blacks and Mi'kmaq in the legal profession in order to reduce discrimination. The Initiative involves community outreach and recruiting, provides financial and other support to students, develops scholarship in the areas of Aboriginal law and African Canadian legal perspectives, and promotes the hiring and retention of graduates.

Since the inception of the IB&M Initiative, more than 230 Black and Indigenous graduates have gone on to pursue careers with private law firms, the judiciary, community organizations and government. They have taken up a range of leadership roles across Nova Scotia and beyond. The IB&M Initiative has been nationally recognized on numerous occasions as a model for diversity in legal education.

Recruitment

Potential applicants are encouraged to attend an LSAT Prep/IB&M Information Session. The IB&M Initiative hosts two of these joint sessions twice per year, once in the fall term and once in the winter term. If you have any questions about the IB&M Initiative admissions process or would like to sign up for the LSAT Prep/IB&M Information Sessions, do not hesitate to contact ibandm@dal.ca for more information.

Admissions

The IB&M Initiative has 12 first-year seats reserved within the incoming first-year class. Each year, our main goal is to divide these seats evenly between the following two communities:

- **Indigenous Black Nova Scotians**, that is, individuals who are Black and were born and raised in Nova Scotia, or who have a substantial connection with a historically Black community in Nova Scotia, or
- **Mi'kmaq**, that is, individuals who are Mi'kmaq and were born and raised in Mi'kmaqi, or have a substantial connection with a Mi'kmaw community in Mi'kma'ki.

Applying for the IB&M Initiative involves the same steps as applying to the Dalhousie University Schulich School of Law. Students need to indicate their desire to be considered for admission through the IB&M Initiative category, both in their application and their personal statement.

The IB&M Initiative prioritizes the admission of Indigenous Black Nova Scotians and Mi'kmaq students. However, we also encourage Black and Aboriginal students from other communities across Canada to apply to Dalhousie University's Schulich School of Law through the IB&M Initiative category. In any given year, if spaces are still available after all qualified Indigenous Black Nova Scotian and Mi'kmaw students were admitted, other Black and Aboriginal students, i.e., who are not considered Indigenous Black Nova Scotian or Mi'kmaq, may be admitted through the IB&M Initiative category.

If you are selected for an interview, we will contact you by the end of March. Interviews are ideally done in person; however, a telephone interview can be arranged if an applicant lives too far away from Halifax.

The Pre-Law course takes place every year over a four-week period (usually in May) and is meant for applicants who receive conditional offers of admissions. Student attendance is mandatory. The focus of Pre-Law is to provide an intensive introduction to the legal research, reasoning and writing skills that are critical to succeeding at the law school. Students must successfully complete the Pre-Law course to gain admission to the law school through the IB&M Initiative category. There is no tuition cost for the course, and all course material is provided to the student.

Supports and Services

Students who gain admission through the IB&M Initiative category will have access to a number of services and supports, including, but not limited to:

- Culturally relevant counselling;
- The Nova Scotia Barristers Society's Mentorship Program;
- Exclusive internship and articling opportunities;
- Peer-to-peer tutoring;
- IB&M Initiative events throughout the year; and
- Partial funding for tuition and books and/or partial living allowance for students within the Indigenous Black Nova Scotian or Mi'kmaq communities based on individual need. Eligible students should submit a funding application to the IB&M Standing Committee.

Contact details:

Kelsey Jones, Director, Indigenous Blacks & Mi'kmaq Initiative, Schulich School of Law, kelsey.jones@dal.ca

IB&M Administrative Assistant, ibandm@dal.ca



RESOURCES

SCHOLARSHIPS AND BURSARIES

On-Campus Resources

Please note:

The list below provides an overview of the scholarships and bursaries available specifically for African Nova Scotian and Indigenous students. These funds do not include departmental operating, undesignated and special purposes funds. For more information, please reach out to the relevant department administrator. As of March 2022, these are the current scholarships available for the 2022/2023 academic year.

Name	Faculty	Community of students	How to Apply
Anita Garbarino Girard Pathways	Pathways Program - Medicine or Health	Indigenous and/or African Nova Scotian students	Please contact the Global Health Office at gho@dal.ca for more information
Graduate English Memorial Scholarship	English, Faculty of Arts & Social Sciences	Indigenous or other racially visible students	Department (English) sends out an email and asks students to apply - questions can be directed to the department of English
Dr. Calvin W. Ruck Scholarship in Social Work	Social Work, Faculty of Health	Social Work	Through School of Social Work - questions can be directed to department of social work
Judge Corrine Sparks Award in Law (DBLSA Award)	Schulich School of Law	Black students - member of Dalhousie Black Student Association	Through the Schulich School of Law - questions can be directed to the Schulich School of Law
H.A.J. Wedderburn Scholarship in Law	Schulich School of Law	Black Nova Scotian students	Through the Schulich School of Law - questions can be directed to the Schulich School of Law
Senator Donald Oliver Bursary for Black Canadian Students	All Faculties	Black students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Jeff & Martha Edwards Scholarship for Black Cdn / Bermudian Students	All Faculties	Black African Canadian students or Black students born in Bermuda	General Entrance Award Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
TD Black Student Opportunity Scholarship	STEM faculties/ program	Students of African descent/Black/ African Nova Scotian students who participated in ILA	https://cdn.dal.ca/content/dam/dalhousie/pdf/faculty/science/imhotep/Imhotep-TD-Bank-Opportunity-Scholarship-Appl_2021-22.pdf
Rt Honourable Robert L Stanfield Bursary Fund	All Faculties	Black Nova Scotian students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office. (awards@dal.ca)
Computer Science Bursary for Black Canadian or Indigenous Students	Faculty of Computer Science	Black/African Canadian & Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office. (awards@dal.ca)
Dept Political Science Bursary for Black/ African Canadian or Indigenous Students	Political Science, Faculty of Arts & Social Sciences	Black/African Canadian & Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
English Bursary for Black or Indigenous Students	English, Faculty of Arts & Social Sciences	Black & Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)

Name	Faculty	Community of students	How to Apply
FSPA Music Bursary for Black & Indigenous Students	FSPA Music, Faculty of Arts & Social Sciences	Black & Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
History Bursary for Black or Indigenous Students	History, Faculty of Arts & Social Sciences	Black/African Canadian & Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Nursing Bursary for Black/African Canadian or Indigenous Students	Nursing, Faculty of Health	Black/African Canadian & Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Johnson Pathway Scholarships	Faculty of Medicine, Health, Dentistry	African Nova Scotian & Indigenous students	https://medicine.dal.ca/departments/core-units/global-health/equity-diversity-inclusion/entrance-requirements-diversity-bursary-form.html
Smallman Family Pathways Scholarship	Faculty of Medicine, Health, Dentistry	African Nova Scotian & Indigenous students	Please contact the Global Health Office at gho@dal.ca for more information
Biology Bursary for Black & Indigenous Students	Biology, Faculty of Science	Black/African Canadian & Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Chemistry Bursary for Black/African Canadian or Indigenous Students	Chemistry, Faculty of Science	Black/African Canadian & Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Psychology & Neuroscience Bursary for Black/African Canadian or Indigenous Students	Psychology & Neuroscience, Faculty of Science	Black/African Canadian & Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Office of Advancement Bursary for Black Canadian or Indigenous Students	All Faculties	Black/African Canadian & Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Jonathan Skeete Memorial Prize	Transition Year Program	Black students who successfully complete TYP	Apply through Faculty of Open Learning & Career Development. Questions can be directed to the Faculty of Open Learning & Career Development
MD Class of 1994 Legacy Bursary	Faculty of Medicine	Black, Indigenous or African Canadian students	Apply through the Faculty of Medicine, questions can be directed to the Faculty of Medicine.
Kinduct Student Athlete Entrance Scholarship	Faculty of Health, Varsity Athlete	Black/African Canadian students	Apply through the Department of Athletics & Recreation - questions can be directed to the Department of Athletics & Recreation.
FSPA Theatre/Cinema Bursary for Black Cdn or Indigenous Students	FSPA Theatre/Cinem, Faculty of Arts & Social Sciences	Black Canadian/ Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Kostman Family Bursary	All Faculties	Indigenous & African Canadian students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)

Name	Faculty	Community of students	How to Apply
Reverend J.W.A. Nicholson Bursary	Faculty of Arts & Social Sciences	Indigenous (Nova Scotia) Black students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Athena Bell Colpitts	Schulich School of Law	Indigenous Black, Indigenous and Inuit students	Awarded through Schulich School of Law, questions can be directed to the Schulich School of Law. See dal.ca/law/bursaries for more information
Charles A Smith Memorial Bursary	All Faculties	Indigenous students (Nova Scotia), Black or African Canadian students, Black students who have a single parent	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Forsyth Family Nova Scotia Undergrad Scholarship	All Faculties	Black and Indigenous students to Nova Scotia or Black students	General Entrance Award Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Richard & Melda Murray Jamaican Engineering Scholarship	Faculty of Engineering	Students from Jamaica	General Entrance Award Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Reverend Trevor Phillips Memorial Scholarship	All Faculties	Black students (one resident of Nova Scotia of Caribbean descent and one from the Caribbean)	General Entrance Award Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Shaw Group Promise Scholars	Faculty of Management	African Canadian/Black Canadian/Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Fiera Capital Promise Scholars	Faculty of Management	African Canadian/Black Canadian/Indigenous students	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)
Sankofa Scholarships	All Faculties	African Nova Scotian, African Canadian of Caribbean heritage, and Afro-Caribbean	General Online Bursary Application - through the Registrar's Office. Questions can be directed to the Registrar's Office (awards@dal.ca)

African Nova Scotian and Indigenous students are also eligible for any other scholarship and/or bursary. A full list of all bursaries available through the Registrar's Office can be found at academiccalendar.dal.ca.

