



# Dal Purpose & Social Responsibility

DALHOUSIE UNIVERSITY  
STRATEGIC PLANNING PHASE III

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*How we should engage with the regional communities around us  
and reinforce our value for the province and the world?*

## Team Members

Self-Study Team report submitted to the President, Dr. Deep Saini, and Provost, Dr. Teri Balsler, on May 6<sup>th</sup>, 2020 in fulfillment of the Dal Purpose & Social Responsibility mandate with the help and support of the team

*We would also like to thank our Executive Champion Matt Hebb, Leanne French, Amarea Greenlaw, Brenda MacPhee, Michele O'Neill, Susan Spence, & Dal Analytics Team for their support and all the individuals who made time to meet with us.*

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## Executive Summary

The purpose and multifunctionality of a modern-day university have evolved in the light of an increasingly complex socio-economic environment, increased global sustainability efforts, change in the availability of funding structures, cultural evolution through rising social mobility and in the way society talks about the role of universities within their regional and global space. In the last decade or so, this evolution has put a significant focus on rethinking the three missions of universities – education, research, and service. Universities are now not only expected to deliver but are held accountable for their role as drivers of economic growth, champions of research and innovation and promoters of social integration.

Universities are likened to innovation hubs and champions of solution-oriented scholarship to world problems. As the world tackles issues of sustainability, populism, social injustice and inequity, the role of a university's social responsibility has come under increased scrutiny. Universities are



now increasingly reflecting on their social and strategic functions in society. *The important questions Dalhousie needs to ask itself are: what strategy and to what effect are we engaging in our social responsibility? Are we transforming the way higher education addresses societal issues? How are we prompting change to benefit our regional and global communities and, most importantly, on what fronts can we do more to instigate transformational change and positively impact our communities?*

This thought-paper focuses on the purpose and social responsibility of Dalhousie University. The paper aims to clarify concepts of University as Public Good and University's Social Responsibility through an external lens of best practices around the globe and an internal lens of where we stand in our purpose and social responsibility. Furthermore, this paper will make recommendations for the Strategic Planning Process to further Dalhousie's commitment to civic and community-engaged scholarship and to advance its education, research, and services to promote flourishing communities regionally and beyond.

First, we explore the role of higher education and highlight the shifts from knowledge transfer to knowledge mobilization, from disengaged, aloof and elitist institutions to engaged, relevant and civically inclined institutions, giving purpose and infrastructure that promotes economic growth through its academic expertise. This discussion also presents a rationale for Dalhousie to be more civically engaged in its social mission and social impact initiatives. We present the rationale by exploring global trends in higher education, comparing reputation studies, listening to public opinion and using global ranking metrics to gauge the trends in social responsibility dynamism. Through such investigations, we also highlight the various definitions and terms including civic role, social responsibility, public good, engaged and relevant institutions that are interchangeably used to refer to the dynamism in education, research and service aimed at making a social impact that is relevant to economic growth and provincial prosperity. Staying within the boundaries of our given mandate, we have significantly narrowed down the scope of social responsibility to concentrate on Dalhousie's social impact focused on engaging with our regional communities and socio-economic wellbeing. We also align our recommendations of social impact on the foundation that fair, equitable and socially just community engagement is key to a flourishing and thriving province.

We conducted an investigation of the status of Dalhousie's engagement with its regional and local communities. An extensive PEST (Political, Environmental, Social and Technological) analysis informed by provincial resources including the One Nova Scotia Report, and other governmental resources is conducted to manifest the lack of external outreach into the communities. PEST analysis is an academic exploration of the environmental scan and Dalhousie's unique placement within the province. This analysis is then supported and compared by an internal SWOT to navigate the happenings within Dalhousie - where we are succeeding, where we have the capacity to engage with our communities and where we are failing and need to be more proactive in engaging with our communities. Lastly, the section surveys the social responsibility initiatives happening in U15 and global universities to provide an external scan and best practices repository for Dalhousie to take inspiration from in the Appendix 3.

The environmental, internal, and external scans not only demonstrate the good work already underway at Dalhousie, but also provide insights into the remaining work that requires our institutional attention. It was heartening to explore the social responsibility initiatives underway and meet members of Dalhousie

community with strong motivations to engage in social impact praxis. One such example of the good work happening at Dalhousie, which became evident, is the good intentions and will to move forward with our social impact agenda through the extremely relevant work on the Belong Report and the Lord Dalhousie Report – however, we found that mobilization of the recommendations from these reports is slow, lacks structural commitment and requires sustainable monitoring and evaluation of these reports to move forward. We identify the mammoth task at hand to walk the talk on all our EDI goals; therefore, in a call to action, we have provided a focused study of socially civically engaged Dalhousie within the scope and agency of engaging with the communities of African descent within Nova Scotia. The purpose is to present a tangible and doable format that can be used as an infrastructural model and be extended to other communities through adaptations.

Lastly, we present recommendations aligned to the mandate of giving a regionally and globally relevant purpose to Dalhousie and how we can work together to promote a socially responsible, civically engaged institution that benefits its surrounding communities, its students, faculty and staff, and the world at large.

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### *Scope and Agency of the Study Group*

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This thought-paper is an outcome of the third phase in a four-phased strategic planning process spearheaded by the Provost and Vice President, Dr. Teri Balser. The first phase was pivoted from previous strategic directions while considering important ideas and themes to be carried forward. The second phase: Learning Circles (LC), included the investigation of significant themes relevant to Dalhousie University's strategic directions and culminated in each team presenting their findings at the Fall 2019 retreat. The Learning Circles retreat narrowed the strategic focus to eight Self Study Teams. It must be noted that Dal Purpose and Social Responsibility Team was not carried forward from a previous Learning Circle, but was created in Phase III to address overarching themes of three LC: International and Global Engagement, Universities and Sustainability, and Solving Global Challenges. Each Self Study Team was given a specific mandate to address in their report by engaging broadly, considering all stakeholders, weaving equity, diversity and inclusion in informing recommendations, identifying infrastructure or other enabling factors that can support Dalhousie move forward with each specific strategic direction.



The report is also an attempt to capture the massive work, engagement and perspectives involved in the undertaking of becoming a socially engaged and relevant university. Knowing this theme was added in Phase III of the strategic planning process, there is a deliberate attempt to capture the literature informed praxis, best practices, provincial and regional environment scan and a SWOT analysis regarding social responsibility. These documents can be found in the Appendices.

The uniqueness of the entire process was informed by the following key principles:

- Grassroots involvement across the university
- Driven by lived experience and interests
- Informed by expertise
- Goal-defined (versus path-defined)
- Builds on prior work
- Focuses on being bold, future-oriented, and transformative

The mandate for Dal Purpose and Social Responsibility Self Study team was to explore how we should engage with the regional communities around us and reinforce our value for the province and the world. In exploring the theme of Social Responsibility, we found out that University Purpose and Social Responsibility is an umbrella term that carries many potential areas of social impact including culture, climate, health, sustainability, local and international imperatives, and university-community partnerships. To build capacity within the strategic planning process and avoid overlapping themes with other teams, we intentionally narrowed down the focus of our team to university-community perspectives with a strong focus on social impact.

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*“The last five years have given us confidence as an institution that if we think beyond our own borders, beyond our own immediate jurisdiction, beyond the scope of the university, and think about bigger societal issues, and who else might share an interest in addressing those societal problems or opportunities, we get a lot more done.”*

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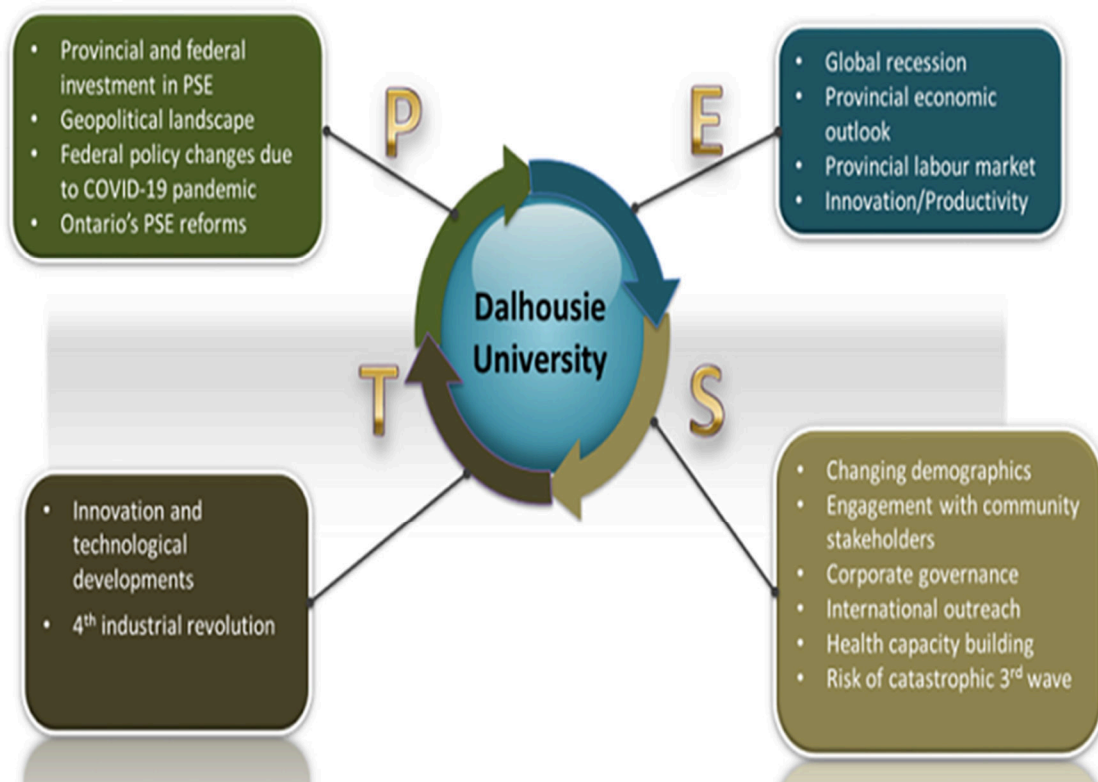
Keeping true to the key principles mentioned above, we invited team members from across university based on their academic expertise, lived-in experiences, and diverse backgrounds. Furthermore, the internal twenty-three consultations reflect Dalhousie community’s voice on issues related to USR. Our recommendations are in alignment with previous strategic directions and focus on transformative and future-oriented recommendations informed by current literature, an in-depth environmental scan, stakeholder interviews and an external scan of higher education institutes involved in Social Responsibility initiatives.

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## Key Findings

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Informed by the internal scan through consultations and Dalhousie's previous strategic documents, we conducted a PEST and a SWOT analysis (summarized in the report in Figure 5 and Figure 6, respectively) that helped us understand the expectations of Dalhousie community regarding our purpose and social responsibility. Added to the internal scan, we also wanted to inform our recommendations based on the current trends in USR from an external lens of academic and environmental perspectives. Based on these scans we identified major critical challenges for Dalhousie within its regional and global communities and investigated global trends in higher education institutions to promote and sustain our purpose and social responsibility.





### LACK OF A SOCIAL RESPONSIBILITY STRATEGY

Many faculties and units at Dalhousie are actively involved in pursuing social responsibility work. However, this work is usually done at the faculty or individual level. We found that there is a gap in institutional commitment and structural framework from Dalhousie's strategic leadership in the representation, support and expansion of the work faculties do to engage with communities at the academic, economic, and social level.

### LACK OF COMMUNITY ENGAGEMENT STRATEGY

Under strategic priority 3.3 Service, Dalhousie has made substantial progress in economically impacting the regional and local communities. However, one key priority was to develop a focused 'public service strategy' by December 2016. We acknowledge that bits and pieces of such work are underway, but a central strategy is needed to institutionally drive this priority forward.

## **MASSIFICATION AND DIVERSIFICATION OF STUDENT DEMOGRAPHY**

Trends in globalization, supra national policies, technological growth and transnational higher education have posed additional layers of massification and diversification in higher education. In such circumstances, Dalhousie needs to develop a strong EDI-infused strategy that equitably promotes student and community growth.

## **SOCIO ECONOMIC BARRIERS TO ACCESS**

In the light of our Self-Study mandate, our province can thrive only when we intentionally and deliberately create pathways and ease of access for ALL our community members. Provincial reports show that the socio-economic barriers impact the student, their family, and their community, and take a considerable toll on our province's health, social welfare systems, and economy. This problem requires Dalhousie to offer programs that provide education for all and remove barriers to access. This will directly impact the economy in the future.

## **SPARSITY OF FUNDING**

Declining resources impact the deliberation around social responsibility initiatives. There is a critical need to develop partnerships that are financially beneficial and academically relevant to our students, faculty, and staff.

## **CONFLICTING PRIORITIES**

The intention to mobilize social responsibility is often marred by conflicting priorities when it comes to funding allocations. The reflection of social responsibility in Dalhousie's budgeting allocation will provide the institutional commitment and infrastructural pieces needed to move such initiatives forward.

## **SILOS**

One question that kept coming up through the SWOT and PEST analysis is how does Dalhousie as an institution learn and grow? The inherent silos and unavailability of our own initiatives for others to take inspiration from and learn from is a missing piece in building our social responsibility capacity.

## **COMMUNITY REPRESENTATION**

Diverse community representation is another important piece that needs strategic level initiatives. How do we include our community in decision-making relevant to the local and regional community? How do we address community issues without adequate representation from our community? On a similar note, Dalhousie's outreach to community and presence in the community needs strategic support to

build trust within our communities. Our website and campus do not have a physical or virtual ‘front desk’ which can give community access to the expertise Dalhousie can offer.

### **UNSUSTAINABLE PARTNERSHIPS**

Our internal and environmental scan highlights the value individual faculty members bring to communities through individual partnerships. However, these partnerships stay at the individual level which often creates a void if the person in charge leaves. There is a critical need to support and acknowledge these partnerships at an institutional level to gauge trust as well as sustain these partnerships even after the pioneering agencies have left.

### **KNOWLEDGE MOBILIZATION**

Another key area to promote social responsibility for local and regional development is mobilization of our research expertise. Members from our School of Social Work have highlighted the distrust and frustration felt by communities where Dalhousie engages with research, but communities do not see how they can benefit from this research. Infrastructural and institutional level support, reporting, grant criteria to promote social responsibility is needed to foster a thriving province.

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### *Limitations of the Study*

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This report is an ambitious attempt to capture key strategic directions for Dalhousie to internalize its intentionality for promoting social responsibility that will help the province thrive. The report has limitations which posit scope for future study.

1. Constrained by time, resources and availability of pertinent data. We didn’t know what we didn’t know. Moving forward, we would encourage study groups to reach out to institutional units earlier to find out existing data.
2. Learning from our community is critical to this strategic theme; however, community engagement at an institutional level requires tact and protocol. This was beyond the scope and agency of the self-study group and moving forward, this important community-informed piece can help identify critical areas in social responsibility to be addressed in the strategic direction.

3. The co-leads appreciate the opportunity and learning provided by this project. We feel that balancing our regular jobs and working on the report was quite challenging at times.
4. Social Responsibility is an overarching umbrella term that cross pollinates through the eight strategic teams. Although we have a narrowed focus on social impact, moving forward, it would be fruitful to build the scope and capacity of social responsibility through the lens of the other seven teams.
5. Given time and capacity in finding current practices at Dalhousie pertaining to our mandate, we acknowledge that some recommendations might already be underway and hence redundant.

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### *Recommendations*

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We aligned our recommendations to the strategic framework introduced by Provost Dr. Teri Balser in her presentation at the January 30<sup>th</sup> retreat and focused on three dimensions: Dal as a place to work and learn, Dal as a regional driver and Dal as global presence. Taking a social lens to each of these three themes defines what makes Dal an *Engaged and Socially Responsible University* (see figure below). Some of the initiatives we recommend for implementing the strategies we propose are bold and longer-term, others can be implemented more easily. Also, any social responsibility strategy Dalhousie will be developing has to be grounded in the local social history of Nova Scotia.

Our key recommendations are summarized below. Section 5 of the report presents several key initiatives we propose as supporting these strategies.

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#### *One Dal – Dal as a Place to Work and Learn*

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- Embed social responsibility in the fabric of the university through governance and structure policies
- Develop programs to promote community development within teaching and learning resources
- Prioritize knowledge mobilization of research for the development of local and regional communities

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## *Partners in Prosperity – Dal as a Regional Driver*

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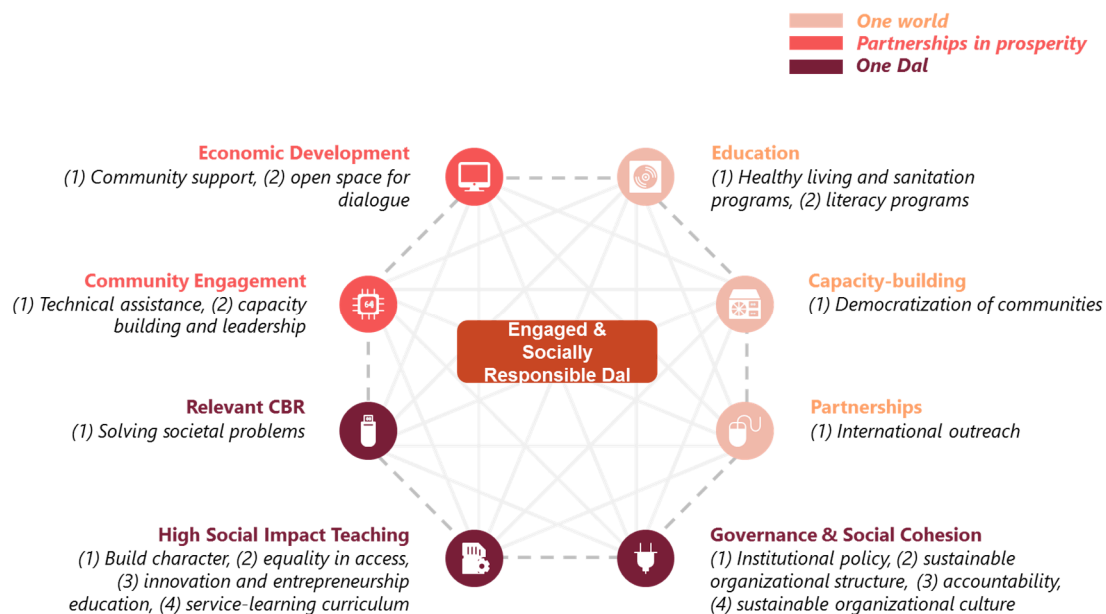
- Develop partnerships with regional, local and global communities, organizations and businesses with the aim of solving community problems and increasing socio-economic welfare
- Be a regional leader in creating safe spaces for dialogue and learning for the community on issues of urgency, controversy, and debate

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## *One World – Dal as a Global Presence*

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- Develop international partnerships with institutions and organizations actively pursuing social responsibility and seek opportunities for collaboration for public good
- Pursue global initiatives with the purpose of strengthening our regional community
- Prioritize opportunities for international research that focus on community development



## Dal Purpose & Social Responsibility Recommendations

## 1. University – Purpose & Social Responsibility

The concepts of sustainable living and sustainable business practices have been an integral part of responsible and ethical corporations - a concept commonly known as Corporate Social Responsibility (CSR). In the last few decades, the rapid depletion of critical resources, the impact of aggressive urbanization on soil erosion, climate change-related disasters, and eye-opening awareness on issues related to social justice have prompted many business leaders around the globe to actively participate in the rebuilding of communities, preservation of resources, minimizing carbon footprint, and contributing to the improvement of the overall standard of living of workforce. When John Elkington, in 1994, coined the phrase "triple bottom line" as a way to measure the real value being created by businesses, he wanted to make sure that decision-makers understood the strong interconnection between making money and having a healthy planet and improving people's lives. This concept, where organizations should be in a position to "make money by doing good," has been at the core of the guiding principles of many respectable institutions. They were able to obtain the social license to operate (SLO) and focus on doing the right thing through meaningful initiatives that contributed to the betterment of society.

In a similar fashion and given the context of knowledge economy, universities around the globe have stepped up to do their part – hence the concept of University Social Responsibility. Universities are considered to be a nexus of knowledge where innovation, best practices and wisdom are born, a temple whose mission is to go beyond just teaching and research and to lead the way in providing solutions to a wide variety of societal issues. More importantly, unlike corporations, institutions of higher learning are seen as milieus where people are too smart and socially conscious to be indifferent to global and societal issues such as oppression, racism, pollution, war and poverty. Increasingly, the general public now holds institutions like Dalhousie University in high regard and expects that through its strategies, infrastructure, and initiatives, they will significantly contribute to the betterment of humankind. It is expected to lead in innovation, technology, science and social and economic engagement in an effort to create healthier happier communities. This is why we firmly believe that the multiple aspects of SR should be deeply entrenched in Dalhousie's core values and objectives and should guide how we operate. Therefore, it is imperative for the university to develop a strategic framework that includes initiatives that can significantly contribute to improving the living conditions of those around us.



