



ACKNOWLEDGEMENTS



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This project would not have been possible without the support of the Provost Office and the Office for Equity and Inclusion who, led the project and ensured its success.

We are grateful to all the faculties and non-academic staff at Dalhousie University who participated in the presentations, the facilitation, and in providing the data for this document. The information in this document is not that of the Office for Equity and Inclusion but what was provided to us from the various units and the workshops held.

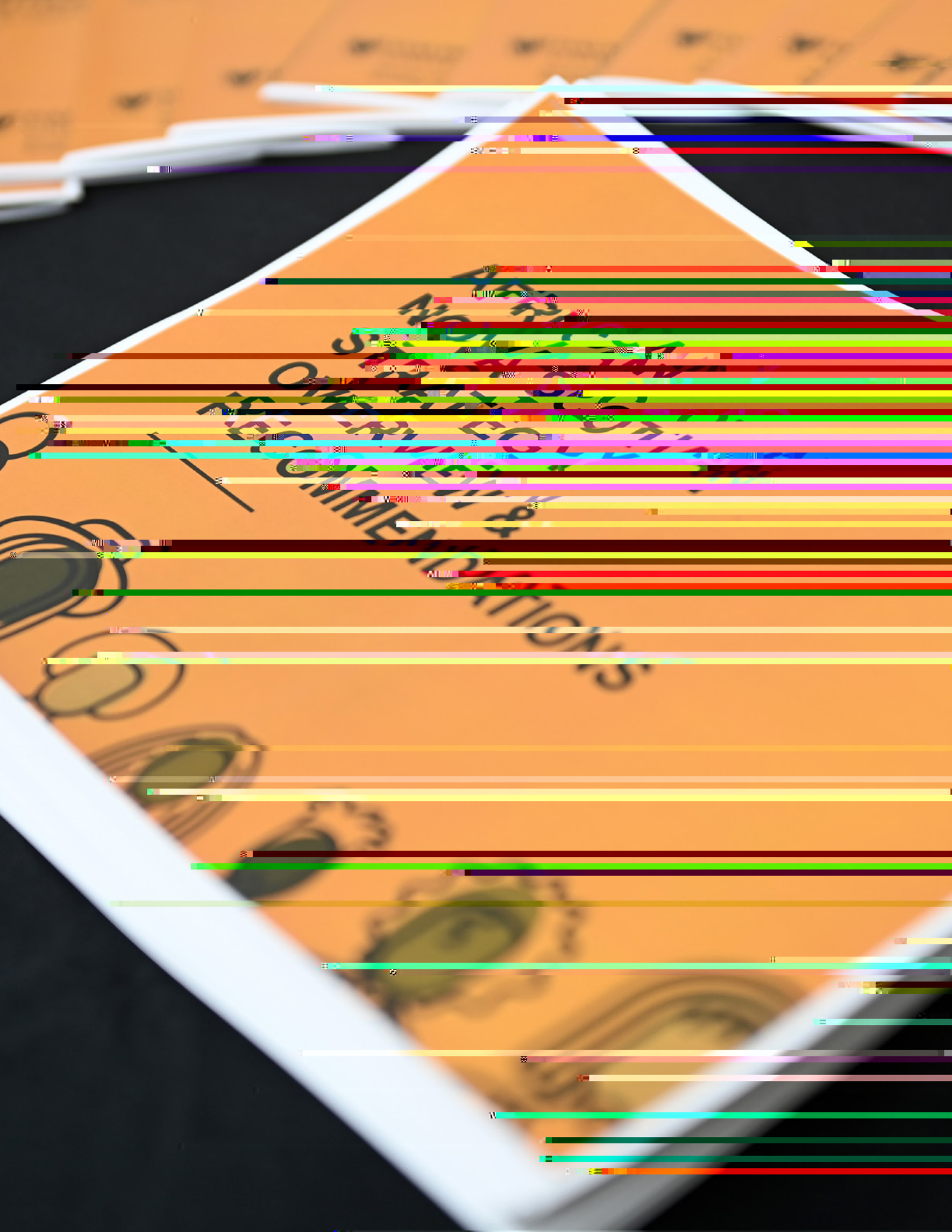
Special thanks go to Krystle Henry, who coordinated, facilitated, and recorded the workshop presentations. Many thanks to Leah Mabhurukwa, who worked with all the faculties to compile the data and create this document. We are also grateful to members of the Office of the Vice-Provost, Equity and Inclusion team, who reviewed the manuscript and provided feedback as well as the Communications, Marketing & Creative Services team for working with us to design and present this document to you.