Off Campus Resources

African Nova Scotian students (but not limited to):

- [DBDLI's 2020 Scholarship Book](#) - The DBDLI Scholarship listing is a one-stop resource to provide information on scholarships and bursaries available from local post-secondary institutions and not-for-profit and philanthropic organizations.
- [Scholarships offered by the African Canadian Services Office.](#)
- [Halifax Regional Centre for Education created a Post-Secondary Guide for African Nova Scotian students.](#)

Indigenous students (but not limited to):

- [Indspire](#) - Since 2004, Indspire has provided over \$153 million in financial support through more than 49,000 bursaries, scholarships and awards to First Nations, Inuit and Métis students.
- [Indigenous Bursaries Search Tool – Government of Canada](#) - a searchable list of 781 bursaries, scholarships and incentives across Canada.

STUDENT ADVISING CENTERS

BLACK STUDENT ADVISING CENTRE

The Black Student Advising Centre provides support for any student of African descent to help identify goals and pathways through a post-secondary career at Dalhousie University.

Supports and Services

- Advocacy & Advising
- Study Skills
- Mentorship Program
- Peer mentoring/tutoring program
- Professional mentorship

The centre supports the following societies on campus:

- African Nova Scotian Student Association (ANSSA)
- Black United Student Association (BUSA)

- Dalhousie African Students Association (DASA)
- Dalhousie Black, Indigenous and People of Colour Caucus (BIPOCUS)
- Dalhousie Black Law Students' Society (DBLSA)
- Dalhousie Caribbean Connections

Contact details:

BSAC@dal.ca, 902-494-6648

INDIGENOUS STUDENT CENTRE

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

Supports and Services

- Tutoring, study skills and writing development
- Cultural activities
- Scholarship and bursary information
- Educational and information sessions
- Networking opportunities
- Referrals to supports on and off-campus

Contact details:

isc@dal.ca, 902-494-8863

INDIGENOUS ADVISORY COUNCIL

The Indigenous Advisory Council is a strategic body made of Indigenous Staff and Students that provides advice to the senior administration of the university and others. It also advocates for initiatives to be considered by the university.



GENERAL RECRUITMENT STRATEGY

Dalhousie University has a centralized and integrated undergraduate recruitment, admissions, financial aid and awards team. This approach, complemented by coordinated, faculty-level initiatives, has proven to be successful and continues to be cited as best practice across SEM¹ literature.

The integration of the recruitment, admissions, financial aid and awards team into a central unit ensures that students are being guided from prospect to registered student as seamlessly as possible. Recruiters are able to quickly connect with admission officers and financial aid advisors about non-typical applications and funding inquiries, get near-immediate updates on the status of applications and ensure that communication is accurate and timely. It also provides students with a single contact who is available to assist them throughout the post-secondary exploration and application experiences.

This approach allows Dalhousie to have a nimbleness to respond to recruitment and conversion needs that are pan-institutional, while continuing to be able to support individual faculties. For example: through the 2022 admissions cycle, a small working group of recruiters was able to develop a coordinated and intentional outreach plan that connected self-identified Nova Scotia applicants to specific advisors, engaged student support workers and ensured dedicated programming and outreach were available to meet the specific needs of these students, regardless of their intended faculty affiliation.

Dalhousie has adopted a nuanced and multi-modal approach that is adapted, to the best of our ability, with regional- and community-specific approaches that speak to the values and motivation of the prospective students and their supporters. The past two cycles have required an ongoing commitment to adaptability, innovation and student-centered service while relying heavily on virtual engagement. It is anticipated that

virtual connection points with prospective Dalhousie students will continue in future cycles, alongside a reintegration of in-market activities.

The guiding principle that informs Dalhousie's undergraduate recruitment is based on inclusive excellence that considers the unique needs of the learner, and the tailored information they require when considering post-secondary opportunities. Facilitated engagement through trusted partners, within the education system and community, ensuring that the recruitment team is poised to support learners from the prospective student stage through the application process, to navigating the next steps and offering a warm handover to other Student Affairs teams through the course registration process. Direct access via dal.ca/connect identifies advisors available to support learners through email, phone or ability to book a one-on-one advising session. Curated events, held alongside BSAC and ISC, are designed to connect prospective learners with both the recruitment and admissions team and the representative support system during the university exploration phase.

The external stakeholder experience is enhanced by ensuring counsellors, IB coordinators, student support workers, family members, and those supporting students have one point of contact for all inquiries, ranging from first contact through to the confirmation of an admissions offer. Enhanced engagement with these crucial influencers is critical to understanding the needs of the student populations they support.

The recruitment, admissions and financial aid and award priorities closely align with the strategic priorities outlined in Dalhousie's [Third Century Promise](#) and enrolment objectives as outlined by individual faculties.

1 DeHaemers and Sandlin. Delivering Effective Admission Operations. Handbook of Strategic Enrolment Management. 2015.



FACULTY SPECIFIC RESOURCES – ADMISSION POLICY, RECRUITMENT STRATEGY AND SUPPORTS

FACULTY OF AGRICULTURE

ANS Students

The Faculty of Agriculture (Dal AC) currently does not provide local support specifically for ANS students. Students are referred to the [Black Student Advising Centre](#). The Student Success Centre at the Truro campus provides Academic Advising, Academic Accommodations, Health and Counselling, tutor matching and Writing Centre services to all students on campus.

Indigenous Students

RECRUITMENT

The Faculty of Agriculture's recruitment strategy includes enrolling students from all four local Indigenous communities as well as virtual recruitment efforts in the rest of the Nova Scotia. The faculty plans on using a combination of approaches, including school visits, email correspondence with regional Indigenous support workers and community newsletters to disperse information that is specific to the Faculty of Agriculture and the ISAP program. The faculty hopes to expand its recruitment outreach to all of Mi'kmaki and Canada for the ISAP program. Hiring an Indigenous recruiter for Dalhousie would be an asset.

ADMISSIONS POLICIES

The [ISAP](#) program has special considerations for Indigenous students. *Please see page 6.*

SUPPORTS AND SERVICES

- The Faculty of Agriculture has a Confederacy of Mainland Mi'kmaq and Port Hawkesbury Paper (CMM/PHP) annual bursary for \$1000.00 that is designed for Indigenous students with a strong environmental stewardship background.
- The Nova Scotia bursary designed by the Department of Agriculture called "Honoring Mi'kmaq Roots" this is unique in that the winner of the \$2,500.00 award is then offered a summer student job placement within the Department of Agriculture. This is designed for first year Mi'kmaq agriculture students.
- A mentorship program is currently being developed.
- The faculty is also in the process of having a space dedicated to Dalhousie in Millbrook First Nation and this office would house programming for Indigenous students and community including a community tutoring program involving current DAL AC students and a mentorship program.
- The Faculty of Agriculture has a Global Skills Opportunity relationship with the International Team which would make it possible for some of our Indigenous students to travel abroad to study, while also including a sense of community by inviting community members and elders to be present on the trip with them.
- More traditional services that are offered by the Manager of Indigenous Students include academic advising, financial help with direct contact to the student's home community, cultural connections and community referrals.
- The faculty works with ISAP to Indigenize their programming to make the campus feel more home like for Indigenous students.
- The Truro campus has multiple spaces on campus for Indigenous students including: the new Indigenous Student Space (387 Cox Institute) where students can study, have meetings and eat lunch. It is decorated to showcase Indigenous culture with a mural by an Indigenous artist, named Lorne Julian of Millbrook First Nation and artwork by Loretta Gould as well as a custom dreamcatcher by artist Ricky Gloade. Smudging is always available, and the room is equipped with an exhaust so that students can smudge and get on with their day. The other space is the National Truth and Reconciliation Hub on campus in the Multicultural room of the MacRae Library, which is the meeting space that we utilize for our arts and crafts events.

Contact details:

Keah Gloade, Manager, Indigenous Students
Keah.Gloade@dal.ca

FACULTY OF ARCHITECTURE & PLANNING

RECRUITMENT

The Faculty of Architecture & Planning is working with Registrar's Office to improve the faculty's recruitment strategy, admissions and support for ANS and Indigenous students. EDI will be a key point in the faculty's 5-year business model, and they welcome input and support as they advance their plan.

ADMISSIONS

There are no seats explicitly held for ANS and Indigenous students; however, they are mindful of applications coming from ANS and Indigenous students when going through the admission process.

SUPPORTS

- The Murdena and Albert Marshall Bursary was recently established for Mi'kmaq students in the professions that give shape to our communities: Architecture, Engineering, and Planning. Details on the application process will be available soon.
- The faculty's [EDI committee](#) hosts annual winter lecture series addressing diversity and anti-racism issues in the industry. In 2021, a series of panel discussions and keynote speakers were hosted virtually with the theme of Resistance as Practice: Acts of Anti-Racism through Architecture and Planning.
- The EDI Committee is in the process of hiring an EDI committee student assistant position. The position will help compile data and EDI best practices that will inform the faculty's future initiatives.
- The faculty will also be hiring an EDI staff officer to provide cultural and community support to International and EDI students.

Contact details:

Christina MacNeil, christina.macneil@dal.ca

FACULTY OF ARTS AND SOCIAL STUDIES

There is currently no consideration of EDIA in undergraduate advising/admissions in the Faculty of Arts and Social Studies. Acceptance into honours programs is based on GPA alone. However, the faculty also makes allowance for students with registered learning disabilities and mental health issues, which can impact GPA.