### *1.1. The Civic Role - From Service to Engagement*

The university's third mission reflects the expectation that all staff, students and faculty engage in the sharing and utilization of knowledge, competencies, skills, resources and expertise to highlight and address important issues impacting the regional, national and global communities (Chen & Han, 2005). Among the three dimensions of the academic mission of a university—teaching, research and service—the meaning of the latter has probably been the most debated and evolving. The (public) service mission refers to the relationship of the university with its community. Rooted in the public good nature of universities, the third mission traditionally illustrates the broader social purpose dimension of universities (Preece, 2017). Some of the social purposes of higher education that can contribute to the public good include social justice through equal access, the pursuit of knowledge to expand human understanding and creativity, the development of a wide variety of capacities and skills across the population, and the education for democracy (Singh, 2001).

The third mission of the university has been interpreted in multiple ways, and it has adapted to changing societal needs and internal dynamics of the university through adaptive models of land grant universities or vocational, entrepreneurial, and adult Ed programs. Therefore, the term “service” has been gradually replaced by “scholarship of engagement.”

Multiple frameworks have been used to describe elements of teaching and learning within the scope of the scholarship of engagement (see Appendix 1 for a sample of the most common models of an engaged and socially responsible university). We have chosen to present ten dimensions of engagement proposed by the National Forum on Higher Education for the Public

## SCHOLARSHIP OF ENGAGEMENT

“Scholarship of engagement involves connecting the rich resources of the university to our most pressing social, civic, and ethical problems. Campuses would be viewed by both students and professors not as isolated islands, but as staging grounds for action. But, at a deeper level, I have this growing conviction that what’s also needed is not just more programs, but a larger purpose, a larger sense of mission, a larger clarity of direction in the nation’s life as we move toward century twenty-one. Increasingly, I’m convinced that ultimately, the scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other, enriching the quality of life for all of us” (Boyer, 1996, p.19-20).

Good (London, 2003) to provide an overview of what scholarship of engagement might mean in our context (see Table 1).

With the transition from a resource-based to a knowledge-based economy, universities have seen new increased pressure to contribute to social and economic development (Nelles and Vorley, 2011). As key producers, disseminators and potential appliers of knowledge, modern universities can drive economic development through innovation (Etzkowitz et al., 2000; Schmitz et al., 2017). To this end, “the triple helix model” of Etzkowitz and Leydesdorff (2000) refers to the interaction between university-business-government to advance economic and social development through innovation.

This corresponds to a move towards the “entrepreneurial university”, one that as a third mission “embraces its role within the triple helix model and adopts the mission of contributing to regional/national development” (Philpott et al., 2011). “The triple helix model” has been expanded to a “quadruple helix model” that adds “the media-based and culture-based public and “civil society” (Carayannis and Campbell, 2012), and then to a “quintuple helix model” that adds the “natural environments of society” (Carayannis et al., 2012). Also, universities nowadays play the role of “anchor” institutions that are not just “in” the community but “of” the community contributing to the major challenges facing society (Goddart, 2016).

To sum up, it is important to note that community engagement should not be relegated to the third mission of the university but rather integrated into the teaching and research missions of the university (Hall, 2009; Fitzgerald et al., 2012). Thus, the terms “service” and “engagement” are not seen as interchangeable anymore.

*Table 1: Dimensions of Engagement (London, 2003)*

Access to Learning	ensure highest quality of education to a diverse student body
Enhanced Diversity	promote inclusive education with a wider outreach to diverse communities
Civic Learning	develop civic competencies necessary to solve local and global issues, develop skills necessary for multicultural taskforces and jobs of the future
Public Scholarship	encourage creation of new knowledge and creativity in the humanities, sciences and social sciences that will help societies flourish
Social Wellbeing	contribute through research and knowledge mobilization to the economic and social well-being of communities, regionally, nationally & internationally
Trusted Voice	be a rational, evidence-based voice in issues of local and global controversy, and educate public around sensitive political, economic and ethical issues
Public Spaces	propagate the meaning and importance of civic values and civic participation by providing space and support for public deliberation
Economic Growth	resourcefully collaborate with diverse groups, organizations, institutions, and communities as mutually helpful partners for shared and common values
Self Governance	lead by example and be champions of transparency in their everyday operations
Public Accountability	build and place support structures that check accountability of our service to the community

## 1.2. University Social Responsibility

According to Hollister (2017, p. 5) “[i]n a global context, *university social responsibility* (USR) is the phrase that is used most widely to describe the public and community service activities and impacts of institutions of higher education. It is often used to refer to what Global Northern representatives call “civic engagement” and “community engagement.” In many discussions, the terms “social responsibility” and “civic engagement” are used interchangeably. However, it is important to note that “university social responsibility” also can be, and in practice often is, a more encompassing concept, one that includes the social impacts of the full range of university functions, and includes corporate social responsibility issues such as the energy efficiency of building design, employment policies, purchasing and financial management.”

Unibility (2017, p. 1) refers to USR to denote “all aspects of universities’ impacts on society, both in terms of direct engagement and of internal strategic practices.” Like engagement, USR is a multifaceted concept that was developed in various ways by HEIs, organizations and networks (see Table 2). Reiser (2007) identified that USR could have four types of impact: 1) organizational impact of the university’s relationship toward employees, 2) cognitive impact based on the responsibility to distribute research findings, 3) social impact by supporting communities of practice that enhance social engagement, and 4) educational impact demonstrated in the preparation and development of students to be responsible citizens.

### *Value Proposition for Being an Engaged and Socially Responsible University*

- better meet the expectations of today’s students looking for high-impact educational experiences and careers
- can increase the attractiveness of the university to top students, faculty, and staff
- can increase the relevance and impact of university’s research both locally and globally
- university cannot succeed in a failed community or society. Further, by investing in its communities, the university can improve community quality of life, helping attract students, faculty and staff to live, study and work in its desirable locale.
- improves the institution’s public reputation and brand;
- increases its ability to attract donor money and meet the needs of a more engaged donor in future;
- increases the attractiveness of its graduates to future employers, who increasingly seek students with these skills and perspectives.”
- helps to get the word out about the broad public benefit they generate. Sharing their knowledge, expertise and assets externally further demonstrates their value to society, not to mention the ever-vigilant taxpayers.

*Source: Strandberg, 2017, p. 26*

Table 2: HEIs and organizations that proposed models for engagement and USR



Source: Pouyioutas, Iacovidou and Vrioni (2018)

Following more than ten years of work on university-community engagement, *Universities Canada* (UC) launched the Social impact initiative in 2018 as a “pan-Canadian initiative to map, strengthen, and promote the social impact of Canadian universities in their local communities.” *For the purpose of this thought-paper, we use this initiative to build terms of reference for providing a rationale for Dalhousie to get more involved in USR.*

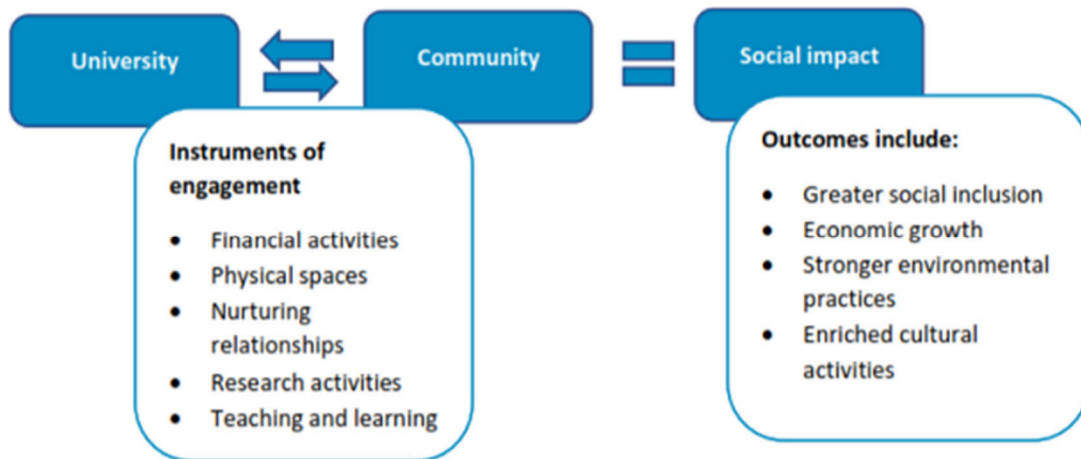
Universities Canada (2019, p. 7) defines the term social impact as “the positive outcomes of initiatives that tackle social, economic, environmental, and cultural challenges faced by people, organizations, and communities. This concept goes beyond the academic mission to holistically encompass all aspects of the institution including:

- ✓ Financial activities (i.e.: buying local and supporting nearby businesses)
- ✓ Physical spaces (i.e.: community access to gyms, meeting spaces, libraries, land, etc.)
- ✓ Relationships (i.e.: nurturing relationships with students, government, industry, etc.)
- ✓ Research activities (i.e.: researching innovative solutions to local challenges)
- ✓ Teaching and learning (i.e.: learning opportunities that directly engage with local communities)”

*Universities Canada* propose that when universities align their operations with the community it creates a bigger social impact. The outcomes include social

inclusion, economic growth, better environmental practices and an enriched cultural platform for all communities to thrive in (see Figure 1).

Figure 1: Instruments of and outcomes of engagement



Source: Universities Canada

### 1.3. Key indicators of Social Responsibility

According to Times Higher Education, University Impact Ranking now involves certain United Nations SDGs as key indicators of social impact. These indicators can serve as guidelines for universities seeking to promote social impact in the region and beyond.

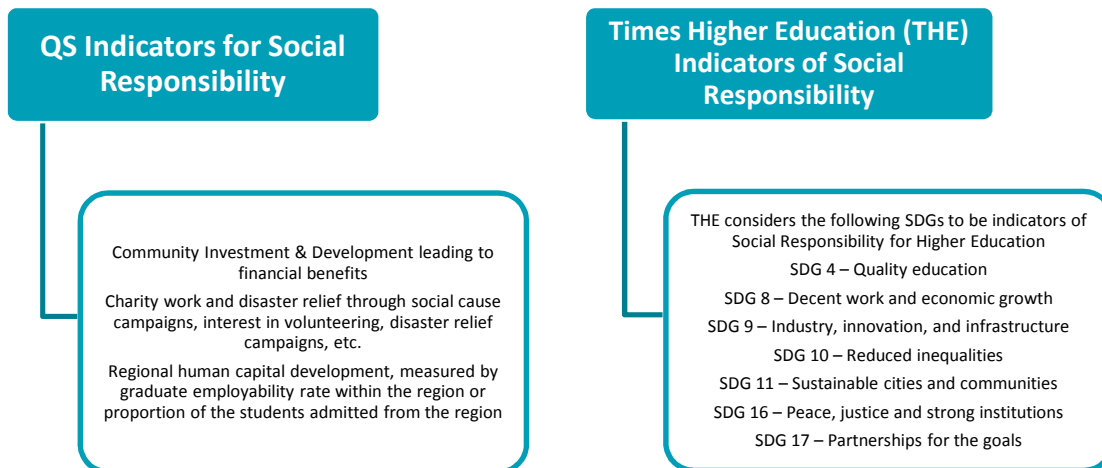
In this section, we capture the indicators and guidelines necessary for making a social impact and use the SDGs as a reference point for Dalhousie's strategic direction towards SR. Literature shows that when universities deliberately focus on the social impact SDGs dimensions to their engaged scholarship mission statement, then this connection leads to flourishing regional and global developments in all areas of socio-economic and academic endeavors by higher education teaching, learning and research areas.

These indicators are extremely relevant to Dalhousie university ranking goals because "a successful sustainable development agenda [for universities] requires partnerships between governments, the private sector and civil society. These inclusive partnerships built upon principles and values, a shared vision, and shared

goals that place people and the planet at the center, are needed at the global, regional, national and local level” (Times Higher Education, 2019, para. 1 ).

In celebrating Dalhousie’s success in the most recent Times Higher Education social impact global ranking, we are encouraged that Dalhousie has the capacity and infrastructure to maximize on its social impact initiatives. Also, in alignment with the performance indicators of USR, we have highlighted below the benchmarks for both QS and THE rankings in SR as potential standards areas of focus in the Dalhousie strategic directions (Figure 2).

Figure 2: QS and THE indicators for Social Responsibility



## 2. External Scan: Leading Practices U15 & Beyond

### 2.1. About the Scan

This external scan focuses on sharing the work of U15 and other global universities that have shown leadership and incredible commitments in establishing SR towards their region and beyond through community engagement initiatives and projects.

The aim of this scan is to

- present a variety of practices in SR

- b) tie those practices to what can be implemented at Dalhousie University
- c) identify shortcomings and gaps in current practices of SR that may be potential opportunities for Dalhousie to show leadership in innovating new SR and community engagement practices in higher education across the globe.

There are many individual and unit-level initiatives on SR happening in many universities in Canada and the world, however, for the purpose of this scan, universities that have demonstrated an institutional focus aligned to their mission were chosen to showcase university level commitments towards SR. This focus recognizes that SR is about systems change, and this report focuses on university systems and strategic planning. This scan includes universities showing collaborative networks as the successful establishment of institutional SR is about breaking silos within institutional units.

Practices were considered “leading” if they met SR criteria set by the QS and Times Higher Education indicators of SR. These ranking systems were chosen as a reference point with the knowledge that Dalhousie expects to increase its ranking by engaging in SR impact.

Section 3.2 is informed by the external scan (see Appendix 3) and highlights the global trends in USR.

## *2.2. National & global trends in promoting University Social Responsibility*

Universities which have shown higher social impact rankings and shown institutional commitment to SR have taken part in some or all of the following trends. In this section, we look at where Dalhousie can build its own capacity for SR. From the external scan, we have identified the trends in USR as follows (see also Appendix 3 for examples).

### **1. Involvement in Public Policy**

Many global and national universities are directly or indirectly involved in the public policy dialogues and debates either with their local governments or international organizations like UNESCO and Red Cross. This positioning gives relevant faculties an opportunity to provide expert opinion on issues, participate in research, solve issues and shape future policies.

### **2. Community-University Partnerships**

Another USR model followed by leading universities globally is building partnerships with local and national governments. Such partnerships allow



faculties to exercise creativity, development and nurturing of mutually beneficial partnerships between the university and its communities. This also allows the university to integrate Service-Learning in their curriculum and help students get hand-on experiential learning and training for work. Studies on such partnerships have shown greater community trust for the universities and a rise in the socio-economic growth of the region. The USR model for community-university partnership follows all or some of the four categories:

First category is a targeted funding by Research Councils encouraging universities to engage in community partnerships.

Second category is the product of commitments by universities to enlarging the opportunities for “service learning” for students in communities.

A third category involves institution wide commitments to community engagement as an explicit mission of universities across a range of research, learning and knowledge mobilization activities to advance their SR mandate.

A fourth category of community university engagement involves leadership by civil society networks and organizations to bring together university-based representatives with community representatives to achieve social and sustainable development objectives (UNESCO, 2009).

### **3. Knowledge Mobilization**

Amongst USR leaders, universities have shown a growing focus on curriculum, programs, research and knowledge mobilization activity. They seek ways to apply the resources of faculty, students and researchers to the needs of communities and civil society active in applying knowledge to planning and action in society to manage and create change. Community partnerships help universities to define and scope the research questions and provide access to research participants and sources of local expertise, as well as additional funding and in-kind contributions. In turn, universities provide communities with access to wide-ranging and in-depth knowledge and national and international expertise that informs and addresses community challenges and opportunities in a meaningful way. As universities and communities work together on research projects, they strengthen their collective capacity to solve current and anticipated problems, while contributing both to community development and to the advancement of the disciplines concerned. Many communities see universities as key to the growth of the local/regional economy and are working to develop effective strategies to leverage universities’ engagement in research and talent development to maintain or enhance quality of life (Universities Canada, 2020).

#### **4. Centers, units, and networks for specific USR missions**

Universities have shown institutional commitment to USR by establishing dedicated centers or units to their USR missions. These centers work to provide infrastructural and institutional support in removing internal and external silos and connecting faculties to relevant social organizations. They are also responsible for connecting area liaison, advisor, sponsor, knowledge broker, and facilitators to a) prevent duplication of work b) provide an inventory of individuals and faculties doing community work.

These units and centers also work on building capacity of faculties by developing and leading certificates and minors in community-related fields.

#### **5. Presence in the community through newsletters and dialogues**

Various universities have developed stronger community relationships by publishing and distributing newsletters and dialogues for their local communities. These newsletters aim to showcase the research happening at university and the impact it has on communities. This is applied knowledge mobilization that truly breaks the ivory tower concept of universities and makes them relevant to their local communities. Local communities trust the work of university more and seek its expertise in solving local issues.

#### **6. University website**

Universities that have come up higher in USR ranking also have a visible presence of their USR activities on their website or dedicated blogs that showcase how the university is supporting local, regional, national and global social responsibilities. Such web presence acts as a front door to communities who are seeking help and provide them with a summary of the important work that universities do. This is also an indicator that universities are appreciative of their faculties and the work they do. Furthermore, such websites provide motivation and inspiration for prospective students who are looking for socially responsible institutions.

#### **7. Ethical grants for students from low socio-economic backgrounds**

Some universities have gained tremendous respect in its USR initiatives by going beyond token change in placing grants for students from underrepresented minority groups. These grants are exclusively set aside for the most vulnerable students.

#### **8. Training and advice for immigrant, indigenous and other underserved communities**

Another trend in USR initiatives is the development of special training programs for immigrants and other underserved groups who find it hard to enter the job

market. These initiatives range from expediting skilled immigrants into job markets, providing training in gaps and removing barriers in getting them job-ready.

#### **9. University mission**

No USR initiative is possible without the university's explicit and intentional design to promote USR. This intentionality is achieved by clear dimensions of USR in the university's mission and vision statement and is further translated into its strategic policy plan. Policy defines the strategic missions and removes barriers for structural initiatives in USR. Unless this elaborate support system is built into a university's mission and policy statements, it is difficult to develop a sustainable USR platform.

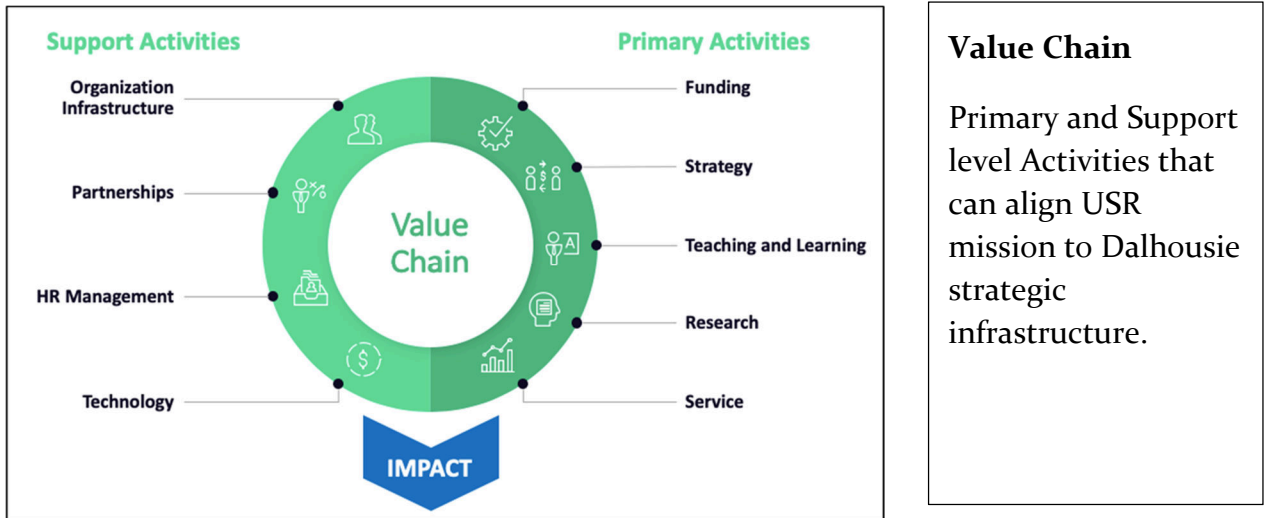
#### **10. Partnerships with other universities to promote SR**

Universities ranking higher in their USR initiatives have also utilized the strength and capacity of their initiatives by developing synergy with international networks and national universities. Together, they work on projects by playing to their strengths and supporting socio-economic developments in regions that it the most.