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AARON
SUNSHINE
OCEANIC
REGULAR
GIMMICKS & TRICKS
COMMENTS



INDIGENOUS HEALTH

First staff of musical notation with notes, rests, and accidentals.

Supports and Services

Second staff of musical notation, continuing the piece with various notes and rests.

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Supports and Services

• **Individualized Education Program (IEP)** – A written document that describes a student's unique needs and the services to be provided to meet those needs. It is developed by a team including parents, teachers, and specialists.

• **504 Plan** – A document that outlines accommodations and modifications for students with disabilities who do not qualify for an IEP. It is developed by a team including parents, teachers, and school administrators.

• **Accommodations** – Changes to the learning environment or materials that allow students with disabilities to access the same curriculum as their peers. Examples include extended time on tests, large print materials, and preferential seating.

• **Modifications** – Changes to the content or standards of the curriculum that reduce the level of difficulty for students with disabilities. Examples include simplified assignments, reduced number of problems, and alternative assignments.

• **Specialized Instruction** – Instruction provided by a teacher or specialist that is specifically designed to meet the needs of a student with a disability. This may include direct instruction, small group instruction, or individualized instruction.

• **Behavioral Intervention Plan (BIP)** – A plan that outlines strategies to address and manage a student's behavior. It is developed by a team including parents, teachers, and behavior specialists.

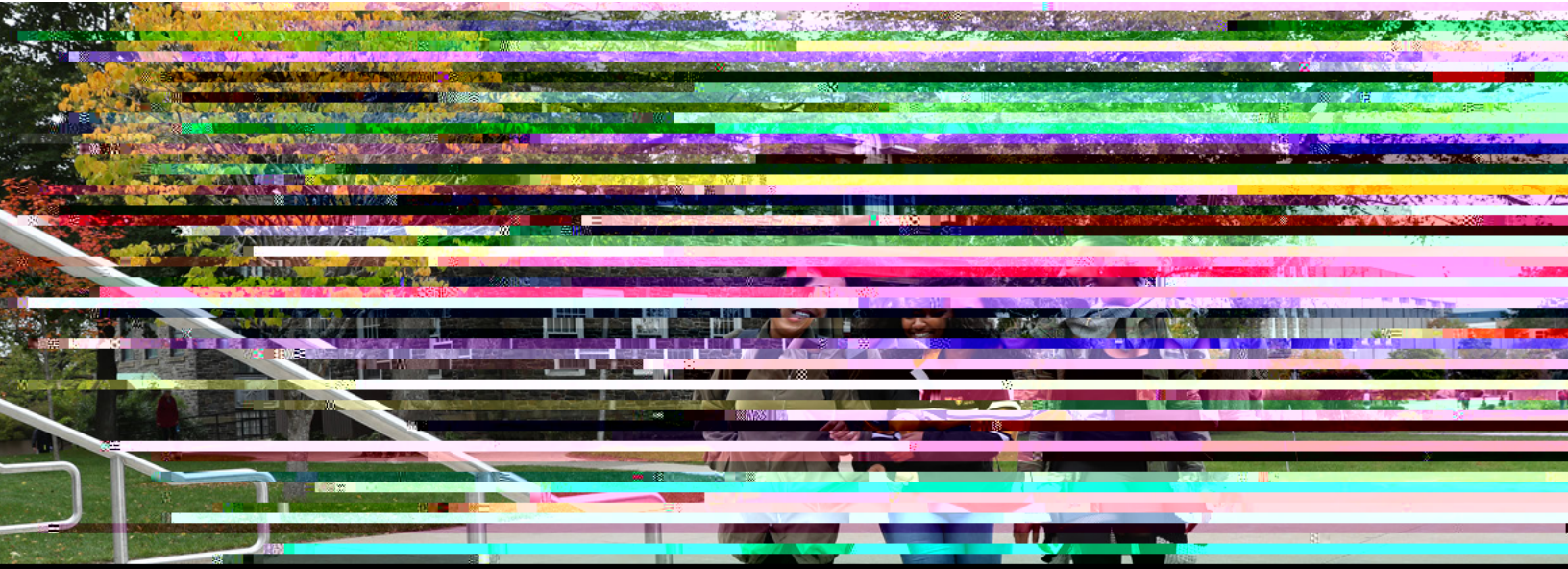
• **Transition Services** – Services designed to help students with disabilities prepare for life after high school. This may include career counseling, job training, and community placement.