A FASS EDIA committee was formed in the summer of 2021. One of their first actions was to conduct a survey, which included analyzing strategies for the recruitment and retention of diverse faculty and students. This means a strategy to support ANS and Indigenous students will be developed in due course.

COURSES

- [Certificate in Indigenous Studies](#)
- [Black African Diaspora \(Minor\)](#)
- [Indigenous Studies \(Minor\)](#)

Contact details:

Assistant Dean (Student Matters)
asstdeanfass@dal.ca



FACULTY OF COMPUTER SCIENCE

RECRUITMENT

ANS Students - The Faculty of Computer Science started a [Here We Code](#) Youth Engagement group that has representatives from community organizations that serve ANS youth, such as Prep Academy, BBI/BIJ, Imhotep and Tribe Network. These organizations will host a Here We Code Month in May with events that would look at diversity within the Tech Sector and post-secondary CS programs.

Indigenous students - The Faculty established a [Here We Code](#) Youth Engagement group that has representatives from community organizations that serve Indigenous youth, such as Ulnooweg Education Centre, Mi'kmaw Kina'matnewey, and Tribe Network. These organizations will host a Here We Code Month in May with events that would look at diversity within the Tech Sector and post-secondary CS programs.

ADMISSIONS

The Faculty does not hold seats for ANS or Indigenous students.

SUPPORTS AND SERVICES

ANS students

- The Faculty of Computer Science established the [African Nova Scotian and African Descent Student Entrance Scholarship](#), with preference for ANS identifying students. This scholarship supports students financially for the first 2 years of their degree as well as offers peer mentorship and professional development.

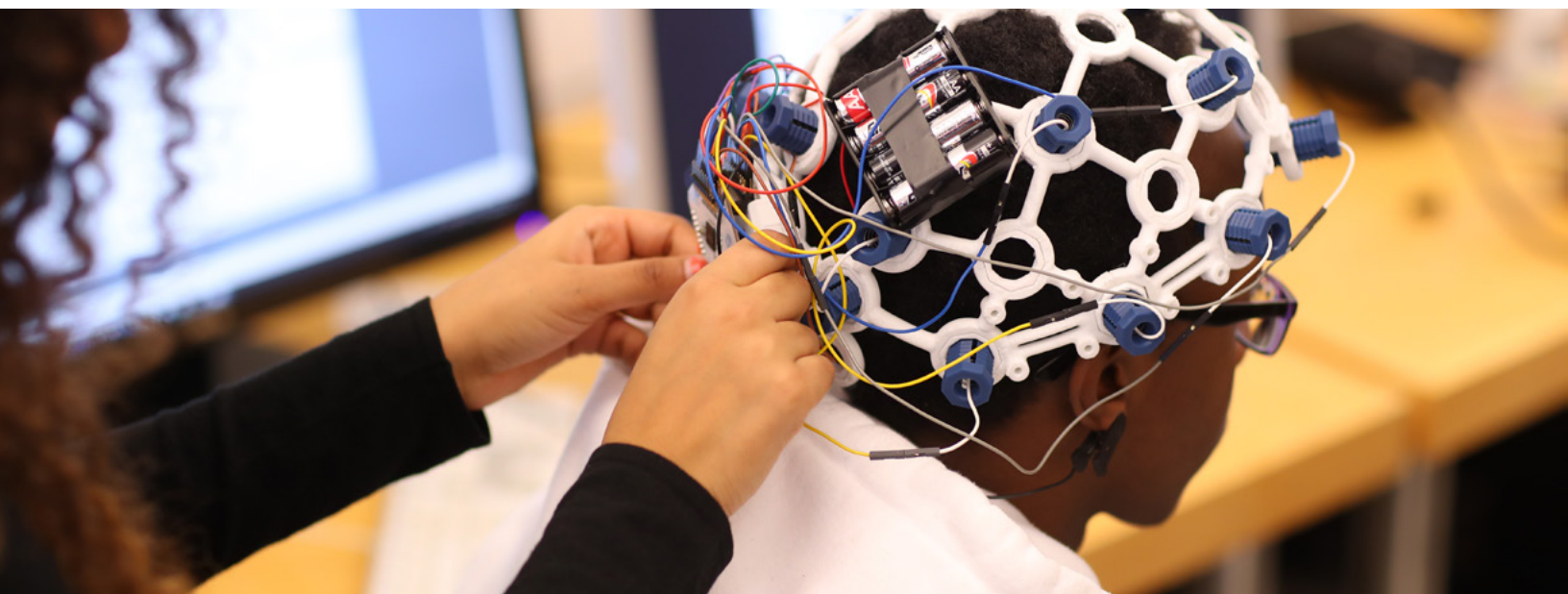
- Students who receive the above scholarship will be paired with a peer mentor and receive additional professional/personal development opportunities along with other WeAreAllCS scholarship winners.
- Following that, in year 3, they can apply for the African Descent Leadership Scholarship, which would afford them another \$10,000 over 2 years with industry mentorship and PD opportunities focused on career preparation.

Indigenous students

- The Faculty established the [Indigenous Student Entrance Scholarship](#) that gives preference to Mi'kmaq identifying students. This scholarship supports students financially for the first 2 years of their degree as well as offers peer mentorship and professional development.
- Students who receive the above scholarship will be paired with a peer mentor and receive additional professional/personal development opportunities along with other WeAreAllCS scholarship winners.
- Following that, in year 3, they can apply for the Indigenous Leadership Scholarship, with would afford them another \$10,000 over 2 years with industry mentorship and PD opportunities focused on career preparation.

Contact details:

Amanda Kolwich, akolwich@dal.ca



FACULTY OF DENTISTRY

RECRUITMENT

The Faculty of Dentistry currently does not have a recruitment strategy in place. However, work with their partners at the [Global Health Office](#), specifically [PLANS](#) and [Indigenous Health](#) in the Faculty of Medicine, to recruit ANS and Indigenous students. *(more information on PLANS and Indigenous Health is available on pages 7-9)*

ADMISSIONS

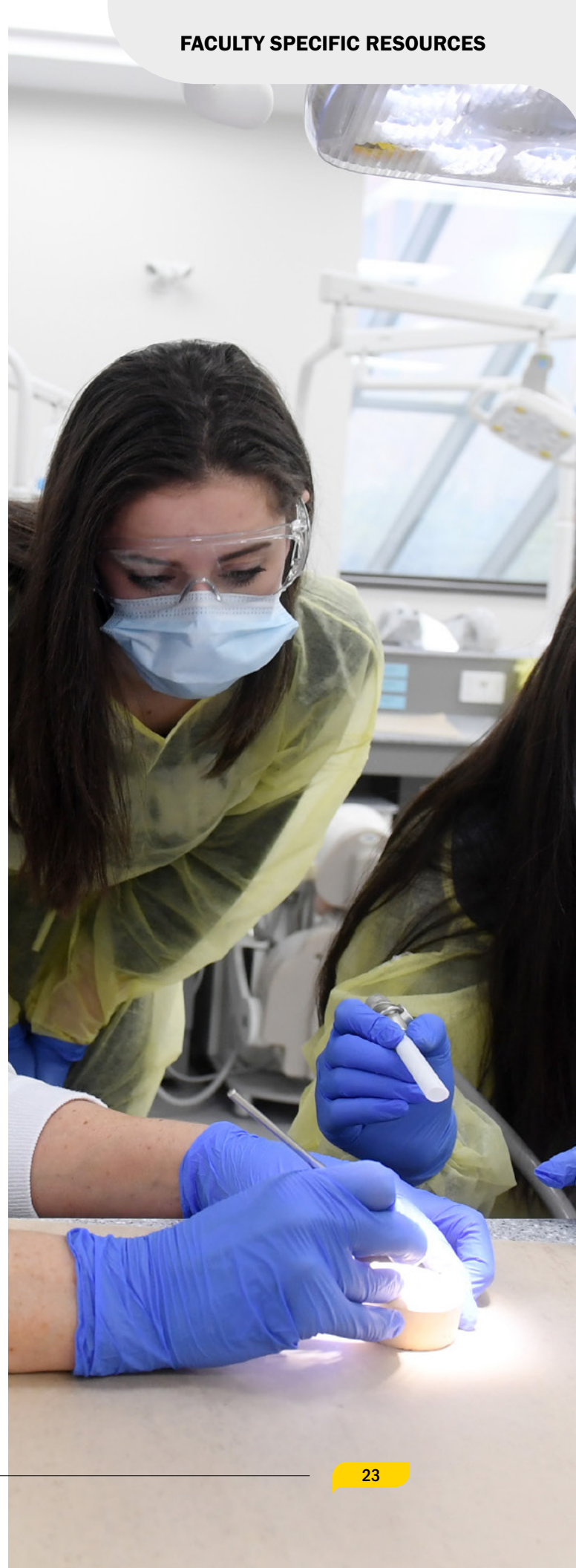
The faculty has an affirmative action policy on the admission of Black and Indigenous students. There is no limit to the number of seats offered. The applicants are required to meet certain requirements for admittance to the program (academic, interview, Dental Aptitude Test)