So far, we have looked at what is the purpose of a university by exploring the dimensions where universities can play their role in the communities. We then looked at what are the key indicators of SR through the lens of SDGs. Furthermore, we have seen how U15 and other universities have provided a good reference point to understand how universities can make an impact in their region and beyond.

The external scan highlights five themes in SR, namely knowledge, community-university partnerships, entrepreneurship, relevance and engagement. In the next section, we present an analysis of the key elements that would help Dalhousie leverage its infrastructure (Figure 3) and reconfigure its value chain (Figure 4) to address some of the most pressing issues facing our community and the world. This will allow us to capture the context and help our institution understand the opportunities and risks in leading the way in community engagement and fostering sustainable living. Having a good grasp of the issues at hand, Dalhousie's leadership will be able to strategically allocate resources to address the complex political, socioeconomic, and environmental challenges humanity and the planet face. The purpose is to align the SDG goals and NS needs to understand where Dalhousie can be a regional driver and a global presence at the same time maintaining its status as a place of teaching and learning.

Figure 3: Infrastructure supporting Social Responsibility



**Value Chain**

Primary and Support level Activities that can align USR mission to Dalhousie strategic infrastructure.

Figure 4: Value Chain Activities



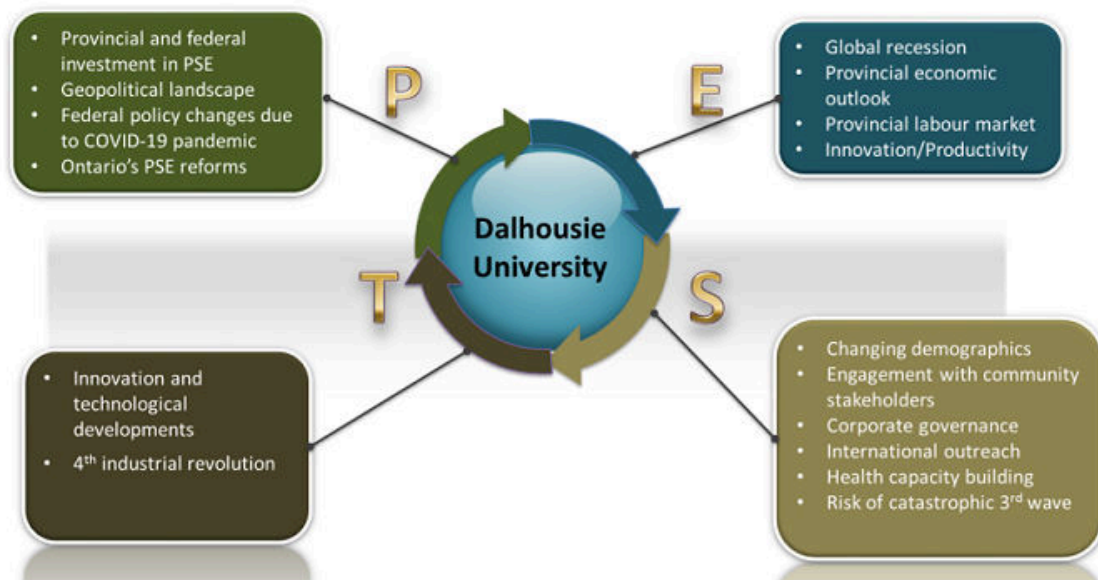
### 3. Environmental Scan

To understand the environment in which Dalhousie operates, we conducted both an external environmental scan (PEST analysis) and an internal scan (SWOT analysis) from the angle of SR. What are some key areas that can benefit from the knowledge, research, and expertise of Dalhousie?

#### 3.1. PEST Analysis

We considered political, economic, socio-demographic, technological, legal and environmental trends. We present the main factors we identified in Figure 5. The detailed PEST analysis is included in Appendix 4, and it has informed our recommendations.

Figure 5: Dalhousie's PEST Analysis through SR lens



### 3.2. SWOT Analysis

Having explored some of the global trends and the needs of Nova Scotian communities, we now look through an internal lens to see what is happening at Dalhousie and where we can outperform our previous successes. To this end, we conducted a review of the university's internal strengths and weaknesses as well as opportunities and threats (SWOT) with regard to SR. This analysis focuses on Dalhousie's opportunities and threats in Nova Scotia and the broader Atlantic region. While Dalhousie can and does contribute to broader national and international endeavors, we are housed in a province and region with significant health, economic, and demographic challenges. It is the view of the working group that the province and the region are where Dalhousie can have the broadest impact. In the next section, we present an overview of Dalhousie's strategic plan and the inclusion of social impact in its strategic pillars.

#### 3.2.1. Dalhousie's Social Responsibility as reflected in the Strategic Plan

In his introductory letter to the University's strategic direction for 2014-2018 former President Richard Florizone noted the three-fold mission of the University: "teaching and learning; research, scholarly and artistic work; and public engagement and service to our communities. It is a mission deeply rooted in our history and informed by a desire to transform the lives of students from Nova Scotia, Canada and around the world" (Dalhousie University, 2014, n.p.). The strategic framework similarly identified three priority strategic areas corresponding to these missions (Teaching and Learning, Research and Service) and two support priority areas (Partnerships and Reputation and Infrastructure and Support). The university's responsibility to the community was explicitly reflected in the last of the 3 R's used to represent the overarching themes linking all priority projects: Retention, Research and Returns to Society. The strategic plan captured community engagement under Strategic Priority 3.0 Service, whose goal was to "catalyze the intellectual, social and economic development of our communities" (Dalhousie University, 2015, p. 12). This key area included the following three priorities:

- 3.1 Contribute to cultural and economic vitality, locally and globally, by fostering creativity, innovation and entrepreneurship*
- 3.2 Maximize the opportunities for students, faculty and staff to contribute to community both inside and outside of the university*
- 3.3 Promote a culture of service and engagement among students, faculty and staff*

Through this plan, Dalhousie embraced its role in society as an entrepreneurial university aware of its responsibility to communities and the opportunity to make a long-lasting impact. Importantly, one of the goals of priorities 3.2/3.3 was to “develop a focused public service strategy by December 2016 that identifies opportunities to align Dalhousie’s unique talents and capacities with public needs.”

We were unable to find an update on this. We also noted that SR as a term was not present in the strategic direction and strategic plan for 2014-2018 but many of its dimensions were incorporated in several priorities (e.g., service-learning, diversity and inclusiveness, etc.)

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*“There's intention, and there's talk but I'm not sure that it actually has been done. And that's the crucial thing. If the actions follow the thoughts, Dalhousie will be a lot different 10-15 years from now. If it doesn't, it will look a lot just like it does. There will be lots of talk and it'll be just like today. People want to see action, not interested in just talk”.*

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Undoubtedly, Dalhousie has achieved strong impactful results over the last five years, which created a great momentum as the university entered its third century of existence. For the interested reader, Appendix 6 presents the progress made under Strategy 3.0 as reflected in the final Progress Report on the university’s strategic direction 2014-2019 (Dalhousie, 2019). Today, the expectation from both internal and external stakeholders is that the university will maintain the momentum and not go back to the status quo.

### 3.2.2. SWOT analysis regarding Dalhousie’s Social responsibility

This analysis is based on internal consultations, existing university strategic planning documents and other key institutional data as well as work that is happening at Dalhousie. The purpose is to identify where Dalhousie is strong with regard to SR and highlight some areas where we can do more/better.

The insights from this investigation are presented in Appendix 5 based on five levels of analysis: institutional, Dal as a space for learning, Dal as a space for working, Dal as a regional driver and Dal as a global presence. Figure 6 presents a high-level summary of the SWOT analysis.

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*Our agricultural campus is a great example of how Dal has reached into a nontraditional geographic territory and nontraditional socio-economic part of the province.*

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Figure 6: Dalhousie's SWOT Analysis through SR lens



## Strengths

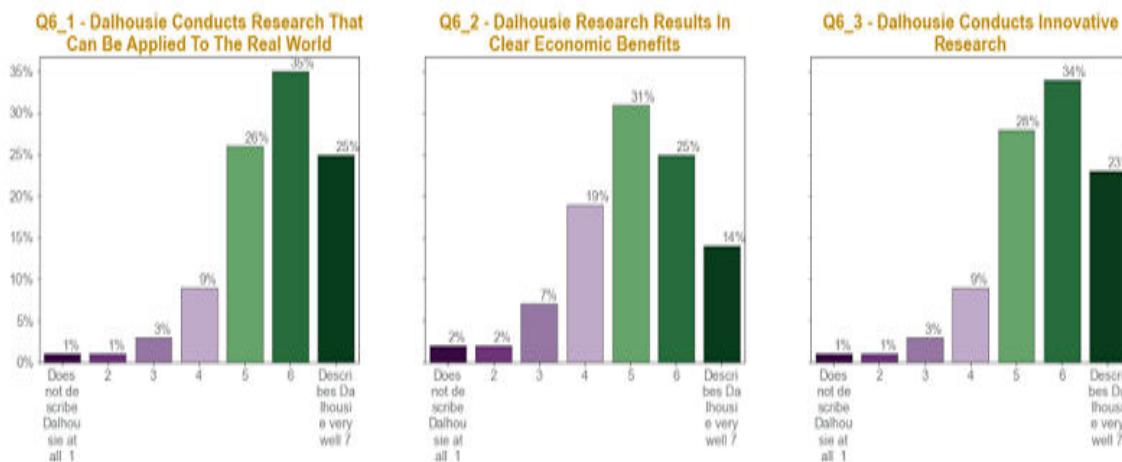
Dalhousie University is well positioned to play a significant role in driving the economic and social wellbeing of the province and region.

As an institution, Dalhousie can draw on a large number of strengths to support any goals it might outline in the broad social purpose space. As the only U15 university in Atlantic Canada, Dalhousie houses a broad and deep range of expertise and is the provincial or regional provider of many advanced professional and academic degrees and designations (in areas including medicine, pharmacy, dentistry, social work, law, engineering, architecture, etc.). This broad expertise and the corresponding training programs that flow from it mean that Dalhousie is the key contributor to many workforces and that many key industries across the region are largely comprised or led by Dalhousie alumni. This breadth of expertise also means that Dalhousie has significant resources that can be brought together to provide an interdisciplinary approach to addressing complex public policy challenges.



The most recent Reputation Survey conducted on behalf of the university shows that 76% of Dalhousie’s research that can be applied to the real world while 70% of respondents believe that Dalhousie research results in clear economic benefits (Figure 7). Furthermore, 72% of respondents believe Dalhousie has strong partnerships with government and community partners. The results of the study also point out to Dalhousie's relationship with its surrounding community as a weakness - a concern we have heard from many through our internal consultations. Partnerships with regional start-ups to improve grad outcomes and bolster community are recognized as an opportunity for the university to pursue (Figure 8).

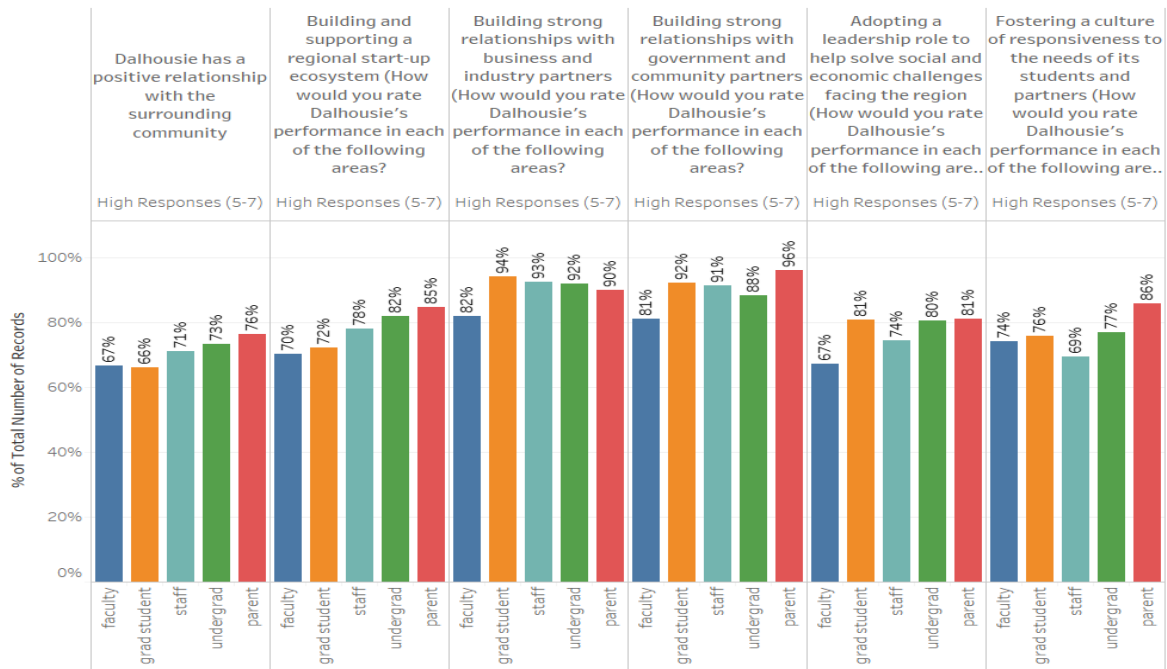
Figure 7: Reputation Survey Findings about Dalhousie's Research



Individuals across Dalhousie have a long history of engaging in a broad range of formal and informal service-oriented endeavours. These initiatives range from individual projects and affiliations (such as individual researcher’s projects or staff contributions to professional associations) to departmental or Faculty initiatives (such as the dentistry, law and social work clinics). These form an important part of individuals’ research programs and professional or personal goals and play an important role in communities across the region.

Dalhousie, as an institution, also has a growing history of collaborations with private and public institutions. Initiatives like the MIT REAP, Ocean Frontier Institute and Emera ideaHUB are all examples of successful collaborations that bring together a range of partners to advance common goals.

Figure 8: Reputation Survey Findings about Dalhousie's Relationship with the Community



The overall reputation of the university is strong. According to Narrative Research (2020), eight in ten Nova Scotians familiar with Dalhousie have a favourable view of the university, the highest proportion since 2011. Furthermore, Dalhousie has ranked 85th in the world in the 2020 THE University Rankings in Social Impact. Some examples of this include the recent initiative at Dalhousie (and the first Canadian university) that has seriously investigated its links to slavery, emerging university Community Engagement Program (newly created positions of director of Indigenous community engagement and director for African Nova Scotia community outreach), Ocean’s research and the fact that University’s Strategic Research Direction for 2018-23 explicitly grounded in the SDGs.

## Opportunities

Borrowing from the American land grant universities, it is useful to use the notion of the *relevant university* when considering Dalhousie's opportunities in the social purpose space. The *relevant university* is an institution that, engaging with others, applies its many assets and capabilities toward realization of individual, firm, community, regional, and global economic and social potential. As the largest research-intensive university in the region, Dalhousie is uniquely positioned to partner with key industries and government to forward common goals.

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*“The perk, the meaning in our work is the impact that we can make, if we're successful at what we do. Are we doing everything we can to make our community and region and ultimately, our country better? I think what the last five years has shown is that there's a lot we can do. But there's a long distance to go before we really feel we're making all the difference we could as an institution.”*

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Over the last ten years, many reports and studies have been undertaken analyzing how the province can improve its social and, particularly, economic wellbeing. The Ivany Report, Field Guide for Nova Scotia's Innovation Ecosystem and Atlantic Growth Strategy all outline key outcomes needed to forward the province (and region's) wellbeing. These widely accepted reports outline various opportunities available to Dalhousie and others to advance the province and region.

There is an opportunity for Dalhousie to partner and/or lead a broad range of initiatives around areas such as:

- Utilizing our significant medical and health expertise and resources to improve poor Nova Scotia and regional health indicators
- Contributing to increased immigration through international students
- Increasing graduates in key sectors such as ICT
- Equipping students for the Future of Work through pathway programs into PSE, increased emphasis on work integrated learning (WIL), and micro credentialing
- Supporting the innovation ecosystem by making relevant expertise accessible, through incubators and innovation programming.

Dalhousie must proactively manage its position in the THE ranking. This is an opportunity for Dalhousie to follow through with the recommendations in the Lord Dalhousie Report and take on a national leadership role to follow through on significant EDI issues. This is also an opportunity to strengthen its relationship with underserved communities.

Defining a clear and focused social purpose framework for the university provides an opportunity to forward university goals across the research, teaching and service areas. There is an opportunity for social purpose to become a key medium through which the university forwards its core mandate and takes a larger leadership role in the broader community.

## **Weaknesses and Threats**

Dalhousie has the resources and ability to carve out a clear and intentional mandate in the provincial or regional social purpose space. The greatest threats to the university in this endeavour are institutional support, lack of focus, conflicting priorities and the interest and ability of others to partner.

Dalhousie's most recent strategic plan identified three main pillars: research, teaching and service. The service pillar could be reframed to outline Dalhousie's social purpose goals and initiatives.

Whether at this level, or as a subset of the service pillar, the university will need to decide the relative importance of social purpose within its broader strategy and assign a corresponding level of institutional

support to social purpose initiatives. With many competing priorities and limited financial resources, social purpose may not be identified as a top priority which will limit the emphasis and resources of any initiatives that may follow. Regardless of scale and cope, to be successful the university will need to develop an enabling policy framework and organizational structure to support and manage social purpose goals.

Like many large institutions, Dalhousie has a largely decentralized structure. While this structure is conducive to individual or individual department/Faculty initiatives, it can make multi-Faculty or institutional initiatives harder to identify, establish and build consensus around. While there is always a number of social purpose initiatives happening across the university, if Dalhousie is to make this a key priority, it will need to identify these social purpose initiatives to champion institutionally while still supporting individual, departmental and other ongoing or new endeavours. Dalhousie can't prioritize every possible initiative but will need to focus on a small number of initiatives that can have the largest impact. To incite buy-in and participation, Dalhousie might consider a system of rewards that

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*"To sort of reflect on where we are, I do think Dal gets this unfair reputation as the one that's always looking at Toronto and wanting to be Toronto and then St. Mary's and the other smaller universities become the community universities. But there's so much that we're doing already that part of it is just publicizing it so that we know and everybody else knows."*

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naturally encourages the desired research and programmatic behaviour that support both the institutional and other initiatives.

With sixteen faculties and over two hundred degree programs, Dalhousie has an impressive academic record of course offerings. However, in terms of embedding SR within our academic course offerings, be it the learning, teaching and practice of SR or improvement of EDI practices in human resource, there is margin to improve curriculum models and HR practices to consciously fulfill gaps in equity and access.

Dalhousie's greatest opportunities in the social purpose space are as a partner with government and other organizations working on areas of common interest toward common goals. Dalhousie's success will be dependant on the ability and interest of others to partner. In the past, Dalhousie has had a reputation for elitism that limited partnership opportunities. While the university has worked hard to dispel this reputation in recent years, it will be important for Dalhousie to continue to be open and collaborative. Given limited provincial resources and a historically under-performing (although recently improving) economy, initiatives with wide engagement and with the potential for broadest impact are most likely to elicit government and private-sector support.

## 4. Engaging People of African Descent in Nova Scotia (by Dr. Ingrid Waldron)

### *4.1. People of African Descent in Nova Scotia: A Historical Profile*

People of African descent have been residing in Nova Scotia for almost three hundred years, making them the oldest Black population in Canada. They are descendants of African slaves and freedmen, Black Loyalists from the United States, the Nova Scotian colonists of Sierra Leone, the Maroons from Jamaica, and the refugees of the War of 1812. In Acadia, from the early to mid-1700s, there were more than 300 people of African descent in the French settlement of Louisbourg, Cape Breton. Between 100 and 150 people of African descent were among the new settlers, now known as Planters, who came from New England after the British gained control over Nova Scotia in 1763. The Planters were slaves who were used by plantation owners to do field work and other jobs. Between 1783 and 1785, over three thousand people of African descent left New York and other ports for Nova Scotia, as part of the Loyalist migration at the close of the American Revolution. They settled in Annapolis Royal and other areas such as Cornwallis/ Horton, Weymouth, Digby, Windsor, Preston, Sydney, Fort Cumberland, Parrsboro, Halifax, Birchtown, and Port Mouton. In New Brunswick, Black Loyalists were settled in Saint John and along the Saint John River. They were promised freedom in exchange for fighting for Britain. However, once in the Maritimes, they were denied equal status, cheated of land, and forced to work on public projects such as roads and buildings. They were also taken to the West Indies, Quebec, England, Germany, and Belgium (Black Cultural Centre for Nova Scotia n.d.; Nova Scotia Museum n.d.).