• **Assistive Technology** – Devices or equipment that help students with disabilities perform tasks. Examples include text-to-speech software, screen readers, and communication devices.

• **Transportation** – Services provided to ensure that students with disabilities have access to school. This may include wheelchair-accessible buses or specialized transportation services.

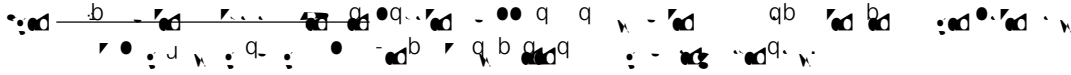
• **Health Services** – Services provided to address the medical needs of students with disabilities. This may include physical therapy, occupational therapy, and speech therapy.

• **Emotional and Behavioral Support** – Services provided to help students with disabilities manage their emotions and behaviors. This may include counseling, social skills training, and crisis intervention services.



STUDENT ADVISING CENTERS

BLACK STUDENT ADVISING CENTRE

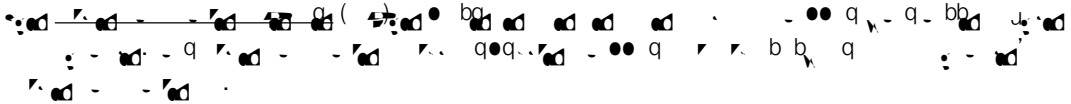


Supports and Services

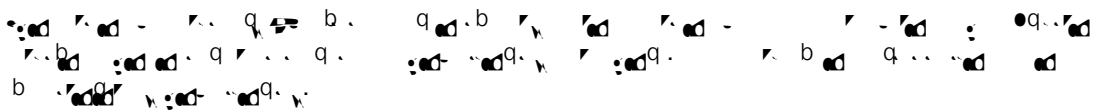
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INDIGENOUS STUDENT CENTRE



INDIGENOUS ADVISORY COUNCIL





GENERAL RECRUITMENT STRATEGY

1. Recruitment Strategy

2. Recruitment Strategy

3. Recruitment Strategy

4. Recruitment Strategy

FACULTY SPECIFIC

ADMISSIONS POLICIES

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FACULTY OF ARCHITECTURE & PLANNING

RECRUITMENT

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FACULTY OF ARTS AND SOCIAL STUDIES

2021. The Faculty of Arts and Social Studies is pleased to announce the following courses for the 2021-2022 academic year. The Faculty is committed to providing a high-quality education and a supportive learning environment for all students.

The Faculty of Arts and Social Studies offers a wide range of courses in the fields of literature, history, philosophy, and social sciences. Our faculty members are experts in their respective fields and are dedicated to providing the best possible education to our students.