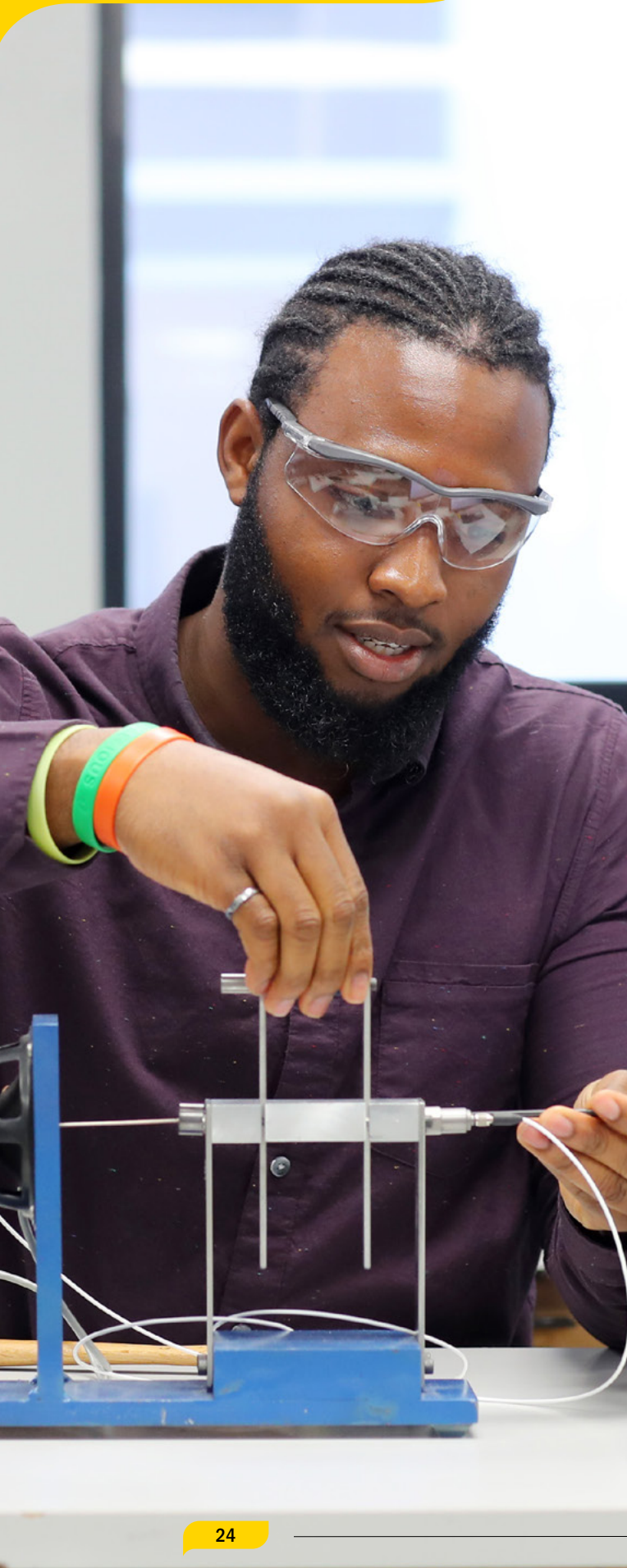
SUPPORTS AND SERVICES

- [Johnson Foundation Scholarship](#) is available to students in the Medicine, Health, and Dentistry faculties. Bursaries and/ scholarships are available *(see page 12)*
- The faculty is actively looking to fill the Community Engagement and Outreach Coordinator position who will be providing student support in various ways. This position will work closely with the Managers of PLANS and Indigenous Health in Medicine to promote admission into our oral health programs for students from traditionally underrepresented communities. The coordinator will also work closely with the Faculty's EDIA Committee to provide mentorship and support to ensure their success in their programs. The coordinator will also work with the Black Student Advising Centre and the Indigenous Student Centre for matters related to Black & Indigenous students in the faculty.

Contact details:

Dr. Ferne Kraglund, Associate Dean, Student Affairs,
Faculty of Dentistry, kraglund@dal.ca





FACULTY OF ENGINEERING

RECRUITMENT

The Faculty of Engineering is developing a recruitment strategy with Equity, Diversity, Inclusion and Accessibility being central to their new plans. They have an active EDIA Committee with several sub-committees focussing on increasing the presentation of Black and Indigenous students.

The faculty's retention specialist sits as the Chair of the Engineers Nova Scotia, Women in Engineering, Youth Engagement Committee, which works to improve and develop outreach activities and nurture relationships with other like-minded organizations. Additionally, the faculty has also appointed an Assistant Dean of Diversity and Inclusion, who is the faculty champion on the Engineers Canada 30x30 campaign and part of the University's EDIA planning group that meets regularly to strategize and coordinate a university-wide approach.

The faculty has developed a recommended procedure for recruiting with the goal of attracting more qualified, equity-deserving group member applicants for faculty positions. These guidelines are in addition to Dalhousie hiring policies, Human Rights and Equity Services Employment Equity Policy and Hiring for Diversity practices.

The faculty has a strong Women in Engineering (WiE) student society that welcomes students who share common goals and interests relating to the advancement of equality for women within the engineering industry in both academia and professional practice. WiE students host annual GoEngGirl event, which aims to encourage local high-school students to pursue careers in engineering through empowerment and motivation.

Black Students

- As part of the faculty's EDI presence, they have a page devoted to [celebrating Black Engineers](#).
- The faculty also supports the efforts of [Imhotep's Legacy Academy \(ILA\)](#) through funding and a significant space commitment on Sexton Campus (*more information on ILA is available on page 5*). Additionally, they support the efforts of [SUPERNova](#), an initiative of Dalhousie that promotes science, engineering, technology and mathematics (STEM) to youth in Atlantic Canada.

Indigenous Students

- The faculty is currently working with donors on a vision for a 2-year program to upgrade and undertake 1st year engineering, as well as a junior high outreach program. This program can be expanded to a larger Inclusive Pathways to Engineering Careers if it receives community and donor support.

ADMISSIONS

The faculty has no affirmative action policy on the admission of ANS and Indigenous students. They have not held any seats in the past for any groups as offers are made to all eligible students; however, the faculty is interested to learn more about this opportunity.

SUPPORTS AND SERVICES

- Scholarships are available for students: go.engineering.dal.ca/scholarships.
- Additional fundraising for diversity-based scholarships is ongoing and will remain a priority in the current campaign as well as reviewing existing scholarships through a diversity and inclusion lens.
- The faculty has a Peer Mentorship Program that is open to all Engineering students. While respect for difference and EDIA are built into the mandatory training, the program is for all students and does not target any particular group.
- When on-campus events were permitted, the faculty held weekly sessions with middle school students from North-End Halifax as part of a program called: I am Potential. [I Am Potential | Youth Outreach Halifax, Nova Scotia](#), which connected junior high youth with university and college student volunteers each week on campus for recreation, a meal, and fun hands-on learning projects. They expect this to return next Fall.

Contact details:

Karyn Hemsworth, Karyn.Hemsworth@dal.ca

FACULTY OF GRADUATE STUDIES

The Faculty of Graduate Studies (FGS) is in the process of implementing its action plan to support Black and Indigenous students.



FACULTY OF HEALTH COLLEGE OF PHARMACY

RECRUITMENT

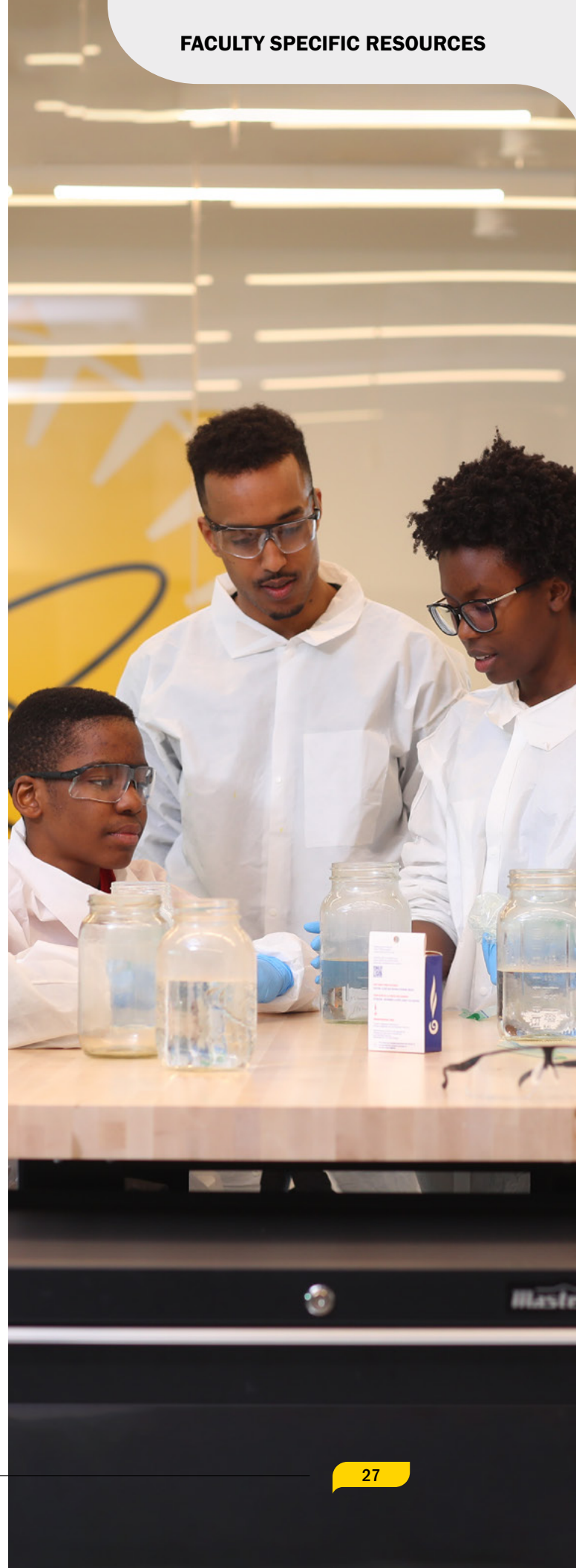
The college participates in the [PLANS](#) and [Indigenous Health](#) summer camps to encourage the recruitment of Black and Indigenous students. Additionally, the college will be engaging in the PLANS mentorship program this fall and winter.