In 1796, 550 people known as the Maroons were deported from Jamaica to Nova Scotia and were then relocated to Sierra Leone in 1800. Approximately 2,000 escaped slaves came from the United States during the War of 1812 (under conditions similar to those of the Black Loyalists) and were offered freedom and land in Nova Scotia. They moved into the Halifax area to settle in such areas as Preston, Hammonds Plains, Beechville, Porter's Lake, Lucasville Road, and Windsor. During the 1920s, hundreds of Caribbean newcomer populations, referred to as the "later arrivals," flocked to Cape Breton to work in coal mines and the steel factory. The majority of African Nova Scotians and other people of African descent continue to reside in rural and isolated communities as a result of

institutionalized racism during the province's early settlement (Black Cultural Centre for Nova Scotia n.d.; Waldron, 2018).

There are 21,915 African Nova Scotians and other people of African descent residing in Nova Scotia (Statistics Canada 2017a). They represent the largest racially visible community, constituting 2.4 percent of the total Nova Scotian population (Statistics Canada 2017b). Forty-four percent of the population is below the age of 25 (Statistics Canada 2017c). Two general categories of people of African descent can be identified in Nova Scotia: those who were among Nova Scotia's earliest inhabitants, and newcomer populations that have arrived more recently from African and Caribbean countries (Waldron, 2018). In addition, there are Canadian-born people of African descent residing in Nova Scotia who have come from other provinces, a category that is often not highlighted in the literature or statistics. In terms of birthplace, 80.7 percent of people of African descent in the province were born in the province, while 6.7 percent were born elsewhere in Canada. Ten percent are new Canadians, having immigrated from Africa, the Caribbean, and the United States (African Nova Scotian Affairs n.d.; Statistics Canada 2011; Waldron, 2018).

#### *4.2. Why Should Dalhousie Be Engaged with People of African Descent in Nova Scotia?*

As a community that was recognized by the United Nations as a distinct group with legal recognition and that continues to be impacted by a legacy of colonialism and inequalities in education, health, toxic exposure, employment, income, criminal justice, child welfare, and other sectors of Nova Scotian society, people of African descent in Nova must be considered a priority group for Dalhousie University. Efforts by Dalhousie to engage people of African descent in Nova Scotia will help to ensure their full and equal participation in all aspects of society and promote greater knowledge of and respect for their diverse heritage, culture, and contribution to the development of societies.

#### **Health**

The legacy of colonialism has had enduring health impacts for African Nova Scotians and other people of African descent in Nova Scotia, contributing to higher rates of heart disease, cancer, high blood pressure, diabetes, and death relative to white Nova Scotians (Saulnier 2009; Waldron, 2018a). Therefore, it is important that the concept of historical trauma serve as a conceptual lens for understanding the cumulative social and health impacts of enduring inequalities and oppressions experienced by people of African descent and other racialized

peoples. Immigrant and refugee status are structural determinant that also have impacts on the health of racialized newcomers. Environmental racism has disproportionately impacted the health of rural historical African Nova Scotian communities over the past several decades. Environmental racism is defined as the disproportionate placement of environmentally hazardous industry and other activities in Indigenous communities and communities of colour. For example, Waldron (2015a; 2016a; 2018a; 2018b) observes that African Nova Scotian communities in Shelburne, Lincolnville, and the Prestons attribute high rates of cancer, liver and kidney disorders, diabetes, heart disease, respiratory illnesses, skin rashes, and psychological stress to waste disposal sites that have been near these communities for decades. Access to health services is challenging for people of African descent residing in rural and remote regions due to geographical isolation and the lack of available health services in rural communities. Therefore, higher rates of heart disease, cancer, high blood pressure, diabetes and death in these communities as compared to white communities can often be attributed to lack of opportunities to manage and treat symptoms due to the unavailability or under-utilization of health services in these communities (Saulnier, 2009; Waldron, 2015b). Cancer Care Nova Scotia (2013) conducted a study that found that people of African descent continue to face barriers accessing cancer care health services. These barriers include delays accessing cancer specialist services, challenges communicating with health professionals, transportation barriers, high cost of medication and other financial issues, geographic isolation, delays in screening and in obtaining a definitive diagnosis of cancer while in the care of a primary care practitioner, lack of access to family physicians in some rural communities, which may contribute to poor screening participation and late diagnoses, lack of cultural awareness and sensitivity among health professionals, and racism.

## **Employment**

In 2011, African Nova Scotians (which includes other people of African descent) had a rate of unemployment higher (14.5 percent) than the rest of Nova Scotia (9.9 percent) and people of African descent (12.9 percent) across Canada (Statistics Canada, 2017; Waldron, 2018a). The employment gap was greater among males, with African Nova Scotian males experiencing an unemployment rate of 17.2 percent, compared to 10.7 percent for Nova Scotians and 12.9 percent for men of African descent across Canada (Statistics Canada, 2017; Waldron, 2018a).



## **Income**

The “racialization of poverty” is a concept that has been deliberately used to forefront the experiences of socio-economic inequality and disadvantage among racialized communities (including newcomer populations) and Indigenous peoples, often in ways that capture poverty as linked to historical and ongoing processes of colonization, migration, assimilation, racism, and sexism (Galabuzi, 2006). Saulnier (2009) observes that women of African descent in Nova Scotia experience poverty at double the average for all Nova Scotia women. According to the 2016 Census, the average total incomes for African Nova Scotian men and women are \$33,456 and \$29,622, respectively (Statistics Canada, 2017; Waldron, 2018a).

## **Education**

With respect to educational attainment, African Nova Scotians are less likely to finish high school or attend university (African Nova Scotian Affairs n.d.; Statistics Canada 2011) of African Nova Scotians aged 25–64 years, 77.7 percent have some sort of certificate, diploma or degree compared to 85.3 percent of all Nova Scotians (African Nova Scotian Affairs n.d.; Statistics Canada, 2011; Waldron, 2018a); and 18 percent of African Nova Scotians have a university degree, compared to 22 percent of all Nova Scotians aged 25–64 years (African Nova Scotian Affairs n.d.; Statistics Canada 2011; Waldron, 2018a). Data analyzed from five of eight school boards found that that African Nova Scotian students were 1.2 to three times more likely to face out-of-school suspensions than the overall representation of African Nova Scotians in the student population (Woodbury, 2016). Several factors contribute to these suspension numbers, including the under-representation of teachers of African descent, a curriculum that is not grounded in Afrocentric principles, cultural clashes between teachers and students, poverty, and racism. African Nova Scotian students are also over-represented (per capita) on Individual Program Plans (IPPs), which is also referred to as restrictive educational environments (REE) (Province of Nova Scotia, 2016a).

## **Criminal Justice**

Processes of criminalization informed by racist stereotypes result in the spatial management of race within prisons, as well as racial punishment and violence meted out to African Nova Scotians at every stage of the criminal justice system. For example, a January 2017 report by the Halifax RCMP found that in the first ten months of 2016, 41 percent of 1,246 street checks involved African Nova Scotians (Auld, 2017). In Nova Scotia, statistics collected by the provincial

Department of Justice show that between 2014 and 2015, African Nova Scotians were over-represented in the province's jail system, particularly youths in custody (Luck 2016). These numbers indicate that about 16 percent of youth sentenced to a youth correctional facility were African Nova Scotian (Luck 2016). Fourteen percent of adults sentenced to jail were African Nova Scotian (Luck 2016).

## **Child Welfare**

Children of African descent in Canada have historically been over-represented in child welfare settings and among children and youth in care (One Vision One Voice Steering Committee 2016; Trocmé, Knoke, and Blackstock 2004; Waldron, 2018a). For example, a preliminary report from the restorative inquiry into abuse at the Nova Scotia Home for Colored Children orphanage found that African Nova Scotians continue to be over-represented in the child welfare and correctional systems, and that parents and children from these communities have been traditionally excluded from Canadian society and are experiencing marginalization and vulnerability (Ujima Design Team 2015). As of March 2016, there were 1,034 children who were in the care of the Province or of Mi'kmaw Family and Children's Services; of that number, 24 identified as African Nova Scotian (2.3 percent) and 86 identified as mixed race (African Nova Scotian and other) (Province of Nova Scotia 2016b).

### *4.3. Engaging People of African Descent in Nova Scotia: What the Reports Say*

Several reports over the last few years have emphasized community engagement as an important first step for providing meaningful opportunities for people of African descent in Nova Scotia to share their perspectives on effective strategies for addressing the social, economic, political and health inequalities they experience. These reports include:

- *Report of the Working Group of Experts on People of African Descent on its Mission to Canada*
- *The Health & Wellness of People of African Descent in Nova Scotia Report*
- *Count Us in Report*
- *Journey to Light: A Different Way Forward. Final Report of the Restorative Inquiry – Nova Scotia Home for Colored Children*
- *Halifax, Nova Scotia Street Checks Report*
- *Report on Lord Dalhousie's History on Slavery and Race*

## **Report of the Working Group of Experts on People of African Descent on its Mission to Canada**

The Report of the Working Group of Experts on People of African Descent on Its Mission to Canada (2017) contains the findings of the Working Group of Experts on People of African Descent on its visit to Canada from 17 to 21 October 2016. In Halifax, the Working Group engaged and consulted with members of the Decade for People of African Descent (comprised of individuals working in the areas of environmental racism, health, criminal justice, and employment, among others); Government of Nova Scotia officials, including the Executive Director of the Nova Scotia Human Rights Commission; Halifax Police Service; the Department of Justice; and the Office of African Nova Scotian Affairs.

This report presents the current legal, institutional and policy framework, and measures taken to prevent racism, racial discrimination, xenophobia, Afrophobia and related intolerance faced by people of African descent in Canada, underscoring positive developments as well as gaps in implementation. The Working Group welcomes the ongoing work by the Government of Canada to revitalize efforts to address racial discrimination faced by people of African descent and to promote human rights, diversity and inclusion in partnership with African Canadian communities and civil society organizations.

## **The Health & Wellness of People of African Descent in Nova Scotia Report**

Dr. Ingrid Waldron was the principal investigator on the study titled The Health and Wellness of People of African Descent in Nova Scotia (2019), which engaged 17 Black communities across Nova Scotia through consultations and surveys. Data collection for the project commenced in November 2017 and was completed in November 2018. A total of 314 people participated in the study, including 18 community consultations. Follow-up meetings were also held with the communities to provide community members with an opportunity to provide feedback on the draft report and recommendations specific to their community, as well as to share additional information. Eighty-one (81) people responded to NSHA's African Nova Scotian Health Strategy survey page, with 300 people visiting the page.

Findings offered suggestions for engaging people of African descent around data collection, research and evaluation and health promotion in the following ways: 1) Facilitate group discussions or focus groups to identify intergenerational health issues impacting people of African descent, and to determine ways to address these issues and improve health in the community; 2) Develop community

education initiatives that facilitate contact and communication between community members and health professionals, which will improve access to health services; 3) Offer more information meetings or workshops on different health issues, such as mental health, the impact of the weather on health, nutrition, including affordable healthy eating (e.g. in schools), organic foods, home remedies, exercise, and stress management; 4) Develop services and organize health seminars for seniors that provide information on testing and other health care issues; 5) Organize health education workshops on alternative approaches for addressing illness; and 6) Organize health education workshops on healthy food choices.

### **Count Us in Report**

The Count Us In report is an action plan in response to the International Decade for People of African Descent. In 2014, the United Nations General Assembly declared 2015-2024 the International Decade for People of African Descent to recognize people of African descent as a distinct group and to acknowledge the ongoing impacts of colonialism, the legacy of slavery, racism and white privilege on people of African descent whose human rights must be protected. The UN has identified three main objectives for the decade: 1) Ensure the rights of people of African descent, and their full and equal participation in all aspects of society; 2) Promote greater knowledge of and respect for their diverse heritage, culture, and contribution to the development of societies; and 3) Adopt and strengthen legal frameworks to eliminate racial discrimination.

The report also proposed various activities to engage people of African descent in Nova Scotia, including: 1) Assisting in the development of an engagement strategy with people of African descent to explore what it means to be a distinct group with legal recognition; 2) Partnering with community groups to provide people of African descent in correction facilities with culturally appropriate education programs; 3) Collaborating with government and the organizations, associations, and communities directly involved with these social justice issues to build culturally responsive actions that promote equitable treatment and address historic issues such as environmental racism; and 4) Promoting citizen engagement among people of African descent through initiatives such as the African Nova Scotia Community Action Partnership and African Nova Scotian Affairs' (ANSA) Citizen Engagement Initiative.

## **Journey to Light: A Different Way Forward. Final Report of the Restorative Inquiry – Nova Scotia Home for Colored Children**

The Final Report of the Restorative Inquiry – Nova Scotia Home for Colored Children (Province of Nova Scotia, 2016c) provides details on the restorative inquiry, which was a part of the Government of Nova Scotia's commitment to respond to the institutional abuse and other failures of care experienced by former residents of the Nova Scotia Home for Colored Children. Government invited former residents to tell them how they envisioned such an Inquiry and committed to design the Inquiry accordingly. The former residents indicated their desire for a collaborative approach to design the Inquiry in order to ensure the process would have both the structure and the commitment from the central parties needed for success. The Government made a commitment to empower a design team (that included Government as a participant but not as the lead) to collaboratively determine the mandate and terms of reference for the Inquiry.

At the invitation of the former residents' group VOICES (Victims of Institutional Child Exploitation Society) and the Government of Nova Scotia, a 15-member design team was appointed. The design team included former residents, legal counsel, representatives from Government, members of the Nova Scotia Home for Colored Children Board, and members of the African Nova Scotian community. Jennifer Llewellyn, a professor at the Schulich School of Law, Dalhousie University, and an international expert in a restorative approach, was asked to guide and facilitate the design process. The design team also engaged with those who would be affected or involved with the process to understand what they felt was important and to share the learning, understanding and plans as they were developing. This outreach approach was conducted in an intentional way to build the connections and relationships. The Restorative processes brought participants together in facilitated dialogue often using circles to support development of mutual understanding and collaboration.

### **Halifax, Nova Scotia Street Checks Report**

Dr. Scot Wortley was commissioned by the Nova Scotia Human Rights Commission to conduct an inquiry into and write a report on the relationship between race and police checks in Halifax after the Halifax Regional Police released a report on race and police street checks that resulted in considerable media coverage and public debate. The Halifax, Nova Scotia Street Checks Report (2019) reveals the findings of that inquiry. Data was collected through a series of consultations with members of Nova Scotia's Black community; an internet-based

community survey; focus groups and consultations with police officials; and an analysis of official street check data provided by the Halifax Regional Police. The consultations with people of African descent in Nova Scotia were central to the research strategy because it allowed the community to share their personal experiences with the local police and their ideas with respect to policing reform. The Nova Scotia Human Rights Commission eventually organized eleven community consultative meetings that were open to the general public. Five were restricted to youth of African descent. In addition to these community-based meetings, Dr. Wortley also conducted a series of informal interviews with 52 members of the Halifax region's Black community. These individuals included academics, community leaders, business leaders, university students, athletes and church officials. In sum, more than 250 people were included in the community consultative process. Both the community meetings and one-on-one interviews focused on four major themes: 1) Defining street checks; 2) Community experiences with the police; 3) The state of the relationship between the police and the Black community; and 4) Recommendations for reducing racial bias in policing; and 5) Improving police-community relationships.

### **Report on Lord Dalhousie's History on Slavery and Race**

In 2016, the then president and senate chair of Dalhousie University established a scholarly panel to inquire into Lord Dalhousie's relationship to slavery, race, and anti-Black racism within Dalhousie University, the province of Nova Scotia and the wider Canadian Atlantic region. The Report on Lord Dalhousie's History on Slavery and Race (Cooper, 2019) is the result of the panel's investigation and details Dalhousie's links to slavery, Lord Dalhousie's anti-Black attitude and the impact this continues to have on contemporary Black life, and further to propose recommendations that would lead to action in countering the insidious legacy left by the earl. One of the recommendations in the report is to build stronger relationships with the African Nova Scotian community by conducting outreach to elementary and secondary schools in order to tap into and encourage members of the African Nova Scotian student population to consider Dalhousie as their university of choice.

The panel encourages the university not only to attract these students, but also to have programs in place to ensure their successful retention at the university. The report also suggests that the building of these relationships should also involve creating a program for the university's academic leaders to visit historical Black communities such as North Preston, East Preston, Lake Loon, Cherrybrook,

Hammonds Plains, and Beechville, to encourage potential students to attend Dalhousie.

#### 4.4. *What are the Needs of People of African Descent in Nova Scotia?*

People of African descent in Nova Scotia have needs related to education, employment, health care, environmental racism, and policing and criminal justice, which I outline below:

##### **Education**

- Implement measures to address the suspension problem among African Nova Scotian children, including:
  - Adding more student services support.
  - Making greater use of a school psychologist.
  - Looking at cultural differences when it comes to how students learn.
  - Hiring specialists in culturally relevant pedagogy to work with teachers to help them better understand how to teach students from different cultural backgrounds.
  - Providing students and teachers with more access to culturally relevant resources.
  - Hiring more support workers to specifically work with these students.
  - Ensuring student support workers provide students with strong mentors and role models.
  - Measuring and monitoring the education status of people of African descent by developing indices to serve as benchmarks and pillars of success models.
  - Conducting research that focuses on the achievement and experiences of students using qualitative and quantitative data collection.

##### **Employment**

- Provide business development and skills training through dedicated education and training programs for people of African descent. This is important in supporting the empowerment and self-sufficiency of people of African descent.
- Provide linkages with mainstream business and financial institutions.

- Develop more inclusive policies – Governments and authorities need to offer more than just lip-service with regards to the economic empowerment of people of African descent through socio-economic policies that focus on diversity and inclusiveness.

## **Healthcare**

- Collect race, ethnicity and language identifiers that can be linked to the Nova Scotia health card (MSI) to show rates of certain health concerns and illnesses and rates of health service utilization among people of African descent living in Nova Scotia.
- Collect data from NSHA and IWK on the health and employment of African Nova Scotians and other people of African descent to inform progress and planning of health and employment services.
- Offer training in structural competency as a foundation to cultural competence and clinical cultural competence training.
- Partner with community organizations to develop health promotion material and activities to raise awareness about pertinent health issues affecting people of African descent in Nova Scotia.
- Support the education and recruitment of more psychologists/psychiatrists or service providers of African descent who are familiar with community challenges.
- Improve accessibility of health care services and information to support people of African descent in rural communities navigate the health care system.

## **Environmental Racism**

- Develop and pass into law environmental racism/justice legislation to address cases of environmental racism in African Nova Scotian communities.
- Mandate the provincial government to conduct more frequent consultations with affected African Nova Scotian communities.
- Develop an environmental assessment and approval process that considers how the location of a landfill in an African Nova Scotian community may further comprise the community's vulnerability with respect to social, economic and health factors.
- Involve African Nova Scotians in environmental policy making.
- Compensate African Nova Scotian communities for the negative social, economic and health impacts of polluting industries in their communities.



## **Criminal Justice**

- Develop a justice strategy that includes:
  - A restorative justice and diversion program.
  - A culturally specific court worker program.
  - Culturally specific support, programming and other services for people of African descent in custody.
  - Reintegrative programming and supports for people of African descent leaving custody.
  - An increase in number of Crown Prosecutors of African descent, defence counsel and other justice personnel. For example, the 2009 Provincial Judicial Appointments Guidelines states that the provincial judiciary should be reasonably representative of the population it serves. All public institutions should reflect the populations they serve, especially the justice system
  - The appointment by government of qualified visible minority administrative board members wherever possible.
  - The publication by government of demographic statistics on judicial applicants and applicants to provincial administrative tribunals.

### *4.5. What Are the Benefits to Dalhousie in Engaging with People of African Descent in Nova Scotia?*

The benefits to Dalhousie in engaging with people of African descent in Nova Scotia include:

- The facilitation of organic, meaningful and sustainable relationships with people of African descent in Nova Scotia, which can serve to raise Dalhousie's profile and create a more positive image of Dalhousie in Black and other marginalized communities that have not felt connected to Dalhousie or its initiatives.
- The creation of a pool of diverse people of African descent that can provide Dalhousie with a resource, source of support, and knowledge base from which to rely on as Dalhousie continues its EDI initiatives related to curriculum and program design, student admissions, hiring.