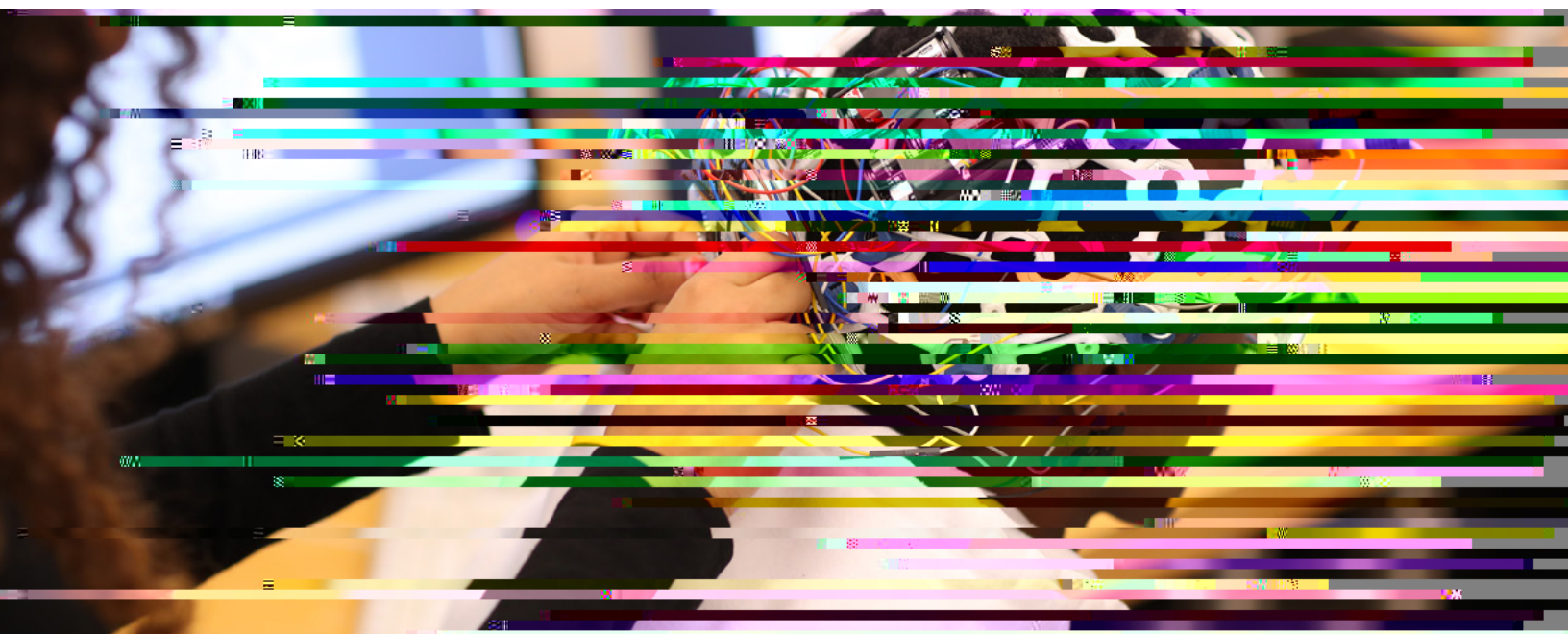
COURSES

The Faculty of Arts and Social Studies offers a variety of courses, including:

- Introduction to Literature
- History of the World
- Philosophy 101
- Social Psychology



FACULTY OF COMPUTER SCIENCE



FACULTY OF DENTISTRY

RECRUITMENT

FACULTY OF HEALTH COLLEGE OF PHARMACY

RECRUITMENT

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**FACULTY OF HEALTH
SCHOOL OF HEALTH
ADMINISTRATION**

FACULTY OF HEALTH

FACULTY OF HEALTH SCHOOL OF HEALTH SCIENCES

RECRUITMENT

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ADMISSIONS

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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

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FACULTY OF HEALTH

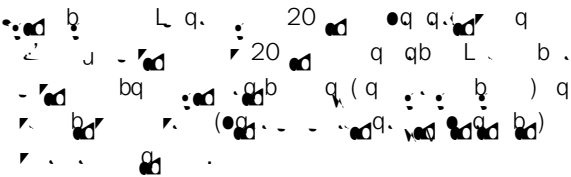
FACULTY OF HEALTH SCHOOL OF NURSING

RECRUITMENT



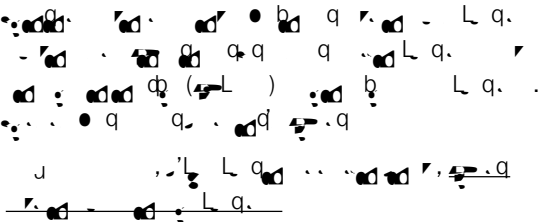
Musical notation for Recruitment, consisting of three staves of music with various notes and rests.