ADMISSIONS

There is an [equitable admissions policy](#) for applicants from a racially underrepresented group. If candidates meet admissions criteria, they automatically receive an offer of admission.

SUPPORTS AND SERVICES

Student supports include a dedicated faculty and staff member for all students. Once made aware that a student is from an underrepresented group, the faculty and staff ensure that the student is informed of the targeted supports on campus, such as the [Black Student Advising Centre](#) and the [Indigenous Student Centre](#).





FACULTY OF HEALTH SCHOOL OF HEALTH ADMINISTRATION

RECRUITMENT

The School of Health Administration is conducting a review of all our course outlines to adhere to the principles of Universal Design for Learning (UDL) and Culturally Responsive Pedagogy (CRP), and compiling resources for faculty to use in their teaching. The core UDL principles of “multiple means of 1) engagement, 2) representation, 3) and action and expression” are each situated, for every learner, within their cultural framework. Courses designed and taught through CRP apply decolonizing, anti-racist, and anti-oppressive theories and practices and promote equity and inclusion through an intersectional lens.

ADMISSIONS

The School has an equitable admissions process that is based on the Faculty of Health policy. At this time, no seats are held explicitly for Black and Indigenous students.

SUPPORTS

- There are scholarships and bursaries available, including the new [Robert Strang Scholarship in support of Equity in Health](#) for students from under-represented groups.
- All students in SHA also have an assigned faculty member as advisor/mentor. Given that 50% of our faculty compliment (higher if you include women) and 25% of our staff come from equity deserving groups, they will have someone with lived experience.

FACULTY OF HEALTH SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS

RECRUITMENT

The School of Communication Sciences and Disorders has made efforts to recruit in a manner that will increase the number of equity-deserving applicants, but this is an area that will require more strategic planning and outreach in the future. They have previously gone to Unima'ki College to talk about speech-language pathology and audiology, and the School participates in [PLANS](#) and Eaglewise ([Indigenous Health](#)).

ADMISSIONS

The school gives special consideration to Canadian applicants from the following historically under-represented and underserved groups: Indigenous peoples (for example: Mi'kmaq) and members of racialized minority groups (for example: African Nova Scotians).

SUPPORTS AND SERVICES

- The School offers three renewable scholarships for incoming Mi'kmaq and African Nova Scotian Students valued at \$4,000 per year for two years. One of these is the Nova Scotia Scholar award from Hearing and Speech Nova Scotia.
- There are no current supports available within the school. The school refers its students to the university services - [Global Health Office](#), [Black Student Advising Centre](#), [Indigenous Student Centre](#), etc.
- A mentorship program is in the early stages of development.





FACULTY OF HEALTH SCHOOL OF HEALTH AND HUMAN PERFORMANCE

RECRUITMENT

The School actively participates in the [PLANS](#) and [Indigenous Health in Medicine \(IHIM\)](#) workshops to showcase kinesiology, recreation, and health promotion as potential careers.

ADMISSIONS

The School has adopted the Faculty of Health [equitable admissions policy](#). The policy intends to create opportunities to increase the support and admission, and graduation of students who self-identify as belonging to historically underrepresented groups: Persons of Aboriginal/Indigenous ancestry (especially Mi'kmaq), members of racialized groups, persons of African descent (especially African Nova Scotians), Acadians, persons with dis/Abilities, and persons belonging to minority sexual orientation and/or gender identity (SOGI) groups. Applicants wishing to be considered under this policy must identify on their application form.

SUPPORTS AND SERVICES

- The School has developed two new awards (one a graduate scholarship and the other an undergraduate bursary) focused on individuals who identify with one of the equity deserving groups.
- There are two internal student services Administrators that work directly with our students once admitted and in our programs.

FACULTY OF HEALTH SCHOOL OF HEALTH SCIENCES

RECRUITMENT

The School of Health Sciences actively collaborates with [PLANS](#) to promote our programs to high school students through the open house and co-op initiatives. Additional recruitment strategies are forthcoming.

ADMISSIONS

All applicants from equity-seeking groups that meet admission requirements are accepted, in alignment with admissions policy. The School is in the process of redesigning its Equity Admissions and, in draft form has the following:

The School of Health Sciences is committed to increasing the admission of and number of graduates from underrepresented groups: Aboriginal peoples, African Canadian and Persons with (dis)Abilities. Applicants wishing to apply under the Affirmative Action Policy must indicate on the self-identification section of the application form. Applicants must meet the minimum admission requirements.

SUPPORTS AND SERVICES

The School's support services are forthcoming.

FACULTY OF HEALTH SCHOOL OF SOCIAL WORK

RECRUITMENT

- The School's Diversity and Equity committee (DEC) has been very active - presenting critical panel discussions on issues such as 'Teaching While Black', 'Policing Black Lives', 'Indigenizing the Academy', etc., which has brought students, faculty and community members together to learn and share on critical issues.
- The School / DEC has developed bibliographies on African content and Indigenous content that have been shared with faculty (including sessional instructors) to help bring diverse readings into their classes.
- DEC has most recently developed extensive retention policies for both African Nova Scotian/Students of African Descent and Indigenous Students, which touches on topics such as recruitment, funding, classroom atmosphere, faculty and staff hiring practices, curriculum content, supports, community links etc. These policies are pending approval.

ADMISSIONS

If equity deserving (affirmative action) applicants meet the admission requirements, they are offered a seat. Black and Indigenous applicants are the first group reviewed at the admissions table. The school does not have a quota; if all seats are offered to equity deserving then that would be a day of celebration. To date, the highest percentage was with our undergraduate program with ~65% of offers to equity applicants.

SUPPORTS AND SERVICES

- The School of Social Work has an accommodations officer to assist with their educational navigation of ableist barriers.
- The School of Social work routinely liaises with the University accessibility services and encourages all students to register with them as well.
- The Accommodations Officer has mentored staff to assist them with making PDF course readings available to ensure that they are readable for voice technology.

FACULTY OF HEALTH SCHOOL OF PHYSIOTHERAPY

RECRUITMENT

In open house activities, and through outreach activities to youth, high school students, and BSc students, the School shares information on the [equitable admissions policy](#) (via [PLANS](#), [Indigenous Health in Medicine \(IHIM\)](#)). They also provide information on the profession, and life-as-a-student in the outreach activities, and usually recruit students or PTs who are members of Indigenous communities, or are of African Descent, when providing outreach activities through IHIM or PLANS programs, respectively.

ADMISSIONS

There is an equitable admissions policy in place following the Faculty of Health's [Equity Admissions Policy](#). Applicants who apply for Equitable Admissions will be assessed on their own merit, not in competition with other applicants.

SUPPORTS AND SERVICES

- In addition to providing information on supports available to the university, the School of Physiotherapy shares with its students information about the School's Inclusion and Equity committee; the [Dalhousie strategy](#) and an anti-racism learning module prepared by Amina Abawajy (Dal HRES Education Advisor).
- Additionally, they circulate information on specific funding opportunities for members of specific groups (e.g., the [James Robinson Johnston Graduate Entrance Scholarship for African Canadians](#)) throughout the year.





FACULTY OF HEALTH SCHOOL OF OCCUPATIONAL THERAPY

RECRUITMENT

- The School of Occupational Therapy conducts 1:1 15-minute appointments with the student advisor to admissions, amounting to 40 hours throughout the year (N = 160 sessions), sharing information on the [equitable admissions policy](#).
- They also provide workshops/sessions for [Indigenous Health in Medicine \(IHIM\)](#) and [PLANS](#) programs, targeting students between the ages of 13 to 17 years, every year during the summer and winter break.

ADMISSIONS

The School's offer letters include the link for academic accommodations.

SUPPORTS AND SERVICES

Students are informed of the targeted supports on campus, including the [Black Student Advising Centre](#) and the [Indigenous Student Centre](#).

FACULTY OF HEALTH SCHOOL OF NURSING

RECRUITMENT

- Recruitment camps are offered through a collaboration between Dal School of Nursing and the [Global Health Office \(Indigenous Health in Medicine \(IHIM\) and PLANS\)](#).
- Outreach and various recruitment initiatives via Dr. Margot Latimer's [CIHR Nursing Chair: Indigenous Health](#).
- A curriculum review using an EDI framework is being developed by the school's faculty members and PhD students.

ADMISSIONS

The School of Nursing has 20 seats prioritized for Mi'kmaw students and 20 seats for African Nova Scotian students across the Direct Entry (from high school) or Advanced Standing (previous university experience) admission streams.

SUPPORTS AND SERVICES

- There is a designated space for Indigenous Nursing Students in Centre for Transformative Nursing and Health Research (CTNHR) at the School of Nursing. This is part of Dr Latimer's Chair
- Dawn GooGoo, L'NU Nurse Initiative Lead, [Chair Indigenous Health Nursing](#) (hired through Dr Latimer's chair)
- Learning Lodges and Healing Lodges organized by Dr Latimer's CIHR Nursing Chair: Indigenous Health
- The school currently has postings for one Mi'kmaw/Indigenous and one ANS/Black Student Advisor. Application review to start soon.
- Resources for students from all priority group are posted on a Brightspace page and on website.
- The Associate Director Student Affairs now has an EDI component to their job description.
- The School of Nursing has 5 student-led Community Support groups for Indigenous, ANS/Black, 2SLGBTQ+, neurodivergent, and international students.