The opportunity for Dalhousie to bridge the gap between the Ivory Tower and community by leveraging opportunities to connect its institutional EDI initiatives

to broader complex and long-standing inequalities experienced by people of African descent in Nova Scotia beyond the academy.

## 5. Recommendations

Dalhousie's SR mission can be aligned with the UN sustainable development goals and recommendations from the One Nova Scotia report. While the former emphasizes the eradication of issues pertaining to social relevance including social equity and global poverty reduction through impactful initiatives, the latter gives priority to economic development through the attraction of scholars, educators and students from around the world, revamping the industrial policies to foster more sustainable and eco-conscious business creation, and an export-driven business ecosystem. With that convergence on sustainable development and prosperity from the bottom up, Dalhousie is uniquely positioned to significantly contribute to these goals along the line of our recommendations that are based on the key strategic areas to fulfil our SR mission.

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### A Call to Action

- Demonstrate not only what Dalhousie is “good at” but also what Dalhousie is “good for”
- Actively investigate what capacities Dalhousie can use individually and collectively to positively impact its communities
- Be deliberate and intentional about SR initiatives
- Ground SR initiatives in the local social history of Nova Scotia
- Focus on transformational impact
- Drive not just the conversation, but the actions
- Use EDI as a driver of excellence
- Increase global presence to strengthen the communities at home
- Leverage the momentum and excitement on ranking 85<sup>th</sup> in THE and go all the way!

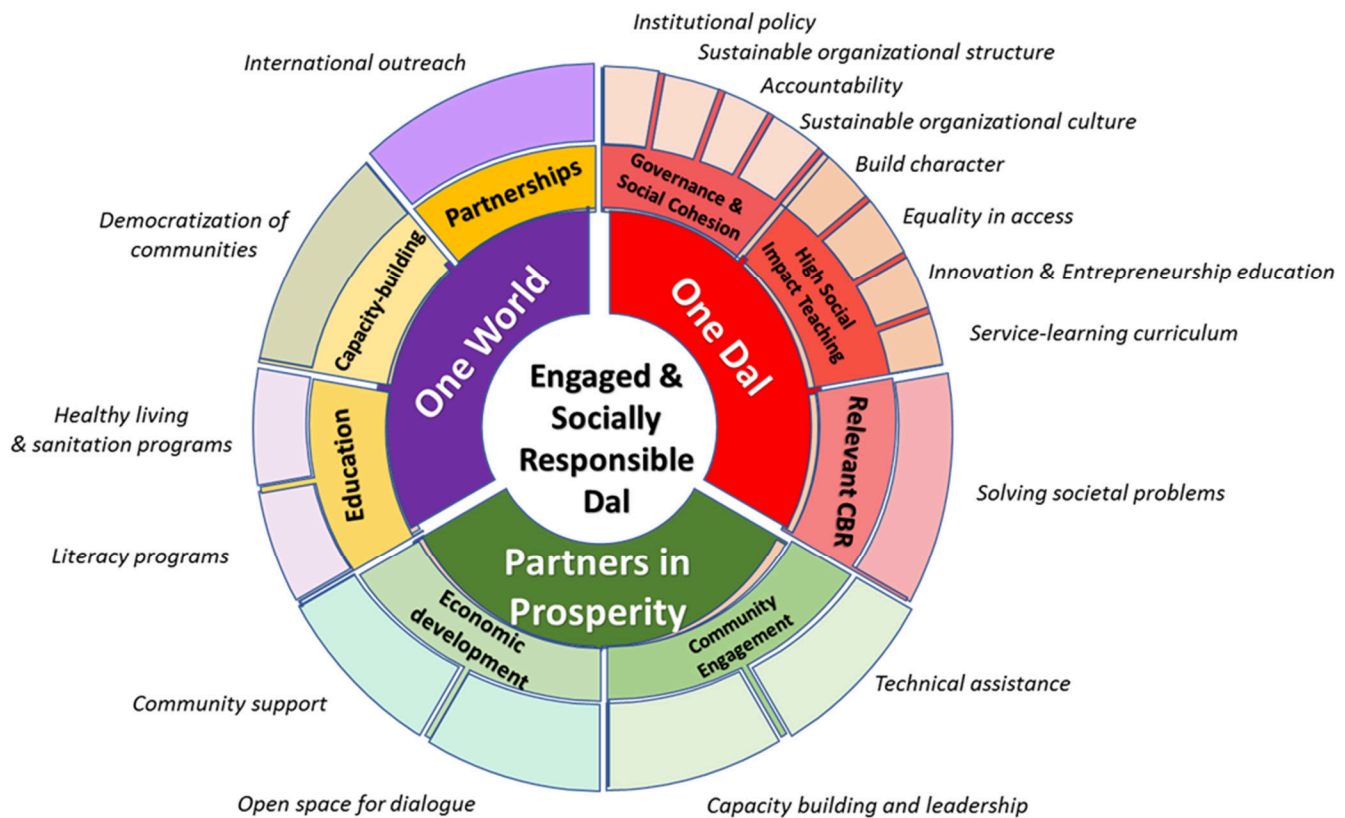
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We understand the nature and complexity of the work at hand. Aligning SR within our institutional structure is a process – *a journey*, we involve and participate in, and not a place we arrive at. The Self-Study Teams recognizes that the process is goal defined and iterative and not linear. Aligning SR to our institutional commitment will be an ongoing, non-stop process which will never be ‘fully done’ because as circumstances around us change, the environment changes, from which

the university gains experience, learns from its experience and accommodates the changing needs of the community. Hence the process of alignment will keep evolving – and our call to action reflects that Dal persistently evolve with the changing needs of the community. Keeping this in mind, we present our recommendations as part of that ongoing ever-evolving process.

We have identified three themes corresponding to the three dimensions of the framework presented by the Provost, Dr. Teri Balsler, at the January retreat. For each theme, we recommend Primary Strategies, and for each primary strategy, we recommend Enabling Strategies followed by a list of proposed initiatives. A social lens to each of these three themes defines what makes *Dal an Engaged and Socially Responsible University* (see Figure 9).

Figure 9: Engaged and Socially Responsible Dalhousie University



# I. One Dal – Dal as a Place to Work and Learn

## 1. GOVERNANCE & SOCIAL COHESION

Embed SR in the governance and social cohesion of strategic planning

### 1.1. *Institutional policy*

*Key issues:* lack of cohesive SR institutional strategy/policy, weak accountability; policies not conducive to engagement

### *Initiatives*

- Embed SR in the fabric of the university across all strategic pillars
- Include community engagement as strategic pillar together with research and teaching; make sure engagement is not relegated to a less important mission and it is not perceived in conflict with the two other missions
- Given the confusing myriad of terms used to refer to engagement and SR, agree upon the terms and definitions used; what it means to be Engaged and SR; develop a common vocabulary that resonates with both internal and external stakeholders; disseminate repeatedly internally and externally; faculties could further define SR specific to them
- Develop principles to guide the scope of what community means to the university; Dalhousie cannot serve every community. Reiterate goals and commitments for the future. Start from the civic, moral and historic responsibility to the Mi'kmaq community and the African NS community
- Define a set of values and develop Principles of Community Engagement based on ethics; ensure EDI goals are represented in values and principles
- Align the vision, mission, and values of the university, the budget, and other organizational dimensions with the holistic integration of SR. Be mindful that budget reflects what the university values; engagement should be reflected in the budget if valued by the university
- Develop policies that respect and prioritize engagement and partnerships at the institutional level

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*“I think what I wanted to feel like would be that there's a way I could look at that strategic direction or framework and be able to identify parts that I know I could play a role in helping ... I think that type of framework can be really beneficial and simplify the thought for people. ... And I think at a certain point, there has to be something I should want to do. I think feeling forced into these things can be troubling.”*

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- Ensure community representatives are present in governing structure; have the communities actively engaged in decision-making, and consultation
- Shift focus from reactive to proactive outreach
- Engage in social procurement practices to help communities from all angles
- Ensure income and food security for all employees
- Conduct or commission a study of Dalhousie's economic impact on the region

### 1.2. *Sustainable organizational structure*

*Key issues:* lack of structure to support perennity and sustainability of initiatives, siloed initiatives, duplication of efforts, missed synergistic opportunities, no integrated repository of best practices, no integrated database of all community engagement initiatives

#### *Initiatives*

- Create centralized unit (e.g., Office of Community Engagement) to bring together and streamline work already being done across campus, consolidate what is happening and where we are going, be the university front door to the community, map the community's needs to the university's capacities, broker connections between Dalhousie and the community
- Include a project dedicated to a brand-new building to house the Office of Community Engagement and all the outreach pipeline programs in the capital fundraising campaign and feature prominently (e.g., TYP, Black Student Advising Center, IMHOTEP, etc.) where the lower floor would be like the library concept of welcoming the community and the upstairs would house the faculty and staff serving the community. This will make Dalhousie inviting and welcoming.
- Create a USR Observatory to collect and share data
- Have central Communications & Marketing send out a survey to all faculty and staff about the boards and committees they are on, other volunteering initiatives (e.g., coaching)
- Practice more storytelling, demonstrating Dalhousie's impact on the community (focus on impact vs. success stories)
- Institute a standing committee or sub-committee of Senate on Community engagement similar to the Board committee

### 1.3. *Accountability*

*Key Issues:* trust erosion and frustration, Dalhousie external reputation as elitist, areas where we look hypocritical, decreased reputation among internal

stakeholders, lip service, some faculties much more engaged with community than others

### *Initiatives*

- Review and implement the recommendations of previously developed and approved reports (Belong, Backhouse, Lord Dalhousie, Aboriginal and Black/African Canadian Student Access and Retention, etc.)
- Institute annual townhalls of President with targeted communities (e.g., ANS, Indigenous, immigrants, neighbors, high schoolers, etc.) in different venues (e.g., Black Cultural Centre, Public Library); solicit feedback and go back in a year to report on it. 10 sessions like that every year is going to put our university on the map of Nova Scotia and Atlantic Maritime in a way that no other university has done!
- Ask each faculty to conduct an internal audit of its capacities, identify societal needs and look for a match between the two. Encourage all faculties to produce an annual impact report
- Include the USR dimension in the Senate Faculty reviews
- Ensure through the hiring processes that all leaders promote the value of engagement
- Leadership to model the attitude, the approach and lead by example
- Develop evaluation metrics, build a baseline first to be able to show progress, including to funding sources and government
- Foster communication back to internal and external community on progress (or lack thereof). Reputation Study indicated that Dalhousie's reputation decreased among internal groups relative to 2013.

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*"We're asking some of the very same questions 20 years ago, 30 years ago. The question that keeps coming back is what happened since?"*

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#### *1.4. Sustainable organizational culture*

*Key Issues:* low representation of people of African descent and Indigenous, strong informal organizational culture, discriminatory practices, hierarchization along ethnic lines, lack of upward mobility for racialized minorities, passive HR policies, weak sense of pride/belonging, increasing level of distrust between internal community and institution, value of engagement not fully recognized, culture not fully supportive of community engagement, current policies can actually discourage faculty and staff from engaging with community

## Initiatives

- Fully integrate EDI principles in all areas of university operations
- Develop clear anti-discrimination policies
- Update racialized violence on campus policy
- Ensure development and implementation of bias disruptors
- Develop specific and unique career plans and leadership program for underrepresented minorities.
- Cultivate accountability for leaders of every unit and department for imbedding EDI principles in their operations and connected to their job performance
- Expand training on cultural awareness and discrimination
- Continue the Community Check-in series
- Include engagement expectations in job descriptions to ensure commitment and facilitate tracking and measuring engagement initiatives
- Introduce the concept of Allies to represent perspectives of marginalized groups
- Include community engagement in T&P processes and guidelines
- Create opportunities for engagement of faculty members and staff in what they personally value in their communities
- Develop rewards and recognition programs for faculty and staff engagement initiatives
- “The Dal Way” as One Dal: change culture from the inside. There are not many people in the community who have only one relationship with Dal (e.g., alumnus, supplier, parent of a current student, industry partner, etc.). Such a person would have a different perspective of Dalhousie depending on who they are dealing with on one issue. Heighten awareness of and develop incentives (reward or recognition) for having made a positive impact on somebody or an organization.

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*“Whether you consciously develop it or not, you have an employer brand. This isn’t just about reiterating your mission statement and your values. It’s based on the real, lived experience of your workforce. People who like the job they do and the place they work become advocates for it.”*

Amy Reid, Royer Thompson (APEC, 2019, p. 3)

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## 2. HIGH SOCIAL IMPACT TEACHING AND LEARNING

Develop programs to promote community building within teaching and learning resources

### 2.1. Build character

*Key Issues:* Lack of SR in curricula, prominence of neocolonial definition of values, inadequate support for social engagement, space for social responsibility training for students, faculty and staff

#### *Initiatives*

- Create space for volunteering for credit
- Integrate USR in the curriculum
- Educate students for global citizenry and for future challenges by providing thought-leadership in areas of expertise
- Appointment of advocacy in residence
- Leverage Athletics and Recreation's resources for community building

### 2.2. Equality in access

*Key Issues:* Socio-economic barriers, underrepresentation of racialized groups, outdated, and unadapted programs that need special attention to struggling communities.

#### *Initiatives*

- Design and implement a tailored curriculum that adequately addresses economic problems in specific communities.
- Create a scholarship program that will not only promote diversity on campus but, more importantly, in fields that are critical to the sustainable development in these communities.
- Develop community education curriculum on personal finance, government programs and Civil Rights/Human Rights.
- Partner with public and private sector for training opportunities
- Expand TYP and provide needed financial and academic resources
- Introduce Black and African Diaspora studies major (moral imperative and revenue stream)
- Partner with Department of Labor & Advanced Education to increase access for diverse populations



- Foster an early age K-12 university pipeline in partnership with the Department of Education for underrepresented communities; influence the community earlier
- Identify the areas where students are failing in university, and work with the high school system to address these weaknesses.
- Make education accessible to those in poverty
- Post-COVID make Dalhousie more accessible remotely to underserved communities
- Become an influencer/knowledge translator of evidence-based decision making (EBDM) in the promotion of UDL for special needs
- Develop a regional reputation both within and across all education departments, government and organizations as an active influencer and advocate for evidence-based instruction in UDL.
- Develop partnerships and relationships that will increase enrolment of students from all parts of the Maritimes (rural and urban) to attend Dalhousie.
- Enrich the Dalhousie community culture by including LD students
- Become a conduit for individuals with multiple intelligences to acquire the education and skills needed to be successful.
- Reinststate a faculty of education at Dalhousie university or create a partnership program with a local university with a faculty of education.
- Create an Equality Lab to study this topic at all levels and from different angles

### 2.3. Innovation & Entrepreneurship education

*Key Issues:* lack of opportunities in rural and urban areas, high concentration of wealth in few communities, socioeconomic barriers.

#### *Initiatives*

- Leverage CDL to develop innovation and social entrepreneurship-based curriculum in several faculties
- Introduce a social innovation sandbox, ideally linked to FAAS
- Introduce innovation and entrepreneurship roadshow across the region to showcase our academic and professional expertise
- Actively recruit social entrepreneur in residence in different faculties as an institutional initiative
- Scale the innovation-driven entrepreneurship at Dalhousie
- Focus recruitment for Black entrepreneurs in technology field

#### 2.4. *Service-learning curriculum*

*Key Issues:* students not ready for real world challenges, emphasis on textbook and lectures, outcomes of programs not revised since 1990s, curricula not aligned to real-world experience

##### *Initiatives*

- Consider capacity building around Education for work versus/and Education for life
- Create programs to reach out to underrepresented communities rather than waiting for them to come to university
- Redefine Dalhousie students – e.g., offer programs for seniors
- Revise/update learning outcomes of Dalhousie degrees to align with the changing times & Dalhousie’s mission and values
- Introduce programs directed towards research leading to thriving economic and social communities (this should be reflected as a curriculum outcome)
- Describe outcomes across university, regardless of programs: what would Dalhousie graduates look like?
- Consider developing community engagement courses and a minor
- Offer opportunities to students for community-based research and be proactive in the search for community partners
- Move above and beyond the minimum requirement for accreditation in programs

### 3. **RELEVANT COMMUNITY-BASED RESEARCH**

Prioritize knowledge mobilization and implementation of research implications for the development of local and regional communities.

#### 3.1. *Solving Societal problems*

*Key Issues:* many societal challenges, weak community outreach footprints in some areas

##### *Initiatives*

- Create some institutional structure around rural Atlantic Canada to leverage expertise on campus (e.g., rural development Institute/Centre for rural-focused researchers)
- Provide grants for CBR projects
- Revise Overhead policy to create a separate category for non-profits

- Increase connections between the Halifax and Truro campus through distance learning and through shared programs
- Adopt a solutions architecture angle to tackle (macro) societal problems from a multidisciplinary angle; designated institutional home for posing a question related to a societal challenge
- Come together with communities to tackle issues of regional societal interest such as children poverty, affordable housing, mental health, opioids, reconciliation, homelessness, transportation, climate change, etc.

## II. Partners in Prosperity – Dal as a Regional Driver

### 4. ECONOMIC DEVELOPMENT

Develop partnerships with regional, local and global communities, organizations and businesses with the aim of solving community problems and increasing socio-economic welfare

#### 4.1. Technical assistance

*Key Issues:* inadequate regional expertise, lack of clusters and adequate ecosystems, provincial policies oriented on funding organizations with limited capacity.

#### *Initiatives*

- Leverage existing infrastructure to offer mentorship, training technical assistance to students (Ex., CDL, Dal Innovate, etc.)
- Develop partnerships with community-based organizations to deliver training
- Assist regional community health centers

#### 4.2. Capacity building and leadership

*Key Issues:* Organizations run on patronage and traditions, lack of formal structure, unawareness of best practices, absence of mentorship based on legitimate experience.

#### *Initiatives*

- Develop community-based leadership training programs to build capacity for rural and urban communities.
- Employ micro-credentialing with the development of targeted programs (e.g., in rural areas, re-training, survey methods certificate, basic quantitative workshops)

- Establish a laboratory in social entrepreneurship with the collaboration of seasoned entrepreneurs, policymakers, academics for young entrepreneurs and community leaders to build capacity to contribute regional economic development
- Develop strategies to foster regional economic development clusters
- Partner with businesses for employment for marginalized groups after graduation

## 5. COMMUNITY ENGAGEMENT

Be a regional leader in creating safe spaces for dialogue and learning for the community on issues of urgency, controversy, and debate

### 5.1. Open Space for Dialogue

Key Issues: Lack of community learning initiatives on topics of controversial nature with our community

#### *Initiatives*

- Provide a space on campus for free and respectful exchange of ideas for the community at large (that reflect Dal's Culture of Respect)
- Establish Dal's own position on social concepts/ideas (neutrality might not be the best option as hate speech rises in the political sphere). We do stand for values and we can provide leadership in community discussions. Do not be afraid to be a leader in conversation.
- Represent and support all communities on campus and in classrooms.

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*As the largest university in the region it is very important for us to be leaders. Not just talk about our role but act and lead by actions. For example, if we talk about diversity it is important for us to show leadership and diversity by what we do.*

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### 5.2. Community support

Key Issues: underutilization of capacity, lack of concrete high social impacts initiatives and community outreach, negative reputation within racialized struggling communities, environmental racism, dying rural communities, at-risk urban communities.

### *Initiatives*

- Partner with regional business development organizations such as the BBI, CDNE, VANSDA to formulate programs and implement initiatives specific to some minority communities.
- Leverage Dalhousie’s business development infrastructure (Faculty of Management, CDL, Dal Innovate, Faculty of Agriculture) to offer the proper assistance and help the government to strategically allocate resources to improve the socio-economic situation of rural Nova Scotia.
- Leverage expertise in social impact evaluation to provide support to rural communities

## **III. One World – Dal as a Global Presence**

### **6. EDUCATION**

Establish academic programs and revamp existing programs that reflect Dalhousie’s’ commitment to Social Responsibility

#### *6.1. Literacy programs*

*Key Issues:* Illiteracy based inequality, socioeconomic barriers, lack of productivity.