ADMISSIONS

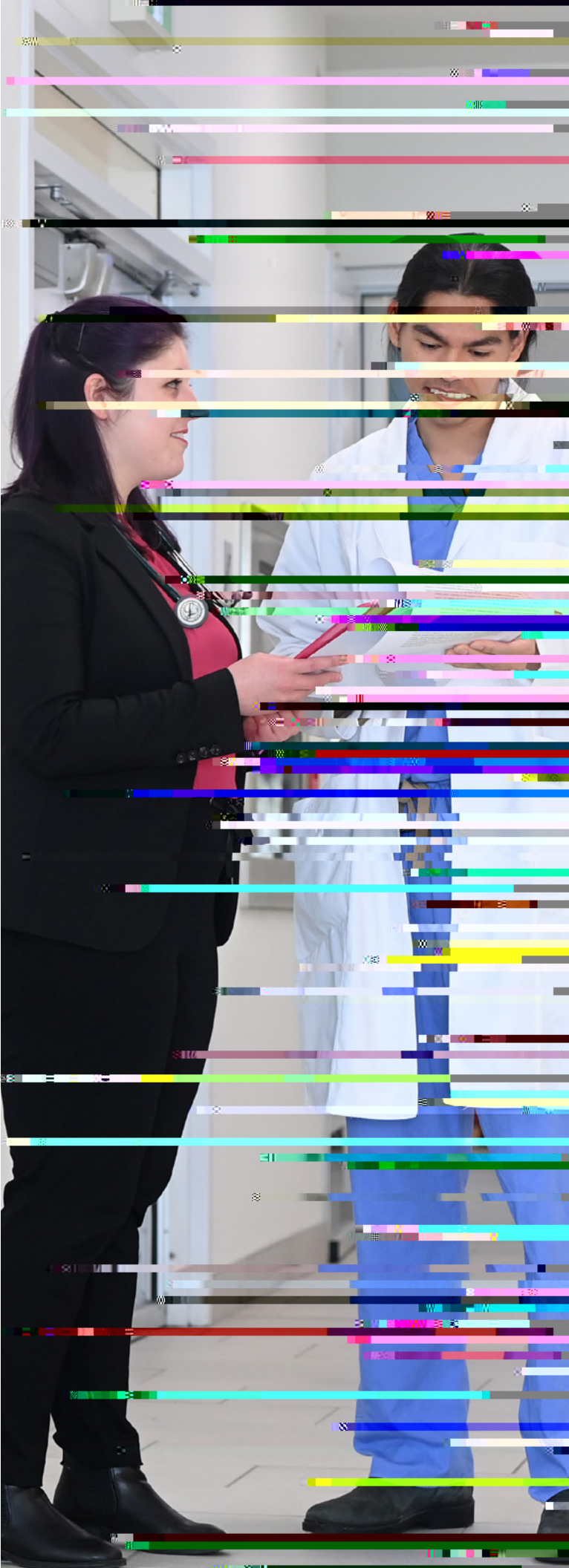


Musical notation for Admissions, consisting of two staves of music with various notes and rests.

SUPPORTS AND SERVICES



Musical notation for Supports and Services, consisting of two staves of music with various notes and rests.



FACULTY OF MANAGEMENT

RECRUITMENT

2020



FACULTY OF MEDICINE

RECRUITMENT

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ADMISSIONS

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INDIGENOUS ADMISSIONS PATHWAY

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.



FACULTY OF SCIENCE

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RECOMMENDATIONS

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Financial Resources

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Internal Collaboration

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INDIGENOUS SESSIONS

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Human Resources

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Community Engagement

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Financial Resources

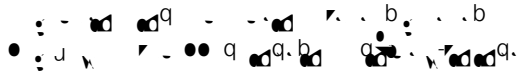
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ONE DAL APPROACH

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



Principles to Guide Inter-Program Collaboration and Coordination

REGULAR AND DELIBERATE CONNECTION

• Regular and deliberate connection is a key principle for inter-program collaboration and coordination. It involves establishing consistent communication channels and schedules between different programs to ensure that all parties are informed and aligned. This can be achieved through various methods such as regular meetings, newsletters, or shared digital platforms. The goal is to foster a sense of community and shared purpose among the participating programs, which can lead to more effective collaboration and coordination. Regular communication helps to identify potential issues early on and allows for timely resolution. It also provides an opportunity for programs to share best practices and learn from each other's experiences. Deliberate connection, on the other hand, refers to the intentional and structured nature of these communication efforts. It involves setting clear goals and objectives for the communication and ensuring that all participants have a voice and are actively engaged in the process. This approach is essential for building trust and rapport between programs, which is a prerequisite for successful collaboration and coordination. By prioritizing regular and deliberate connection, programs can create a strong foundation for their collaborative efforts and maximize their impact.

DALHOU-