Contact details:

Brenda Merritt, Dean, Faculty of Health

B.Merritt@dal.ca



FACULTY OF LAW

The Schulich School of Law strives to admit a first-year class of students that is enriched by a wide range of backgrounds and experiences. This includes individuals from historically disadvantaged groups, who will contribute to the fabric of the law school community. Applicants are encouraged to self-identify as a member of a historically underrepresented or under-served group and provide documentation and relevant contextual information on their application to allow the committee to make the most informed decision possible.

RECRUITMENT

The JD Admissions Office participates in several recruitment events throughout the year that focus on Black and Indigenous individuals who are interested in law. In recent years, the Admissions Office has hosted a Diversity and Inclusion Panel directed towards individuals from racialized and marginalized communities who are interested in attending the Schulich School of Law.

ADMISSIONS

Currently, there are two admissions categories that are specific to Aboriginal and Black students:

Aboriginal Applicants

- The Schulich School of Law recognizes the need for reconciliation and greater representation of First Nations, Métis and Inuit (FNMI) persons in the legal field. It is their admission policy to strongly encourage applicants of Indigenous heritage, including First Nations (status and non-status), Inuit and Métis communities, to pursue a legal education. Applicants who wish to be considered in the Aboriginal category will also be considered as a General, Special and/or Mature Applicant. Aboriginal applicants may also be considered for the IB&M Initiative.

Indigenous Blacks & Mi'kmaq (IB&M) Initiative

- *Please see page 10*

SUPPORTS AND SERVICES

- Schulich School of Law supports and resources include:
 - [Dalhousie Indigenous Law Students' Association on Facebook](#) (DILSA)
 - [Dalhousie Black Law Students' Association on Facebook](#) (DBLSA)
- On-campus supports and resources include:
 - [Indigenous Student Centre](#)
 - [Black Student Advising Centre](#)
 - [James R. Johnston Chair in Black Canadian Studies](#)
 - [Student Health & Wellness Centre](#)
- Scholarships and Bursaries
 - Dalhousie's Schulich School of Law scholarships and bursaries can be found at dal.ca/faculty/law/programs/jd-admissions/financial-support/bursaries. A Bursary and Scholarship Information Booklet with a list of all scholarships is updated every academic year for students to review and apply. There are Scholarships and Bursaries available specifically for Black, Indigenous and members of the BIPOC community.

CERTIFICATES & CONCENTRATIONS

Aboriginal and Indigenous Law Specialization

Aboriginal and Indigenous law intersects with almost every other area of the law in Canada. As we work toward reconciliation and Indigenous self-governance, the needs and aspirations of Indigenous communities continue to grow in scope and complexity, and it is crucial for legal professionals to have a background in this area.

Learn more about our [Aboriginal and Indigenous Law Specialization](#)

MOOTING

Kawaskimhon National Aboriginal Rights Moot

A two-day national moot competition based on a high-profile case where Aboriginal rights are at issue. Kawaskimhon means “speaking with knowledge”. This moot is a combination of oral argument based on a written factum and negotiation, and is structured on the traditional Aboriginal talking circle model for consensus-building.

Learn more about our [mooting program](#).

Contact details:

JD Admissions Office
law.admissions@dal.ca, 902-494-2068

LIBRARY SERVICES

Supports for African Nova Scotian (ANS) & Black Students

- Currently, the Libraries work with ANS students via our Liaison Librarian, Allison Fulford, who is part of the International Centre team.
- Support includes information literacy sessions, touring the Sexton Library, registering at the libraries, research support and sometimes extends to social and emotional/familial support.
- One of the Killam-based Liaison Librarians, Dominic Silvio, is currently the Co-Chair of the Black Faculty & Staff Caucus, and there are several active members of the Caucus among Libraries staff.
- The Dal Libraries endeavors to plan at least one event and a display recognizing African Heritage Month. They also prominently display promotional materials in our library spaces, as well as through our social media channels.

Supports for Indigenous Students

- The Indigenous Services Librarian, Samantha Adema, is available for one-on-one consultations, research assistance and class presentations - samantha.adema@dal.ca.
- The Indigenous Knowledge Symposium is a collaborative event co-hosted by Dalhousie Libraries, Dalhousie's School of Information Management, and Library and Archives Canada. The symposium focuses on the work and challenges of documenting and improving access to Indigenous knowledge. The date of the next symposium will be announced soon.

SPACES

- The Downie-Wenjack Legacy Space is located on the main floor of the Killam Library in the South Learning Commons. It was opened in 2018 in partnership with the Gord Downie and Chanie Wenjack Fund Legacy Spaces program.

- The Indigenous Community Room in the MacRae Library, on the Dalhousie Agricultural Campus (DalAC), is the Atlantic Canadian Hub of the National Centre for Truth and Reconciliation (NCTR). It is primarily reserved for use by the Indigenous community as well as internal and external university researchers consulting the records of the NCTR.
 - Smudging welcome (purpose-built ventilation)
 - Requests for booking of this space are accepted for small events that serve to highlight Indigenous knowledge and culture, support Indigenous students, and engage Indigenous communities. It is available to all, but the event must contain Indigenous content.
 - Dal Agricultural Campus Indigenous Student Collective & Manager, Indigenous Students are critical in program planning.

A new Indigenous Community Room in the Killam Library will open in 2022 (date TBA). Located within the Downie-Wenjack Legacy Space, this large space will be used for Indigenous programming. As with the Indigenous Community Room in the MacRae Library, bookings of this space will be accepted for events that serve to highlight Indigenous knowledge and culture, support Indigenous students and engage Indigenous communities. When not booked for events, the room is available as a general reading and study space for all students.

Contact details:

Samantha Adema, Indigenous Services Librarian
Samantha.Adema@dal.ca

FACULTY OF MANAGEMENT

RECRUITMENT

The Faculty of Management established the Promise Scholars program in 2020 to recruit, retain, support and graduate more Black and Indigenous students. It offers financial aid and wraparound support at the undergraduate and graduate level in the faculty's four schools. The goal is to enrol 10 Black and Indigenous students per year with 150 students over 15 years.

The faculty is also working on another Pathways program that will allow them to build a pipeline for enrolling more ANS and Indigenous students.

ADMISSIONS

The Faculty of Management does not have a designated number of seats for ANS and Indigenous students.

SUPPORTS AND SERVICES

Promise Scholars students have the following wrap-around supports available to them:

- Financial support (renewable) – the goal is to cover academics
- Paid work opportunities
- Mentorship
- Academic and career support
- Culturally relevant student support
- Networking events/panels

While the Promise Scholars cohort is receiving financial support, the faculty is working to engage and support all Black and Indigenous Nova Scotian students with these wrap-around supports.

Contact details:

Oksana Shkurska, Oksana.Shkurska@dal.ca



FACULTY OF MEDICINE

RECRUITMENT

The Faculty of Medicine works with PLANS and IHIM programs to encourage the recruitment of Black and Indigenous students.

Dr. OmiSoore H. Dryden was named Dalhousie's James Robinson Johnston (JRJ) Chair in Black Canadian Studies in December 2021. The James Robinson Johnston Chair in Black Canadian Studies is an endowed national senior academic chair that honours and recognizes the unique historical presence of African Nova Scotians.

ADMISSIONS

Minimum academic and non-academic requirements are required for all prospective medical students. Applicants who voluntarily self-identify and apply under the [Education Equity Statement](#) are considered on the basis of their own qualifications for the study of medicine.

There is currently no quota or designated seats for Indigenous and African Nova Scotian students. Students meet Maritime provincial residency definitions and who self-identify as Indigenous and/or African Nova Scotian and meet academic and non-academic requirements are considered on the basis of their qualifications to study medicine.

Dalhousie Medicine Admissions is working collaboratively with Global Health Office, specifically with Keknu'tmasiek Welo'Itimk (Indigenous Health in Medicine) and PLANS, to develop Priority Communities Admissions Application Streams and Processes. Details will be published on the Medicine Admissions website as they become available.

SUPPORTS AND SERVICES

- [Faculty of Medicine Summer Student Research Program](#) for nonmedical students provides opportunities to undergraduate students living in Nova Scotia of African descent and Aboriginal students with interest in medicine and/or medical research.

- Campus connections include:
 - [Indigenous Student Centre](#)
 - Indigenous Advisory Council – email ihim@dal.ca.
 - Dalhousie Medical Student Diversity and Inclusion Committee
 - [Indigenous Health Advisory Committee](#)
 - [Indigenous Health Interest Group \(IHIG\)](#)
- Dalhousie Medical Alumni Association will be launching a micro-mentorship program in collaboration with the faculty's Student Affairs. Students can select to meet a mentor to discuss cultural or faith considerations as well as a specialty.

INDIGENOUS ADMISSIONS PATHWAY

Dalhousie Medical School will soon be accepting more Indigenous students into their undergraduate medical education program.

A new Indigenous Admissions Pathway was recently approved for the 2022/2023 application cycle. It will help facilitate entrance into the program for Indigenous students by assessing applications using a holistic file review.

Led by [Dr. Brent Young](#), Academic Director for Indigenous Health, and supported by Keknu'tmasiek Welo'ltimk (pronounced: gag-new-d-muss-seeg well-oh-l-dim-k, a Mi'kmaw phrase that translates to "We Learn Healing") Program Manager, this new admissions pathway will minimize the barriers that have prevented Indigenous applicants from entering medical school at Dalhousie.

For more information on the Indigenous Admissions Pathway, please visit [Dalhousie Medical School Admissions](#).