### *Initiatives*

- Develop functional and full fledge literacy programs targeted to communities who need them most
- Work with ISANS, JobBank to create ease of access and ease of pathways for skilled immigrant workers
- Develop pilot programs that train the trainer

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*“MY big dream for the university would be ... I feel that the only way to put an end to the cyclical nature of people who are in poverty is through education. I think it all comes back to education. And when we look at all of our pockets of community members who, generation after generation have not been able to really break out of their situation and have a more comfortable life ... I would like to see the universities in Nova Scotia, not just Dalhousie and NSCC come together and to be very bold, and to try and transform our region by saying any youth who lives in poverty, who is below the poverty line, who still qualifies academically to come to university, you still have to go through... can go to university.*

*That's our challenge. How do we fund that? But that is the only way to, in my opinion, to lift our children out of poverty and make sure that their futures brighter is to make University accessible to them. And it goes beyond making it financially accessible. We have to make it something that they see themselves in.... If you want to change the future of Nova Scotia, you make education accessible to those in poverty.”*

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## 6.2. Healthy living and sanitation programs

*Key Issues:* Poverty led unawareness of sanitation rules, lack of infrastructure, lack of innovation, unawareness of sanitation training.

### *Initiatives*

- Increase capacity for community support healthcare by increasing capacity/simulating existing models in dentistry

## 7. CAPACITY-BUILDING

### 7.1. Democratization of communities

*Key Issues:* Lack of institutional traditions

### *Initiatives*

- Develop course on organizational structures and leadership
- Develop course on democratic institutions and civism
- Development of new partnerships with universities, international development agencies, for better research, project development opportunities

## 8. PARTNERSHIPS

Develop international partnerships with institutions and organizations actively pursuing SR and seek opportunities for collaboration for public good

### 8.1. International outreach

*Key Issues:* presence on world stage, lack of coherent partnerships, fractured network among faculties

### *Initiatives*

- Development of new partnerships with universities, international development agencies, for better research, project development opportunities
- Co-operate with universities in developing countries, thereby contributing to the further development of academic teaching and research worldwide
- Provide opportunities regarding work-term in international development for students
- Inventory of expertise and realignment of HR strategies with new international cooperation

- Develop curriculum to train students to contribute to socio-economic conditions of communities in need throughout the world.
- Strategies to development recruitment opportunities beyond traditional markets
- Develop partnership strategy with key community stakeholders
- Join USR networks and establish Chairs for UNESCO/Redcross organizations
- Reward system to foster faculty members involvement with humanitarian organizations

## Appendix 1: Models/Typologies/Standards for Engaged and Responsible Universities

Excerpt from Pouyioutas, Iacovidou and Vrioni, 2018

<p><b>1. ACEEU</b> (Accreditation Council for Entrepreneurial and Engaged Universities.)</p>	<p><b>2. The EU-USR Project</b> University Social Responsibility: A Common European Reference Framework</p>
<p><b>Five</b> Standards for Engagement <b>OR</b> Entrepreneurship</p>	<p><b>Four</b> Benchmark standards for Social Responsibility</p>
<ol style="list-style-type: none"> <li>1. Orientation and Strategy</li> <li>2. People and Organisational Capacity</li> <li>3. Drivers and Enablers</li> <li>4. Education, Research and Third Stream Activities</li> <li>5. Innovation and Impact</li> </ol>	<ol style="list-style-type: none"> <li>1. Research, Teaching, Support for Learning and Public Engagement</li> <li>2. Governance</li> <li>3. Environmental and Societal sustainability</li> <li>4. Fair practices</li> </ol>
<p><b>3. UNIBILITY</b> Universities Engaging in Social Responsibility (2015 – 2017)</p>	<p><b>4. The National Forum on Higher Education for the Public Good</b> (ex. Kellogg Forum on HE for the Public Good)</p>
<p><b>Six</b> Guidelines for Social Responsibility</p>	<p><b>Ten</b> Dimensions of Engagement</p>
<ol style="list-style-type: none"> <li>1. USR needs to be established as a management model working from the top to the bottom</li> <li>2. Not reducing USR to an administrative unit</li> <li>3. To know and evaluate the impact produced by the university</li> <li>4. Dialogue with stakeholders</li> <li>5. To clearly emphasise specific parts of USR and know how to prioritize</li> <li>6. University transparency and evaluation of the results of the dialogue with stakeholders</li> </ol>	<ol style="list-style-type: none"> <li>1. Access to Learning</li> <li>2. Enhanced Diversity</li> <li>3. Civic Leadership</li> <li>4. Public Scholarship</li> <li>5. Social Well-Being</li> <li>6. Trusted Voice</li> <li>7. Public Spaces</li> <li>8. Community Partnerships</li> <li>9. Self-Governance</li> <li>10. Public Accountability</li> </ol>



<b>5. QS STARS</b> University Rankings System	<b>6. NCCPE</b> National Coordinating Centre for Public Engagement
<b>Four</b> Criteria for assessing University Engagement	<b>Four</b> Dimensions for an Engaged University
<ol style="list-style-type: none"> <li>1. Community Investment &amp; Development</li> <li>2. Charity Work and Disaster Relief</li> <li>3. Regional Human Capital Development</li> <li>4. Environmental Impact</li> </ol>	<ol style="list-style-type: none"> <li>1. Public Engagement with Research</li> <li>2. Engaged Teaching</li> <li>3. Knowledge Exchange</li> <li>4. Social Responsibility</li> </ol>

<b>7. Newcastle University Typology of University Engagement</b>	<b>8. APLU Council on Engagement and Outreach: Dimensions for Institutionalization of Engagement</b> (Association of Public and Land – Grand Universities)
Typology for Engagement based on <b>Four</b> areas	<b>Five</b> Dimensions for Engagement
<ol style="list-style-type: none"> <li>1. Engaged Research</li> <li>2. Knowledge Sharing</li> <li>3. Services</li> <li>4. Teaching</li> </ol>	<ol style="list-style-type: none"> <li>1. Philosophy and Mission of Community Engagement</li> <li>2. Faculty Support for and Involvement in Community Engagement</li> <li>3. Student Support for and Involvement in Community Engagement</li> <li>4. Community Participants and Partnerships</li> <li>5. Institutional Support for Community Engagement</li> </ol>

<b>9. Typology for Engagement</b> Bennerworth and Osborne (2013)	<b>10. The Times Higher Education University Impact Rankings (2018)</b>
<b>Four</b> Modes of Delivery for Engagement	<b>Eleven</b> Criteria for University Impact Rankings Based on the UN Sustainable Development Goals (SDGs)
<ol style="list-style-type: none"> <li>1. Research</li> <li>2. Knowledge Exchange</li> <li>3. Service</li> <li>4. Teaching</li> </ol>	<ol style="list-style-type: none"> <li>1. Good Health &amp; wellbeing</li> <li>2. Quality Education</li> <li>3. Gender Equality</li> <li>4. Decent work and Economic growth</li> <li>5. Industry, innovation and infrastructure</li> <li>6. Reduced inequalities</li> <li>7. Sustainable cities and communities</li> <li>8. Responsible consumption and production</li> <li>9. Climate action</li> <li>10. Peace, justice and strong institutions</li> <li>11. Partnerships for the Goals</li> </ol>

## Appendix 2: Evolution of the University's Role

Despite the “ivory tower” label, universities have long performed civic roles, as evidenced by the historical relationship between European universities and cities described by Bender (1988). For Fallis (2004, p. 35), the relationship between university and society can be described as a social contract “formulated over time and shaped by history ... The social contract requires continuous reflection and dialogue among the university and society, as each era renews the social contract according to its needs.”

The land grant universities in the United States were explicitly created with a mission of service to the community designed to reflect teaching and research that would contribute to the development of the region where the university was located (Schuetze, 2010). These universities acted as a way of “extending” knowledge to farmers and businesses, thus marking the advent of the concept of “extension” as the first manifestation of a specific policy for the third mission. In Nova Scotia, the Antigonish movement born out of a need to address the many socio-economic problems at the time led to the creation of the program of adult education and economic cooperation within a newly created extension department at St. Francis Xavier University (Benneworth et al., 2018). APLU

Historically, universities connected with their communities in an expert model of knowledge delivery that, throughout the years, has moved to a more engaged collaborative approach (Fitzgerald et al., 2012). The term “service” has been gradually replaced by “engagement” fueled by Boyer’s (1990, 1996) well-publicized model of scholarship. Former president of the Carnegie Foundation, Ernest Boyer, expanded the definition of scholarship to include the “scholarship of engagement”.

The last 20 years have seen a paradigm shift in the interpretation of the third mission of the university, from service to engagement, from philanthropy, volunteering and unidirectional outreach to collaborative partnerships (Preece, 2017). A myriad of definitions and terms have been developed by universities, regulatory bodies, and organizations to describe university-community engagement activities. One of the most widely used definitions is the one proposed by the Carnegie Foundation for the Advancement of Teaching that also offers a Community Engagement Classification. The Carnegie Foundation defines community engagement as the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Unlike for teaching and research, “there are no such common understandings of what constitutes acceptable academic engagement practice” (Benneworth et al., 2018, p. 36). Therefore, multiple frameworks exist with some overlapping elements and some differences depending on the context and history of a particular university. As summarized by Fitzgerald et al. (2012, p. 11), the Kellogg Commission generated seven characteristics of effective societal engagement: “being responsive to community concerns; involving community partners in co-creative approaches to problem solving; maintaining neutrality in order to serve a mediating role when there are divergent community views; making expertise accessible to the community; integrating engagement with the institution’s teaching, research, and service missions; aligning engagement throughout the university; and working with community partners to jointly seek funding for community projects.”

The World Declaration on Higher Education in the 21st Century: Vision and Action (UNESCO, 1998) identified SR as an increasingly inherent aspect of higher education. The Conference Communiqué of the UNESCO World Conference of Higher Education (WCHE) in 2009 notes: “[f]aced with the complexity of current and future global challenges, higher education has the SR to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, inter alia food security, climate change, water management, intercultural dialogue, renewable energy and public health” (UNESCO, 2009, p.2).

Over recent years, the higher education sector worldwide has been impacted by several interconnected trends, including globalization, internationalization, the massification of education, the knowledge society, innovation, marketization, and commodification of higher education (Vasilescu et al., 2010). The neo-liberal market orientation has even created some concern that the “university is no longer a social institution but an industry subservient to blind market forces like any other business” (Scott, 2006, p. 28). The perceived similarity to a business organization led to the expectation that, like corporations, universities should also be characterized by SR. Borrowing from the concept of Corporate Social Responsibility (CSR) adopted in the business world, SR of universities is nowadays referred to as University Social Responsibility (USR). USR is a new and multifaceted concept that has grown in popularity since its introduction around 2008. However, its conceptualization has been much slower. According to EU-USR (2015, p. 17) USR is defined as “the responsibilities of universities for the impacts of their decisions and activities on society and the environment through transparent and ethical strategies.”

## Appendix 3: External Scan & Good Practices

### University of Auckland

New Zealand (Ranked # 1 in Times Higher Education, 2019)

#### Leading Practices 1: CHILDHOOD POVERTY REDUCTION (CPAG – CHILD POVERTY ACTION GROUP)

- The University academics have been hugely influential in shaping the public debate on the issue of Childhood poverty in New Zealand, particularly through their involvement in the Child Poverty Action Group (CPAG), which has advocated tirelessly for the urgent need to address child poverty. The Child Poverty Reduction Bill, passed into law in 2018 with near unanimous parliamentary support, helps secure an enduring commitment to reducing child poverty in New Zealand.

#### Leading Practice 2: WELFARE EXPERT ADVISORY GROUP (WEAG)

- Led by Professor Cindy Kiro, Pro Vice-Chancellor (Māori), the WEAG provides advice to the Government on priority areas for welfare reform ranging from the overall purpose and principles of the welfare system, through to specific recommendations on areas including obligations and sanctions, eligibility, health and disabilities, Working for Families and ensuring everyone receives everything for which they are eligible.

#### Leading Practice 3: THE SOUTH AUCKLAND PROJECT

- Education is crucial to breaking the cycle of inter-generational poverty. The University has a strong commitment to reducing barriers to educational achievement for Māori, Pacific and low socioeconomic status students.
- To this end the University runs a number of programs in and with South Auckland secondary schools, and the University has also recently committed to an enhanced presence in South Auckland.
- In 2020 the University will open a new campus in South Auckland from which it will offer degree level study in Education as well as foundation courses to prepare students for successful tertiary study.

#### Leading Practice 4: EQUITABLE OUTCOMES FOR DISADVANTAGED STUDENTS

- An experimental project by Professor Christine Rubie-Davies showed that all teachers could be trained to become high-expectation teachers resulting in increased

- achievement for all students with particular gains among Māori, Pacific and low socioeconomic status students.
- The findings from this study have led to Professor Rubie-Davies' high expectation principles being adopted by dozens of schools in New Zealand and in five other countries.

### Leading Practice 5: WORKER EXPLOITATION

- Funded by the Human Trafficking Research Coalition which comprises the Prescha Initiative, Stand against Slavery, Hagar and ECPAT (End Child Prostitution and Trafficking), Associate Professor Christina Stringer (Department of Management and International Business) is conducting research on worker exploitation of migrants in New Zealand. She has identified a pressing need to address migrant exploitation with some migrant workers found to be working 90 hours a week for as little as five dollars per hour and being paid for 45 hours.
- The results challenged the New Zealand Government to take serious action on migrant exploitation, which is currently the subject of a Government review.

(More leading Practices can be found here:

<https://cdn.auckland.ac.nz/assets/auckland/about-us/the-university/sustainability-and-environment/sustainability-development-goals/SDG%20Booklet%20Web.pdf>)

## McMaster University

Canada (Ranked # 2 in Times Higher Education, 2019)

### Leading Practice 1: THE NETWORK FOR COMMUNITY-CAMPUS PARTNERSHIPS

- The Network took on the various functions: area liaison, advisor, sponsor, knowledge broker, and facilitator to a) prevent duplication of work b) provide an inventory of individuals and faculties doing community work
- The Network's Pillars of engagement include
  1. Capacity building through an undergrad minor in community engagement, an interdisciplinary minor in community engagement and a toolkit for faculty on community engagement
  2. Sharing information on how students, faculties and individuals are promoting community-based research via a) Community Connector 101 Document b) Daily News Stories c) Community-Campus Update E-Newsletter d) Social media platform development

3. Reducing barriers by making campus facilities available to community partners including reduced parking, offering campus space for 101 days in Hamilton and opening up classrooms as community spaces in the downtown area
4. Facilitating dialogues in community
5. Each faculty has a Network liaison

(More information can be found here:

<https://dailynews.mcmaster.ca/articles/mcmaster-places-second-in-world-for-impact/>)

### University of Calgary

Canada (Ranked 101-250<sup>TH</sup> IN Times Higher Education Ranking)

Leading Practice: IMPACT STORIES

- University of Calgary’s SR is spread over several initiatives in technology, medicine, and business. We decided to include Uof C here because of their strategy to share and showcase the work of faculties. There is a designated web page titled “Impact Stories” where all the fascinating SR initiatives are shared with the world.

### Manchester University

UK (3<sup>rd</sup> in THE Impact Ranking)

Leading Practice 1: INCLUSIVE GROWTH ANALYSIS UNIT

- addressing Inequalities in Greater Manchester: working with public, private and third sector organisations to address some of the most significant issues of equality and fairness across Greater Manchester.
- ensure poverty reduction is central to the growth and devolution agendas
- co-producing policy solutions on age-friendly cities, health inequalities, urban governance for social innovation and language diversity
- role of university as an ‘anchor institution’ in working with a neighboring community across mutually agreed social priorities.

Leading Practice 2: ETHICAL GRANT CHALLENGES

- ‘Stellify’ student pathway gives undergraduates opportunity to confront key challenges concerning sustainability, social justice and workplace ethics.

Leading Practice 3: EQUITY AND MERIT PROGRAM

- assists academically excellent young professionals from Rwanda, Uganda and Tanzania to undertake campus-based postgraduate taught Master's study for one year (university waives all tuition fees and the generosity of our donors covers living costs, flights and visas).

#### Leading Practice 4: THE WORKS

- a 'one-stop shop' facility based in a local community setting, providing thousands of people with ring-fenced access to training, advice and job opportunities – both at The University of Manchester and with a host of other partner employers.

### Brighton University

UK (No data on Impact Ranking)

#### Leading Practice: UNIVERSITY OF BRIGHTON'S COMMUNITY UNIVERSITY PARTNERSHIP PROGRAM(CUPP).

- creating, developing and nurturing mutually beneficial partnerships between the university and its local community
- student community engagement program and a broad range of local and regional projects Cupp encompasses over 130 academics, 1000 students and 500 community partners.
- Cupp is involved in a number of partnership projects, for some we provide funding and for others we provide staff resource and assistance with project management and development.
- Cupp projects cover art & liberal sciences, sports, aging populations, black & ethnic minorities, fisheries, LGBT, children and families, neighbor & community development, disabilities, health & social care and environment.

Note: The Cupp projects are extensively immersed in community wellbeing through an economic lens. The university highlights these projects in a very comprehensive fashion through this [map](#) which in itself is a leading practice.

## Appendix 4: PEST Analysis

### Political factors

In briefly analyzing the political landscape, we identify some factors from a macro standpoint (local and international) that have a considerable impact on how local, federal, and international governments will plan or react through policies. This should determine how different organizations vital to community development, such as Dalhousie might anticipate or adjust their social impact strategies. As a U15 university, it is important for Dalhousie to consider in its strategic planning process the priorities of all three levels of government: federal, provincial, and municipal. To understand the nation's political environment, some economic factors need to be considered as well.

- **Provincial and federal investment in PSE**

With a 5th consecutive balanced budget that projects a modest \$55 million surplus and \$11.6 billion in revenue for the 2020-21 fiscal year, the provincial Liberal government has some boastful numbers that will likely ensure a strong political standing among Nova Scotians, and thus a certain level of stability in years to come. Therefore, we expect the provincial government to keep its promise to increase the annual operating grant to universities by 1% as per the MOU between the Province and all 10 NS universities. This is not sufficient to offset inflation. The 2020/21 budget introduced tax cuts for corporations and small businesses, which will reduce government tax revenues, therefore restricting the government's capacity to fund universities. Provincial funding priorities that compete with PSE in the 2020/21 budget are health care, primary education, infrastructure, fighting child poverty, affordable housing and homelessness, and community services.

However, on a federal level, an already weak minority government has recorded a \$26.6 billion deficit for 2019-20, 35% more than projected. Furthermore, the difficult economic situation of provinces such as Alberta where the government projects in the best-case scenario a deficit of \$6.8 billion, may exacerbate the fiscal chauvinism that already exists there, and may revive the controversy regarding payments equalization. This may present some challenges to the federal government to allocate more funding to Atlantic Canada or at least maintain the same level, thus, may have some impact on Dalhousie's budget. The current COVID-19 pandemic has exacerbated the situation. The 2020/21 federal budget has been postponed due to the COVID-19 crisis. From equalization disputes to an



eventual pandemic-led recession, it is clear that in these uncertain times some adjustments will likely be made, and priorities changed, particularly on the federal level. The current federal government is perceived as friendly to universities. As a reminder, the 2018 budget represented the biggest investment in science and university research in Canadian history.

We can also note that the 2019 Statements of Municipal Concern ranked in order the following priorities: sustainability and infrastructure funding, climate change, policing, municipal responsibilities, cannabis, and surplus schools.

- **Geopolitical landscape**

From an international standpoint, the rise of populism and protectionism in many parts of the world over the past six years is causing some friction in multilateral relations. Even in the U.S., many would interpret this new pattern as a way for some voters who felt left behind to reclaim what they consider their political and economic sovereignty from “globalism”. This change in the international landscape may impede Canadian universities’ ability to develop future international partnerships or even to maintain the current ones. The recent diplomatic rifts between Canada and China and Canada and Saudi Arabia may have a significant impact on universities’ revenues. However, for institutions such as Dalhousie, this new geopolitical environment could present an opportunity to expand its reach beyond traditional markets and target other regions with potential such as Africa, Latin America and parts of Southeast Asia. Our infrastructure and expertise would be welcomed in these parts of the world where we can have greater community engagement, which might help the university increase its international footprint while penetrating new markets for potential students. The same leadership vacuum and lack of accountability that gave voice to extremists from the right in many countries, particularly after the great financial crisis of 2008, have triggered constant manifestations and multiple demands from community organizers, civil rights leaders, and environmental activists to hold corporations and their government sponsors accountable. This has prompted multilateral organizations, governments, and corporations across the globe, to think seriously about how to address some pressing issues facing the planet. This new paradigm has compelled many institutions, private and public, to go beyond mere charitable initiatives or lip service and consider effective community-enhancing initiatives as a business imperative, where generating “social profits” would be part of the organization’s value-maximizing process.