Self-identified Mi'kmaw, Wolastoqiyik, Peskotomuhkati, and other Indigenous applicants who can demonstrate a substantial connection to Indigenous communities, particularly those in the Maritimes, will take priority beginning with the 2022/2023 application cycle.

Contact details:

mrdo@dal.ca

Promoting Leadership in Health for African Nova Scotians (PLANS) - Please see page 7

Contact details:

Program Manager, PLANS

plans@dal.ca

Indigenous Health in Medicine (Keknu'tmasiek Welo'ltimk) - Please see page 8

Contact details:

Program Manager, Indigenous Health

ihim@dal.ca

Johnson Scholarship Foundation Entrance Requirements Support Bursary - Please see page 9

Contact details:

Program Manager, Indigenous Health, ihim@dal.ca;

Program Manager, PLANS, plans@dal.ca



FACULTY OF SCIENCE

RECRUITMENT

The Faculty of Science takes direction from the Registrar's Office on all recruitment efforts and participates in events throughout the annual recruitment cycle. Strategy activities include:

- Participating in recruitment events, including Open House, Preview Day and Faculty information sessions scheduled throughout the year.
- Participating in annual recruitment fairs with the Indigenous Student Centre and the Black Student Advising Centre
- Winter term Q&A sessions (hosted by alumni, faculty, upper-year students, etc.)
- Email campaigns welcoming all accepted/confirmed students, providing advice on the next steps, and outlining student supports
- Social media and web-based communications
- Summer drop-in series (informal Q&A sessions hosted by faculty and upper-year students)

Various departments and units also lead programming tailored to high school students, including Discovery Days, outreach by [Imhotep's Legacy Academy](#), [Math Circles](#), and [Diversity of Nature](#) (led by biology graduate students)

ADMISSIONS

The faculty does not have a competitive admissions policy as well as special admissions processes for students from under-represented communities for BSc programs at this time (please note the admissions process for the Medical Sciences Inclusive Pathways to Medical Professions in the Programs below).

SUPPORTS AND SERVICES

The faculty works alongside the rich network of advising and student success services on campus, including the [Indigenous Student Centre](#), the [Black Student Advising Centre](#), and the [Bissett Student Success Centre](#). This ensures students from historically underrepresented communities may connect with the most appropriate resource for them.

Scholarships and bursaries are available online including:

- [Physics and Atmospheric Sincere Bursary for Black/African Canadian or Aboriginal Students](#)
- John Dingle Science Communications Interns: Launched in 2021, the Faculty funds internships for 4 undergraduate science students in the area of science communications. Students are placed with a host unit based out of the Faculty of Science. For our inaugural year, 3 of the 4 internships were awarded to BIPOC students and 2 of the 4 projects developed by host units focused on programming for BIPOC students.
- [Summer Research](#): A student of African descent is supported each year for a summer research scholarship through Imhotep. Several Indigenous students receive USRAs scholarships each summer (funded by NSERC, but recruited by the Faculty of Science).
- [Dalhousie Outdoor Ecolab](#): Dalhousie's Outdoor Ecolab will be the first outdoor classroom on campus. It will feature two maps that facilitate an understanding and appreciation of the land. The first is the map of Mi'kma'ki, the unceded country of the Mi'kmaq people, which covers the majority of Atlantic Canada. The second is a geological map, displaying the language used to describe knowledge and observation of the land we live on.

COURSES

- BIOL 4003 Indigenous perspectives in conservation biology
- BIOL 4004 Principles of Indigenous Medicine
- FIGS 0010 Indigenous Ways of Knowing

Note: All FIGS courses in the Faculty of Science incorporate Indigenous perspectives

PROGRAMMING

Dalhousie University's Medical Sciences program is launching the [Inclusive Pathways to Medical Professions \(IPMP\)](#). Using a cohort approach, this initiative aims to attract and support Indigenous students from the Maritimes and students from the African Nova Scotian communities.

The program is currently accepting applications for 10 Mi'kmaq and 10 African Nova Scotian students (in addition to our current enrolment) into the BSc

Medical Sciences program for Fall 2022. Each cohort will have a wrap-around support framework that will be overseen by Cohort Advisors, who themselves are representative of our target communities.

This program will achieve the following:

- Increase the representation of Indigenous and African Nova Scotian students in the BSc Medical Sciences program
- Increase the representation of Indigenous and African Nova Scotian students in downstream programs, including Medicine, Dentistry, Pharmacy etc.
- Strengthen ties with the Indigenous and African Nova Scotian communities

ELIGIBILITY AND ADMISSIONS

- Students must have a grade of 80% or higher in Grade 12 English, Pre-Calculus and three more academic courses.
- Students must self-identify, with consent, as a member of the First Nations Communities from the Atlantic Provinces and African Nova Scotians/ Indigenous Blacks

Find more information on steps to apply at www.dal.ca/faculty/science/medical-science/cohort-initiative/steps-to-apply.html.

Contact details:

Alison Crepinsek, Director of Student Experience, alison.crepinsek@dal.ca

BSC TRURO START

Students have the opportunity to begin their first year in the BSc program on our Truro campus. Students will join a small cohort with dedicated resources and support to build a strong foundation in Science before transitioning into their second and final years in Halifax. Students can take advantage of a dedicated program coordinator and advisor, smaller class sizes in their first-year courses, and an opportunity to join a first-year interest group to meet other members in their cohort. For more information, please visit: <https://www.dal.ca/faculty/science/future-students/future-undergrads/bsc-truro-start.html>

Contact details:

Ashley Coffin, Project Manager, BSc. Truro Cohort Ashley.coffin@dal.ca

FACULTY OF OPEN LEARNING & CAREER DEVELOPMENT

TRANSITION YEAR PROGRAM

Please see page 4.

UNIVERSITY PREP PROGRAM

The [University Prep Program](#) provides academic upgrading opportunities to hundreds of students annually who would not otherwise be able to attain academic prerequisites in a program that embraces diversity of all learners and different learning styles, and that provides academic advising, a flexible schedule of course delivery throughout the calendar year and access to relevant course curricula taught by experienced educators.

Courses

- Writing Skills for Academic Study (English)
- Physics
- Biology
- Academic Math
- Chemistry
- Pre-calculus Math
- Canadian Studies

Supports and Services

Limited bursary funding for University Prep students who are African Nova Scotia/First Nations is available (University Prep Bursary Fund); \$11,400.00 per year is provided by the VP Student Services office annually.

MATURE STUDENT ADVISING

Through the [Mature Student Advising](#) pathway, mature students receive advice on the numerous University Pathways and 180+ degree programs available at Dalhousie University.

With many opportunities to access workshops, courses and programs with flexible delivery options (i.e. via distance/online, evening, weekend, module based courses, Certificate programs, etc.), the Faculty of Open Learning and Career Development is where many mature learners connect with Dalhousie.

Supports and Services

The Tom Parker Award for Mature Students is funded privately by a sole / private funder (and receives no university funding), the University Prep Bursary fund for African Nova Scotia/Black and First Nations Persons (funds UPREP non-credit programming only).

Contact details:

Jennifer Hann

Jennifer.Hann@dal.ca or openlearning@dal.ca

RECOMMENDATIONS

ANS SESSIONS

Throughout the Pathways presentations, the following recommendations were made to address how Dalhousie can increase support to ANS students:

Human Resources

- There is a need for more staff (of ANS descent) to support the ongoing and growing needs of African Nova Scotian students.
- The addition of HR advisors in programs providing support will ensure they have enough staff to support students.

Financial Resources

- There is a need for funds to hire multiple full-time positions to coordinate and support activities within the programs.
- Additional funding is also required to offer existing programs such as Imhotep Legacy at a provincial level to reach more ANS students across Nova Scotia.
- Funds for scholarships and bursaries at all levels will ensure that more ANS students come to Dalhousie and have the financial support required to complete their chosen program.
- There is also a need for increased funding to support cultural events on campus that connect ANS students to their broader community and educate non-ANS staff, students and faculty on the historic community.

Spaces

- Additional physical safe spaces will provide ANS students with a place to connect and give them a sense of belonging. There is a lack of culturally safe spaces on campus, and exposure to discrimination at all levels of the institution remains a barrier to participation.

Supports

- More ANS students need to be made aware of the supports available and how to access them.
- Provide additional support during the application process. Many ANS students are the first in their families to attend post-secondary institutions and do not have the know-how of academic application processes.
- The presence of ANS role models at all levels on campus is very important (faculty, staff [counselling, advising, registrar etc.], and administration). It can contribute to decreasing students' feelings of isolation. In addition, familiar faces create a sense of home (Aunties and Uncles), helping students feel more welcomed and "seen."
- Representation at the staff and faculty level is important so that students are able to see themselves in those positions.
- Staff and faculty need to have a more approachable method for students to use services and spaces available to them. Instructors should also encourage students to make use of academic hours.

New Programming

- There is a need for innovative programs with different approaches to how students can enrol in post-secondary education, particularly when they do not meet the pre-requisites to enter a program.
- The availability of transitional programs for students will assist them as they move from undergraduate programs to graduate programs or the workforce.

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Internal Collaboration

- There is a need for better internal collaboration and supports through centralization, shared resources, communication and collaboration. Clear communications amongst advisors will pave the way for better collaboration. Plans for supports for ANS students are all at different stages; through centralization, programs can share resources to ensure students receive all the supports they require. Additional collaboration with the Registrar's Office is important to encourage students to enrol in programs that provide added support.