That strong sense of urgency to help those in need was crystallized in these UN declarations: The Declaration of the United Nations Sustainable Development

Goals (SDGs) and the Proclamation of 2015–2024 as the International Decade for People of African Descent. We consider this new paradigm a unique opportunity for Dalhousie to align some of its objectives with these new precepts and to earn a place among leading universities worldwide with regard to equity, socioeconomic inclusion, and sustainable development. Using our expertise and a diverse team, Dalhousie can be a prominent driving force behind some local and global sustainable initiatives. Our ability to leverage our national and international strategic partnerships with some prominent organizations puts Dalhousie in a distinctive position to help address the unique challenges faced by many struggling communities here and abroad. Therefore, it is reasonable to consider some specific occurrences that have great potential to directly or indirectly influence our strategy:

- *The Declaration of the United Nations Sustainable Development Goals (Opportunities)*

The UN's SDGs are considered a targeted complement to the Millennium Development Goals (MDGs), which were to compel world powers to address the pressing needs of developing countries. These were adopted unanimously by world leaders in September 2015 as a guideline for governments, corporations, and social entities to be more proactive in tackling poverty, finding ways to bring economic prosperity to the disadvantaged, and fostering social inclusion and environmental sustainability. This agenda may create a new market worth \$12 trillion a year (Elkington, 2017). This is a great opportunity for our university to, first, further integrate concepts of ethics, EDI, environmental risk, and sustainability in curricula, particularly in fields where future graduates could have tremendous influence on many people's lives in science, business, medicine, and even political science. Dalhousie's contribution is also of great strategic value as the UN considers education and research as key components in achieving its goals. Moreover, the university's policies and practices should reflect those goals as one aspect of its role is to build character and shape sustainable business behaviour instead of merely delivering lectures. Contributions could range from finding the cheapest drug treatment for a disease that was long eradicated in developed countries to having the Faculty of Management design an optimized delivery system to poorer communities across the globe. This is a great opportunity for Dalhousie to tie its key strategic areas to some of the UN's sustainable goals and bring about meaningful change to communities in need.

- *The Proclamation of 2015–2024 as the International Decade for People of African Descent (Opportunities)*

When, on 23 December 2013, the world community voted to observe 2015–2024 as the International Decade for People of African Descent, they provided a solid framework to develop and implement policies with people of African descent to repair century-long politics of injustice, colonization, neo-colonization, and racism. In 2018, the Canadian federal government laid out a multi-year plan with a total envelope of \$44 million that includes \$9 million for youth development, \$10 million for mental health support, and \$25 million for employment and skills development. Dalhousie University can leverage its social infrastructure, particularly the expertise of some of its faculty members and its strategic partnerships with organizations such as the Black Business Initiative, whose mission is to alleviate poverty through education, business development, and sustainable agriculture in the Black community. Dalhousie can easily position itself as the perfect catalyst in Nova Scotia to help policymakers, and even corporations formulate and implement the right programs that can eradicate poverty, social exclusion, and crime, and create a sustainable level of wealth.

From a national standpoint, Dalhousie aims to become a key regional driver and serves as a catalyst to effectively channel government resources to address some specific needs of disadvantaged communities across the region. However, we should be cognizant of political considerations that could change federal government priorities and consequently lead us to adjust our strategies to face a new reality.

- **Federal policy changes due to COVID-19 pandemic (Risk and Opportunities)**

What we can now qualify as the biggest human tragedy of our time, affecting millions around the world, the coronavirus outbreak will potentially influence how we see the world and the environment. For instance, during the pandemic, some countries enacted strict bans on the trafficking and consumption of wild animals. In the shorter term, we can expect some drastic policy shifts from the federal government to focus on urgent matters such as support for the unemployed or financial stability. These changes could negatively impact some research grants. While there is the possibility of reduction in some government allotment, Dalhousie University, as a premier research centre in epidemiology, will have a tremendous opportunity to partner with government agencies and certainly the pharmaceutical industry to find a cure or treatment to curb the progression of this pandemic. There is also an opportunity for our experts in public health

management and informatics to bring that much-needed set of skills to the table. Initiatives, if successful, can help counter the negative impact of changes in federal budget adjustments.

- **Ontario's PSE reforms (Risk and Opportunities)**

Education policy changes from the Ford government include a 10% tuition reduction at post-secondary institutions in Ontario and elimination of a six-month grace period on loan repayments after graduation from a Canadian university. According to student union representatives, this measure will make it more onerous for new applicants from Ontario, who represent almost half of the out-of-province students in Nova Scotia. This policy change will negatively impact the revenues of universities and colleges in Nova Scotia. This is another example of a political factor that has an impact on the economic landscape of Dalhousie University. However, it is an opportunity for our university to reshape its market development strategy to focus more on emerging regions such as Africa, South America, and parts of Southeast Asia.

### Economic factors

There is a strong interconnection and interdependence between the factors that form the PEST framework, where political factors such as foreign or trade policies can have an impact on the economic environment. For many struggling communities here and abroad, politics can drastically alter their economic and social issues while access to technology and the degree of equality in the legal system can be considered strong drivers of economic conditions. Therefore, analyzing them through an integrative lens would be judicious. As previously mentioned, many geopolitical and economic events are crucial in determining how the federal and provincial governments will react. Their economic policies will give us a good picture of their priorities that consequently will impact Dalhousie's operational budget.

- **Global recession**

Long before the pandemic had killed thousands and cost trillions of dollars, economists had predicted that we were on the verge of a global recession as part of a normal economic cycle. But no one had predicted such a disruptive pandemic. With job loss claims by one in 10 Canadian workers and more than 16 million in the United States following the lockdown, there is little chance that the world will be able to avoid a recession deeper than we thought. According to the managing director of the International Monetary Fund, Kristalina Georgieva, the world

should expect a situation far worse than the last great recession of 2008. The overarching crisis will affect economic policies in Canada and abroad when governments have to quickly change priorities to support much more pressing issues, most likely through direct transfer such unemployment benefits and other economic assistance programs. Furthermore, the recent dispute between Saudi Arabia and Russia caused crude oil to drop to \$16.94 per barrel on 24 April 2020, the lowest level since 1946 on a CPI-adjusted basis. Such a sharp decline in oil prices associated with rising uncertainty due to the pandemic, latent effects of the new CUSMA, and the upcoming US elections can potentially lead the federal government to readjust its non-mandatory spending. With this possible economic downturn, Dalhousie should also expect a decrease in student enrollment, national or international, due to anticipated reduced job prospects and lower family income as support.

Fortunately, with the announcement by Prime Minister Justin Trudeau of \$1.1 billion in new funding for a national research strategy to fight the coronavirus and \$291 million as income support for graduate students and postdoctoral fellows, Dalhousie can hope that the federal government will keep its promise to continue to fund Canadian universities, particularly its investments in PSE.

- **Provincial economic outlook**

Before the COVID-19 crisis, the provincial government projected that economic growth would flatten in 2020 to a mere 0.4%, due to the closure of the Northern Pulp mill. An increase in the value of exports of 8.6% to \$5.9 billion and in the number of exporters of 2.0% to 1,037 (Finance and Treasury Board, 2020), which indicates a broader exporting base represent a major advantage for a regional economy. Having finished with a relatively strong economy in 2019, we could have stated with great confidence that Nova Scotia was heading to brighter days. However, although our province enjoys some great numbers, the spread of COVID-19 is having an unprecedented impact on economic conditions across the province, particularly, in some service-based segments that are affected by social distancing such as tourism that accounts for 2.3 % of Nova Scotia's GDP and small retail operations. We can only hope that a continuing inflow of newcomers that will help sustain the housing market and the aggregate demand, including for labour, which boosted the average salary by 5.3%, can help mitigate these devastating effects of this pandemic. Another negating factor would be our strong high value-added, innovation-based activities, which put Nova Scotia in fourth place behind the three leaders in digital economic activities: Ontario, Quebec, and British Columbia (Statistics Canada, 2019). With this crisis, we anticipate some

major post-pandemic stimulus initiatives such as increasing spending in infrastructure, child poverty alleviation, community services. It also will be an opportunity for Dalhousie to take a leadership position in helping the government drive some items of its agenda. For instance, with a well-established community based legal service and many renowned scholars in restorative justice, Dalhousie university can play a key role through formulations of proper guidelines and community-oriented policing curricula.

- **Provincial labour market**

The majority of the industries in Nova Scotia can expect the impact of the COVID-19 to be significant on the workers in many industries, such as the retail industry, one of the biggest employers in the province, because of the social distance requirement leading to layoffs. As sales are expected to continue to plummet, the Conference Board of Canada expects nearly 45,000 job losses in the second quarter of the year, pushing the provincial unemployment rate up to a record-breaking 17 percent (Conference Board of Canada, 2020). While for some segments, it can be seen as cyclical, for others, it will be purely structural like the forestry industry where many jobs will be gone forever. For instance, although the provincial government promises \$10 million in terms of subsidies to the forestry industry, we should expect a significant long-term decline in global demand due to a highly probable pandemic related global recession and the increasing pressure from environmental groups. This may affect the 4,500 workers working for different subsets of the industry (ex., logging, pulp and paper, wood products, etc.). It would be an opportunity to partner with the provincial government and other community development organizations to help many workers, especially in rural areas with the transition and with a targeted curriculum, to upskill those who lost their jobs so they can be competitive in anticipation of new job markets.

- **Innovation/Productivity**

Atlantic Canada has faced for a long time a large economic and productivity gap relative to the rest of the country (Eisen et al., 2019). In today's knowledge economy, growth is driven by knowledge-based capital, innovation and innovation-driven entrepreneurship. As the only U15 university in Atlantic Canada, Dalhousie has the research quality, breadth and depth and is uniquely positioned to foster the province's transition into the innovation economy by scaling the innovation and entrepreneurship ecosystem it created over the past five years (Dal Innovates) to support the local and global innovation system.

## Social factors

- **Changing demographics**

With the fast-changing demographics around the world and the well-established communication link between communities regardless of the distance, it is clear that a good portion of domestic, economic, and foreign policies have to adjust in order to face this new reality. For instance, Iceland, which until recently was famous for its exceptional ethnic homogeneity, now has close to 15% of its population foreign-born. Cities like Oslo and Dublin in countries not known for immigration are following the same trend with 27% and 20% foreign-born, respectively. While many governments, institutions, and communities around the world have been quick to adjust their policies and values, other communities have ignored this inescapable reality or tried to circumvent it. Concepts like global supply chain are critical to commerce as, for instance, in the textile industry, a significant portion of the items being sold in the Western world are manufactured either in Asia or South America. The decline in birth rate in the developed world, emigration, free trade, bad policies, greed, and outsourcing are some important factors in the impoverishment of many parts of the world, including Nova Scotia.

In 1991 the Nova Scotia government engaged with the public on a new economic strategy (Province of Nova Scotia, 1991). The consultants made the same observation and concluded that globalization of trade, technological change, environmental issues, and shrinking federal fiscal transfers would have a severe impact on the province. Unfortunately, policymakers, business leaders, and politicians did not follow through with the recommendations. Twenty-three years later, another commission—One Nova Scotia—lamented the immobilism and the missed opportunity. Today, following the release of the Ivany report, acknowledgement of the mistakes, and a healthy financial situation, there are some strong signs that decision-makers are committed to a more sustainable economic situation. Positive results have followed. The province's population reached an all-time high of 976,768 (Oct. 1, 2019) with the fastest growth-rate since 1973. The number of immigrants increased to a new historic high (7,580 in 2019), marking four consecutive years of positive net in-migration. Dalhousie has been instrumental in attracting young people to the province (60% out-of-province students), and it also plays a larger role in retaining more of them in the province through Dal Innovates and the contribution it had to the emergence of the Halifax Innovation District.

- **Engagement with community stakeholders**

This represents a great opportunity for Dalhousie University to take a leading role as a catalyst to the implementation of provincial policies on regional development and in line with the UN's sustainable goals through initiatives such as community capacity building, fostering regional business clusters, and education (training and scholarship), community health, and legal assistance.

- Community capacity building

By proceeding with an inventory of our competencies and leveraging some of our strategic partnerships with organizations such as the BBI, CBDCs, and other stakeholders, Dalhousie's industry experts and scholars would be positioned to develop and deliver well-targeted training programs and other forms of assistance that consider the specific needs of each community regarding business design and operation, governance, and sustainable farming.

- Regional business clusters

Although capacity building is essential for community development, many resourced poor communities would need some leverage to create the level of economic activities that would generate enough wealth for reinvestment. We strongly believe in the scalability of a small regional community if it can build a business cluster where interconnection between small operations or start-ups, can provide better leverage, facilitate delivery of goods and services, and help these fledgling entities to be more competitive. With Dalhousie's business development infrastructure (Faculty of Management, CDL, Dal Innovate, Faculty of Agriculture), the proper assistance, and resources strategically allocated can significantly improve the socio-economic situation of rural Nova Scotia.

- Education

Education is essential for any individual, community, or country to thrive. However, with one of the highest tuition costs in the country and one of the lowest median incomes, the barrier to accessing higher education in Nova Scotia is more than obvious, particularly for racialized minorities where lack of opportunities after graduation adds to the deterrents. Whether through apprenticeship, targeted academic programs, scholarships, or assistance in job searching, Dalhousie's help can be invaluable to these communities.



- Intellectual and learning disabilities

Currently, 1 in 3 or 30.4% of Nova Scotians identify as living with a learning disability (LD). Studies suggest the number is much higher given existing stigma surrounding LDs. Interestingly, Nova Scotia's rate is higher than the national average, with the national average being 22.3%. Indeed, no other province comes close to these numbers. (Stats Can, 2018). To put things in perspective, individuals with gender dysphoria make up 0.3%, aboriginal populations make up 6.2% (5.6% in NS), and Black Canadians make up 2.9% (2.4% in NS) of Canada's population.

Our team believes that Dalhousie needs to address accessibility of intellectually diverse or multiple 'intelligences' among its current and prospective students, faculty and staff. Intelligence or "the ability to acquire and apply knowledge and skills" is the core of our business. 'Multiple intelligences,' including those students with learning disabilities cross cuts many other prioritized themes within our culture such as ethnicity, gender, rurality and socioeconomic background.

The Human Rights Act's access to education for all students has led to a huge migration of students with intellectual disabilities and learning disabilities into the academic world. In recent years, governments have offered tax credits to help individuals with LDs. The intention is to give all individuals the opportunity to access the close to 63% of jobs that will require postsecondary education (Carnevale, Smith, & Strohl, 2011 cited in Butler et al., 2016). For some professions, higher education is a necessity, not a choice. This limits career options for many Maritime students with LDs.

Higher education is based on the assumption that "more education results in higher employment opportunities, regardless of disability" (Smith et al., 2012). Although higher education has been serving LD students for decades, participation still remains low, and outcomes are subpar with unemployment rates for LD individuals being anywhere from 40-50% lower than those without LDs (StatsCan, Wagner et al., 2015). 28% of LD students point to inadequate training/experience as a barrier to employment (StatsCan).

Education researchers have pointed to a number of evidence-based instructional approaches that allow both non-LD and LD students to succeed. The findings are groundbreaking as they level the playing field for all students regardless of their learning style. However, these evidence-based solutions are not currently utilized in NS (ERNS, 2019). NS Department of Education spent \$1.6 billion in 2017, an increase of 8.3% since 2012-2013. And yet even with a decline in student enrolment and a 7.1% increase in per-student-spending, (Fraser Institute) NS still continues to

underperform and ranks below all other provinces in reading, science and math (PISA Test Results). Meanwhile, the number of LD diagnoses among all age groups continue to rise.

Dalhousie University has an opportunity to become a regional driver of success for the province and Maritime region. To do so, it must play a major role in ensuring the education of future prospective students with and without learning disabilities so that they may all acquire the skills they need to be successful in higher education and in their future careers.

Dalhousie has an opportunity to not only influence education and the quality and criteria of enrollment of its future local students, but it also has the opportunity to “untap this new market of students” (Lee, 2009) as well as redirect funding at various stages of learning to improve career options and outcomes for students. Finally, while Dalhousie is currently known for its professional programs, it may have inadvertently devalued its nonprofessional programs and thereby fostered a culture that is biased against a holistic ‘generalist’ undergraduate education. Further development and marketing of general arts and science programming will be necessary if Dalhousie is to foster multiple intelligence and learning disabilities.

- Justice

When addressing issues regarding the notion of justice, Canadians tend to relate to dictatorships situations of human rights abuses and disparities. However, on a national level, there are also great disparities crystalized in either socioeconomic or racial stratification. The Faculty of Management and the Faculty of Law through Dalhousie Legal Aid can be an integral part with regard to a comprehensive strategy to improve the standard of living of the disenfranchised via education, assistance, and advice. While adequate financial literacy through the Faculty of Management can help prevent abuses from merchants and financial institutions, Dalhousie Legal Aid can certainly help these disadvantaged communities with knowing the law, assisting against systemic abuses.

- Community health

Canadians enjoy the privilege of having a public health care system where they have equal access to proper treatment. However, while we can qualify our system as relatively adequate, it tends to focus more on the treatment of patients while prevention, the other important facet of comprehensive care, is often ignored or underprioritized. There is an increasing awareness regarding the role prevention plays in the reduction of the number of treatments of some diseases, which in turn

can lead to the decline of total healthcare costs. We can count three types of prevention: primary prevention, secondary prevention, tertiary prevention.

- Primary prevention: This first phase is based on regular general checkups, immunization, STD screenings, prenatal care, and, more importantly, educating and inculcating healthy behaviors on topics such as consumer health, nutrition, exercise, substance abuse, and teen pregnancy.
- Secondary prevention: It involves a follow-up process with further tests (bone marrow test, breast or prostate screening) in case of an abnormality during routine checkup after the emergence of medical situations or injury. At this stage, some steps will be taken to go further test for early detection, to treat and eventually avoid the reappearance of the disease or the rehabilitation of the patient.
- Tertiary prevention: This phase is more about palliative care, and it is more about improving the patient's quality of life where a comprehensive set of support (moral, mental, physical, etc.) would be given to the patient to alleviate adversities related to the disease like physical pain, depression, anxiety, pain in case of long term and serious illness.

Unfortunately, it is a luxury for many Nova Scotian families to have these kinds of support as it is often provided by a general practitioner, and families in disenfranchised communities tend to not have one. According to the Coast's February 2020 issue, as of January 1, there were 47,000 families across the province that needed a general practitioner, mainly in rural communities. Moreover, there is often a gap in behaviour of healthcare professionals vis a vis many low income and racialized communities resulting directly from discrimination and other indirect socioeconomic drivers such as occupation, education, and race. This represents another opportunity for Dalhousie to invest more in community health centers in terms of human resources where some of our physicians, specialists or graduate students in nutrition, physical therapy, etc., can dedicate some time to these communities. Such a volunteer opportunity can be part of the overall job performance evaluation process of the administrative staff or faculty members.

Child Poverty is an increasingly pressing issue facing Nova Scotia with provincial statistic showing that NS has the third highest child poverty and the highest in the Atlantic region (Frank and Fisher, 2020). This alarming status of child poverty is further heightened in the most vulnerable equity seeking groups including immigrants, indigenous communities, Black African communities, and racially

visible minorities with the highest impact seen on the indigenous and black African children. This indicates a space for Dalhousie to employ its intellectual expertise and work with governments and equity seeking groups to mobilize its teaching, learning and service sectors to mitigate the issue and bring respite to our most vulnerable community.

- **Corporate governance**

As with any organization that strives to deliver high social impact results, we need to look at sustainability from a community stakeholder approach and from a governance standpoint where transparency, fairness, inclusion, and good stewardship should be part of the guiding principles. Dalhousie’s policies and processes should follow these values and foster great accountability for our stakeholders. As the old maxim says: “charity begins at home”. If Dalhousie claims to be strongly committed to SR values, the practices and organizational culture should reflect these principles at all levels. To the outside observer, Nova Scotia has a strong culture of regionalism where, in many instances, the sense of belonging does not depend on shared moral values and contributions to the community but on how deep one’s roots are in the community. This situation can impede any form of social cohesion and foster an informal culture based on tribalism and competing and antagonistic subcultures inside the university. In addition to systemic racism and xenophobia, one issue raised by some employees we interviewed was the monumental socioeconomic gap that existed between employees, where one group would strive to maximize their quality of life while other would go to a food bank. Therefore, if Dalhousie is serious about its commitment to USR, reevaluating some HR policies in order to assure a certain level of fairness and compassion to the disenfranchised would be welcomed.