External Collaborations

- Educational institutions - collaboration with more high school institutions can provide easy access to information on the programs available in preparation for post-secondary education. Additionally, partnerships with other post-secondary institutions to create programs for ANS students will ensure an increase in easy access to education in Nova Scotia.
- Organizations – connecting with organizations that provide various supports to the ANS community will help ensure students are aware of programs available and work together to create new programming and encourage enrolment.
- Community – there is a need to increase awareness of programs within the ANS community by getting involved in events such as African Heritage History Month and round table meetings.

INDIGENOUS SESSIONS

Throughout the Pathways presentations, the following recommendations were made to address how Dalhousie can increase support for Indigenous students.

Human Resources

- Cluster hiring of Indigenous faculty and staff is needed to support the ongoing and growing needs of the students.

Financial Resources

- An increased budget for hiring multiple full-time positions to coordinate and support activities
- Additional funding is needed to stabilize existing programs, expand program offerings, and offer programs at provincial and regional levels to reach as many Indigenous students as possible.
- There is a need for more scholarship and bursary funding to address the financial strains that Indigenous students may have.
- Additional funding is needed to support cultural events on campus
- Funding for existing and new programming is important so that supports are available to all Indigenous students.
- Recruitment of additional external funders is vital, especially for programs that are dependent on donor funding. This could be facilitated by offering program development and advancement support to existing programs on an as needed basis.

Spaces

- There is a need for more designated physical space for Indigenous students, faculty, and staff to connect and feel safe.
- A centralized space for both faculty and students is important for easier interaction and access to support.

Community Engagement

- There is a need for increased engagement with Indigenous communities to increase admissions and recruitment of students. This can be achieved by hiring Indigenous people into senior leadership roles, participating in cultural events, and engaging in round table discussions.
- An increase in community outreach activities and events will give students a sense of belonging and deepen their relationships. There is a lack of cultural safety and exposure to discrimination at all levels of the institution.
- There is also a need for more cultural events on campus.

Supports

- Students need to be made more aware of the ISC in faculties and around campus as well as the programming available to provide supports.
- Indigenous students need faculty and staff that advocate for them. Some of the students are still experiencing internalized colonial violence as well as discomfort with authority. More support are needed to indigenize and decolonize faculties and classrooms where micro-aggressions happen.

Internal Collaboration

- There is a need for better internal collaboration and supports through centralization, shared resources, communication and collaboration.

ONE DAL APPROACH

Recommendations and Principles for Recruitment, Communications, and Pathways Coordination and Collaboration at Dalhousie University

Dalhousie offers a full suite of distinct holistic pathways and support services for equity-deserving students, with emphasis on Indigenous students (particularly Mi'kmaq) and African Canadian/Black students (particularly Historic African Nova Scotian). The principles and recommendations outlined in this document propose to help facilitate greater coordination and efficacy within and across these important programs to more optimally promote a culture of access, belonging, and success.

The suggested principles below recognize that creating structures and mechanisms for information-sharing and collaboration will strengthen Dalhousie's capacity to reach and support qualified students who have been discouraged or excluded from joining Dalhousie because of systemic barriers within the University and/or across the broader community. They will help create and promulgate best practices for community engagement and student enrolment and success.

Recommendation

Assemble a task force or steering group of relevant pathway leaders and other stakeholders who will meet on a quarterly basis (at minimum) under the direction of the Offices of Equity and Inclusion and Student Affairs. This group will serve as a forum to plan and coordinate recruitment, pathways, and support activities in alignment with institutional strategic goals, the shared resources and promising practices and the recommendations from prior reports. They will either work closely with or be part of the Pan-University Committee for student access and success situated in the Office for Equity & Inclusion.



Principles to Guide Inter-Program Collaboration and Coordination

REGULAR AND DELIBERATE CONNECTION

On an intentional basis, pathway leaders and other stakeholders should share information and resources with each other regarding:

- Proposed annual activities for recruitment, outreach, and support, with a particular eye to initiatives and events that could have connections to or positive outcomes on the success of other programs. These should be published in an evergreen calendar.
- Community contact lists and other helpful resources.
- Outcomes of research related to the effectiveness of recruitment or community outreach efforts.
- Changes to regulations, procedures, and practices in recruitment, communications, and initiatives that could have an impact on pathways and groups (e.g., changes to admission criteria)

Stakeholders should share information and cooperate with each other in the planning, execution, and sponsorship of initiatives and events. Such coordination can be facilitated through the task force or steering group described above.

Programs considering and/or conducting program-specific recruitment initiatives or community outreach should always communicate these to or through the task force to provide an opportunity for central and inter-program participation/cooperation.

STUDENT-FOCUSED LENS

The interest of prospective students should always come first across all points of engagement on behalf of Dalhousie. Central or faculty-led outreach and support efforts should respond to a student's expressed educational objectives, whether they match a particular program's specific objectives.

COMMUNITY-MINDED APPROACH

The interest of community members and community leaders should also be key to any discussions of the task force. Dalhousie should be as coordinated and thoughtful as possible when engaging in community and calling upon trusted community members for advice.

AMBASSADORSHIP

All stakeholders should represent themselves as part of Dalhousie and understand and reflect the university brand accurately through all interactions. Regardless of the objectives of a single event or initiative, all stakeholders are necessarily Dalhousie ambassadors.

INCLUSIVE DECISION-MAKING

We will prioritize respectful relations and safe and accountable spaces for engagement and discussion. No decisions should be made without the full and direct participation of pathway leaders or stakeholders who are members of the groups or communities impacted by the activities under discussion.

CONTINUOUS IMPROVEMENT

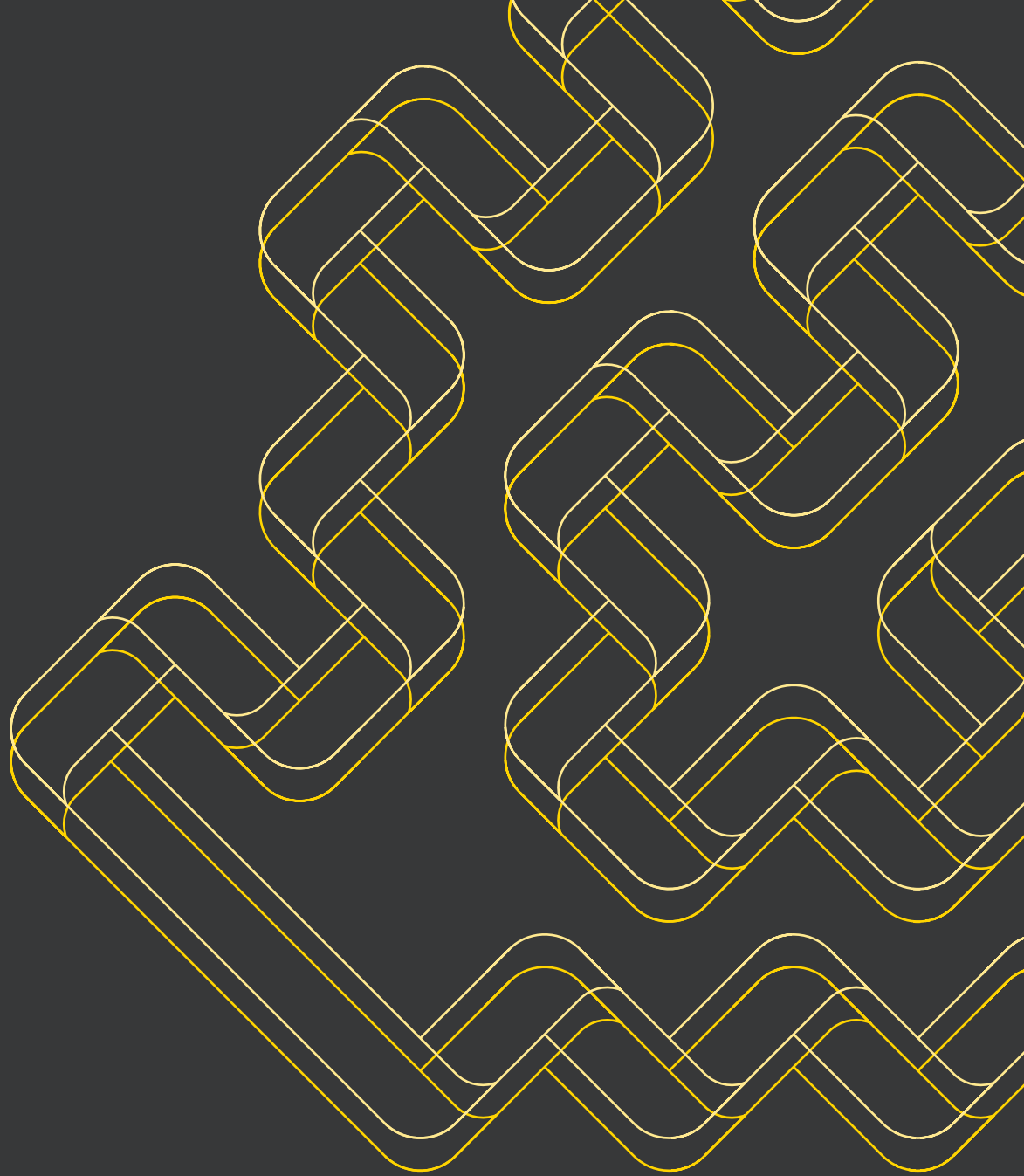
The task force will be committed to ongoing learning, evaluation, and progress.

COLLECTIVE RESPONSIBILITY

All community members will play a role in advancing our EDIA efforts.

INCLUSIVE EXCELLENCE

Equity, diversity, inclusion, and accessibility must be integrated into and framed by the task force in terms of excellence and quality.



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