The university has a culture plagued by systemic and overt racism, misogyny, homophobia, ableism, and other forms of exclusion (Highlights 5-year Strategic Report – June 2019 (p.25))

- **International outreach**

One of the main reasons EDI as a construct should be seriously considered in the university’s strategic plan is Dalhousie’s aspirations to build an international reputation through the quality of its research and education and the strength of its international outreach strategies as well. Reaching out to the international community requires a level of cultural competence that would help the university to engage with international partners effectively. The fact that cultural diversity

and inclusion can be fully integrated into strategic initiatives and policies can constitute a competitive advantage for Dalhousie. Unless an employee enjoys a strong relationship with a network of key international institutions, any new international initiative will require an inventory of competencies that would include experiences, technical knowledge, and cultural awareness to ensure the best “person-context” fit before engaging. This will require a more targeted strategic framework from HR to channel well-suited employees toward the corresponding project. With its capacity and the right approach to other cultures, Dalhousie can play a leading role in the Canadian international development ecosystem. Taking into account the UN SDG, the declaration of the decade for people of African descent, and unfortunately the COVID19 pandemic, Dalhousie has some tremendous opportunities to reaffirm its commitment to sustainability around the world and increase its global development footprint and to also build the international reputation of an institution that cares. In addition to helping to build the health delivery capacity in developing countries, Dalhousie may have the opportunity to assist these communities in need with the possible third wave of the COVID-19 pandemic.

- **Health capacity building**

We are cognizant that the university’s capacity is limited and that along the lines of one of Dalhousie’s key strategic areas is partnerships. It would be judicious for faculties such as Health, agriculture, architecture to have strategic collaborations with the private sector (Biomedica, Adaptiv Medical Technologies, etc.), government development agencies to develop and implement comprehensive solutions to improve the health systems in these struggling communities, from helping with vaccination campaigns to improved sanitation systems.

- **Risk of catastrophic third wave**

The first wave of COVID-19 started in China, followed by a second wave, mainly in the Western world. Despite all the advanced infrastructure (health, public transportation, etc.), very costly government measures to support individuals who had to stay home or got laid off, we have witnessed quite a rapid progression of the pandemic in the developed world, particularly in poorer communities that have a significant number of people who work in service-based businesses or retail, where close contact is required. Therefore, it is realistic to anticipate that, with inadequate infrastructure and very limited resources, the impact could be catastrophic in developing countries. Moreover, with their attention shifting to assisting their citizens in need, wealthier countries may be unwilling to help. In the event of such an occurrence, the economic damage in these already fragile

communities may last many decades and increase disparities between rich countries and communities and poorer ones.

Whether it is a regional or international engagement, Dalhousie University should first evaluate its partnerships with its stakeholders and identify the social issues that matter to its stakeholders. This approach requires an adequate level of cohesion between the organization, policymakers, and community members. To achieve this level of togetherness, an organization (public or private) must have a good understanding of the different factors specific to that social complex. It is important given that policymakers seeking to foster regional economic growth tend to see different communities in terms of numbers and with one generic set of solutions without considering the socioeconomic and cultural factors that make communities different. This is the case with many organizations such as corporations, NGOs, universities, etc., that are struggling to develop and implement long-lasting and impactful initiatives.

### Technical factors

On a local level, we are living in an era with a very favourable technological environment where our tech infrastructure can allow us to provide distance learning, community member training, small business assistance in some of the most remote areas. With 33 plus years of experience in Telehealth and an enviable set of expertise, Dalhousie University is in a unique position to provide health care and promote healthy living remotely here in Canada and abroad.

## Appendix 5: SWOT Analysis regarding Dalhousie's Social Responsibility

### Strengths

#### Institutional

- Service to community has been a strategic area of the last institutional plan titled *Inspiration and Impact*
- Progress achieved during past 5-7 years under very supportive leadership created momentum (“No-one does anything alone”, “one plus one equals three”)
- Positive overall reputation strengthening in recent years
- University's Strategic Research Direction for 2018-23 explicitly grounded in the SDGs
- Emerging university Community Engagement Program (newly created positions of director of Indigenous community engagement and director for African Nova Scotia community outreach)
- Ranked 85th in the world in the 2020 THE University Impact Rankings (first time participation)
- First university in Canada that has seriously investigated its links to slavery

#### Dal as a Space for Learning

- Programs for marginalized groups (e.g., Imhotep's Legacy Academy, TYP, Johnson Pathways/PLANS, some scholarships for Indigenous and Black students in some faculties, diversity program within CDL-Atlantic)
- Youth programs (e.g., SHAD, Supernova)
- Community-engaged learning (curricular engagement, practitioners as guest speakers, experiential learning via collaborative research and capstone projects, cooperative education)
- Curriculum changes to engage with vulnerable groups (new minor programs in Black and African Diaspora Studies and Indigenous Studies, Aboriginal and Indigenous Law in Context course)
- Access Policy to strongly encourage access for students with special needs including multiple intelligences, physical and mental health.
- Innovation-driven entrepreneurship education and established culture of entrepreneurship (Dal Innovates programs: e.g., creativity, innovation and

- entrepreneurship courses offered, sandboxes, hackathons rooted in societal problems, new minor)
- Strong student-led fundraising activities (e.g., Movember, Five Days for the Homeless, etc.)
- Recognition of student volunteering (e.g., IMPACT Awards)

### **Dal as a Space for Working**

- Engagement with community from individual faculty members
- Units/faculties where community volunteering is strongly encouraged (e.g., Office of Advancement)
- Faculty and staff volunteering outside working hours (e.g., board engagement, children coaching)
- Public lectures
- Development of EDI policies and hiring of 1st Vice-Provost, equity & inclusion

### **Dal as a Regional Driver**

- University is an important part of the economic engine of this province
- Dalhousie attracts 60% of students from outside Nova Scotia
- Large impact on NS's innovation economy; very successful university-wide platform for fostering innovation and entrepreneurship in the region and the world (Dal Innovates – business formation, incubation, and acceleration)
- More than 100 university spin-offs
- 1st CDL center to have a diversity inclusion officer
- Significant contribution to NS's tech workforce following the increase of computer science class
- Community-based research undertaken by many faculty members and students
- Rural-focused researchers spread throughout the university
- University consistently undertook close to 90% of industry-supported research in Nova Scotia with post-secondary institutions
- Athletics & Recreation (student athletes are strong Dalhousie ambassadors in the community, many creative initiatives targeting various communities, physiotherapy clinic, camp inclusion counselor, running of international sport events and community-based ones)
- Dalplex meets physical, mental and social needs of the community



- Dalplex is key strategic partner for the city when it comes to aquatics
- Strong relationship with provincial government
- Proactive partnerships with other universities in the region (e.g., CDL-Atlantic University Partnership, OFI)
- Community clinics (social work, law, dentistry clinics), tax clinic, technology law clinic
- Various community outreach initiatives (Blue Nose Run, United Way, Daffodil Day, food bank, seed library)
- Strategic location of the Agricultural Campus gives Dalhousie a foothold into the rural Nova Scotia and also among Indigenous communities
- Very close, pro-active Agricultural Campus with the community (multiple initiatives, community has been part of the faculty strategic planning, community reports, research with impact, partnerships with industries that are the cornerstone of rural Nova Scotia)
- Strong connection of the Truro campus with the Mi'kmaq community
- Food procurement policies that support local sources (% ranges by season, on campus Farmer's Market)
- Artistic and cultural contributions

### **Dal as a Global Presence**

- Established area of excellence: ocean-related
- In the clean energy sector (only university partnership with Tesla)
- Proactive partnerships with other universities, government, business community, NGOs, donors (e.g., International Ocean Institute)
- Influence on public policy development (e.g., Ocean Frontier Institute, Healthy Populations Institute, Marine & Environmental Law Institute)
- International big projects in the Faculty of Agriculture
- Alumni volunteerism

### *Weaknesses*

#### **Institutional**

- No cohesive institutional strategy, policy and structure properly resourced that promotes SR and that every faculty and unit work to support; in turns, this deficiency sheds doubt on the commitment of the university/unit to SR every time there are leadership changes
- Lack of repository/institutional memory of all community engagement initiatives; information is hard to find and in multiple locations

- Many things are done but in different siloed spaces with no sharing of information or best practices; potential for synergies is not effectively utilized
- Initiatives are not sustainable if they are not part of the university structure in a more coordinated collaborative way
- Weak accountability; some things look great on paper but few results to show
- (Perception of) ineffectiveness in taking the university into the community and bringing the community onto the campus

### **Dal as a Space for Learning**

- Inadequate support for disadvantaged groups (e.g., insufficient Indigenous and Black student financial support, TYP underfunding)
- Faculty, staff, and student population not reflective of general population (lack of faculty and staff role models for underrepresented students, lack of data regarding representativity among students)
- Excessive reliance on part-time and contract positions
- Less than 6% of courses offer work-integrated learning (as of June 2019)
- Province with the highest tuition in Canada

### **Dal as a Space for Working**

- Climate concerns, failure of promoting equality of opportunity
- EDI feels like a checking boxes type of initiative
- Employee diversity
- Institutional racism + resistance to acknowledging that Dalhousie has a racism problem
- Old or missing policies (e.g., Statement on Prohibited Discrimination hasn't been updated since 2009; no racial violence on campus policy)
- No sense of OneDal, especially among underrepresented visible and invisible minorities
- Tenure and promotion standards and criteria actually discourage faculty from engaging with community

### **Dal as a Regional Driver**

- Reputation of elitist, aloof, distant university, unwelcoming to disadvantaged groups, perceived as less engaged with our community than other universities in the region (Source: Reputation Study)

- Community voice not present at Dalhousie's decision-making tables
- Engagement with community has arisen primarily from individual faculty members and community activism; university reliance on individuals to make community connections leads to a void if/when that person leaves Dalhousie
- Lack of or insufficient institutional commitment of grassroots and bottom-up initiatives condemns them to remain ad hoc and siloed
- Ineffectiveness in following Dalhousie's own reports and utilizing the time and effort spent in putting those reports together
- Touting symbolic acts that do not substitute for meaningful investment
- Faculties can be possessive and that translates into failing of interdisciplinary projects
- University influence in the region could be better used and targeted
- Athletic infrastructure is still substandard compared to what it should be for a U15 university

### **Dal as a Global Presence**

- No presence in international organizations like UNESCO and Red Cross
- Provincial support for universities falls short of the national average.

### *Opportunities*

#### **Institutional**

- Impact reporting (better capture the many initiatives currently undertaken as evidence-based program when looking for funds)
- "Fertilize the soil we are growing in"

#### **Dal as a Space for Learning**

- Utilize research and subject expertise to build curriculum public solutions
- Demand for mid-career development and lifelong programs
- Alternative delivery models and alternative ways of earning credit (e.g., competency-based education, micro credentialing) can provide access to non-traditional audiences
- Demand shifts following the COVID crisis could translate into higher demand for online and hybrid programs
- Provide every student with an experiential opportunity and entrepreneurial skills; faculties with talent and skills needed in an innovation economy

- Strengthen student engagement
- Diversify “student” body (age, race, skills, vocations)
- Expand TYP
- New skills needed in a post-COVID world (e.g., ability to work remotely, to better focus, time management, communication skills, etc.)

### **Dal as a Space for Working**

- COVID crisis as an opportunity for building trust

### **Dal as a Regional Driver**

- Nova Scotia is facing multiple societal challenges that Dalhousie can address through multidisciplinary collaboration and by opening up solutions complexes based on its diversity of expertise (e.g., social inequality and children poverty, aging population, rural development, productivity gap, etc.)
- Need to maintain population growth
- Develop a strong partnership with the new to be created Office of Social Innovation and Integrative Approaches whose deputy minister will be Dalhousie’s Chair of the Board to leverage Dalhousie’s expertise for social impact
- Innovation economy created a need for corporate learning and culture shifting
- Need for policy entrepreneurs in government, systems thinkers and innovators in healthcare
- Changing economy and societal trends create need for certificates (older people work for longer; people want to live rural but can’t find employment opportunities; industries sunseting creating need for retraining)
- Need for social impact evaluation support and training from small organizations
- Division between urban and rural; population concentration in HRM
- Invest in start-up programs and catalyze the creation of job opportunities (government cares about jobs)
- Increased leverage of Athletics & Recreation potential and many existing programs for increased community impact
- Build on some best practices of community engagement practiced by the Agricultural Campus
- Enhance and grow partnerships with K-12 educational institutions, other universities, businesses

- Need for a Regional Development Plan
- COVID as opportunity to forge bonds with the community

### **Dal as a Global Presence**

- Key emerging areas of worldwide excellence: medicine, dentistry, health professions (immunology, virology, vaccinology, frailty, aging and maintaining healthy lifestyles), clean energy (small scale energy storage)
- Societal challenges that need to be addressed in a globalized context (e.g., climate change)
- Need for social enterprises is also a government priority
- Expand and translate the Lord Dalhousie report into action – become a regional, national and international leader
- Use of international partnerships to strengthen the region
- Halifax North American Indigenous Games
- Opportunity to consolidate public trust because as a university we enjoy independence and impartiality

### *Threats*

#### **Institutional**

- Demand shifts following COVID can threaten the university revenues if they translate into decreased international student mobility
- Government funding decrease following COVID
- University bureaucracy
- Doing nothing or maintaining status quo and not capitalizing on the shifts that happened over last 5 years

#### **Dal as a Space for Learning**

- Failing to deliver on the high expectations created in last few (5) years (e.g., re: EDI)
- Student perception of education's goal as only a job guarantee

#### **Dal as a Space for Working**

- Impact of not having a sense of belonging on being university ambassadors in the community

### **Dal as a Regional Driver**

- Failing to deliver on the high expectations created in last few (5) years (e.g., re: community outreach)
- Interference of community engagement with academic freedom of research and speech
- Historical trust and negative perception from the part of underrepresented communities
- Being the largest university in the region creates higher expectations for doing more on SR and not always receiving credit for what is being done

### **Dal as a Global Presence**

- McGill has launched its own investigation into its connection to slavery
- Not proactively preparing for political shifts in international communities or pandemics

## Appendix 6: Progress made under Strategic Priority 3.0

(Excerpt from the *Dalhousie University Strategic Direction 2014–2018: Year 5 Progress Report*, p. 7-9)

### 3.0 SERVICE

#### GOAL: CATALYZE THE INTELLECTUAL, SOCIAL AND ECONOMIC DEVELOPMENT OF OUR COMMUNITIES

##### 3.1 Contribute to cultural and economic vitality, locally and globally, by fostering creativity, innovation and entrepreneurship

###### Experiential and Work Integrated Learning

- Co-ops: 8.2% annual growth in co-op work terms since last year, to 2,209 in total; 5-year increase is 23.8%
- 100% of students have access to Experiential Learning
- 23.3% of students participated in Work Integrated Learning in 2018/2019, up from 22.1% in 2017/2018

###### Sandboxes

- Idea Sandbox: A total of 440 students participated in seminars, 185 in workshops and 16 in the bootcamp program; 6 faculty and 2 industry seminars; 16 faculty workshops; \$70K in direct student funding for projects
- ShiftKey Labs: 1,175 students participated in 59 ShiftKey Labs events in 2018/2019, with 3 new incorporated businesses launched (Sunreport, Kavi, Duneworld) and 3 teams in active support; 3 Hackathons held in 2018/2019 with 70 total participants
- SURGE (Science Unleashed: Research Growing the Economy) Sandbox established; new innovation course for fourthyear students launched (SCIE 4705: Science Innovation, Commercialization, and Entrepreneurship) with 16 students enrolled; 3 Hackathons with 73 student participants; 1 Discover Event with 15 participants
- Cultiv8: 2,129 attendees at 42 events; 43 students at deep engagement for weekly programming; 60 students for a 12day intensive design challenge; community/student engagement involved a mix of 195 students and public; became an incubator for Mitacs with first client, a PhD student; also engaged Millbrook First Nations to pursue collaboration opportunities

###### Entrepreneurship

- 11 creativity, innovation and entrepreneurship courses offered; 449 students
- Creative Destruction Lab-Atlantic (CDL-Atlantic), based at the Rowe School of Business, is a proven milestone-based coaching and seed stage financing program for massively scalable tech and science-based startups and after only two years, is recognized as a key contributor to the innovation and entrepreneurship landscape in Atlantic Canada; highlights of 2018/2019 included:
  - Ventures – Cohort 1 raised just under \$10M in equity financing, and Cohort 2 is on-track for same
  - Atlantic University Partnership in which students and faculty from Saint Mary's University, University of New Brunswick, University of Prince Edward Island and

Memorial University can participate in the CDL- Atlantic course and experience the meetings

- Diversity Project to include young women, First Nations and African Nova Scotian high school students with an opportunity to participate in CDL-Atlantic sessions by shadowing a mentor
- AI Research Project to identify high potential startup companies
- CDL Course expanded, including students from other Atlantic Canada research universities via MOUs with Memorial, UPEI, UNB and SMU
- Workshops which support CDL-Atlantic ventures in preparing for participation in the program and potential investment with support from leading faculty from MIT

#### Innovation Spaces

- Emera ideaHUB had 9 startup companies, each with a Dal affiliation, accepted to participate in the Emera ideaHUB Bridge residency program designed to support early stage startups with a focus on the commercialization of physical products and innovative technologies

#### Commercialization of Research

- In 2018/2019, Industry Liaison and Innovation Office supported 316 research and service agreements (from 331 in 2017/2018), 35 patent filings (from 36 in 2017/2018), 9 technology licenses (from 4 in 2017/2018) and 89 startups (from 52 in 2017/2018)
- Dal undertook 88% of industry-supported research in Nova Scotia with post-secondary institutions
- Innovation & Entrepreneurship (I&E) Steering Committee, Planning and Budgeting: Implemented I&E Steering Committee, under the leadership of the VPRI, with a broad senior membership including the Provost, VPs and Deans; implemented a coherent and comprehensive planning and budgeting process for 2018/2019
- ideaHUB: Launched the Emera ideaHUB; developed new programming focusing on building products, including an incubator to help bridge student- and researcher-led companies
- NNCE Review: The Faculty of Management responded to the review of the Norman Newman Centre for Entrepreneurship (NNCE) with a go-forward plan, revamping programming and structure
- MIT REAP, Ocean Supercluster and ONSIDE: MIT Regional Entrepreneurship Accelerator Program (REAP) was led by past Dalhousie President Richard Florizone and catalyzed the creation of ONSIDE, which is designed to encourage inclusivity and diversity across Nova Scotia in innovation-driven entrepreneurship; the Nova Scotia MIT REAP team also helped catalyze the new Ocean Supercluster, a \$300M+ initiative that brings industry, government and universities together to drive applied research and innovation to grow the ocean economy
- Dal Innovates brand, website, marketing materials updated to reflect Dalhousie's curricular and extra-curricular programming
- Technology Law Clinic: Launching the Stewart McKelvey Technology Law Clinic; students in this clinic will work with entrepreneurs, other students and startups in the university and the wider community to offer early-stage legal information and advice
- New Minor involving innovation and entrepreneurship will provide undergraduate students in five faculties with an opportunity to develop skills related to design thinking,



- innovation, new ventures and entrepreneurship; will increase the pool of students engaging in sandboxes, LaunchDal, ideaHUB and CDL-Atlantic
- I-INC: Dalhousie has joined and become one of four national nodes for the Incubate-Innovate Network of Canada (I-INC), which accelerates science and technology-enabled innovation, productivity and job creation through programs which enhance the individual and collective innovation impact of its member Canadian research universities; I-INC members collaborate in delivering local, regional and national programs to move research from labs to global markets

### **3.2/ 3.3 Promote a culture of service and engagement by maximizing the opportunities for students, faculty and staff to contribute to community both inside and outside of the university**

#### Community Clinics

- In August 2018, School of Social Work Community Clinic moved to new location at 6054 Quinpool Rd; since April 2018, provided support to 192 clients in clinic or community and provided phone support to approximately 40 additional clients; provided work placement experience to 29 students from Social Work, Occupational Therapy, Psychology, Pharmacy, Nursing, Nutrition, and Medicine; in April 2019, Clinic was the recipient of the Faculty of Health William Webster Excellence in Interprofessional Education Award, recognizing “a team which has demonstrated excellence in teaching and/or leadership with regard to implementing and/or developing innovative, effective and sustainable IPE opportunities”
- Dalhousie Legal Aid Services opened 219 new files between April 1, 2018 and March 31, 2019 (6 new community files, 55 in the area of administrative or poverty law, 28 adult and child protection, 62 young persons involved in the criminal justice system, 1 adult criminal and 67 family law files) and 663 Telelinks, in which clients were assisted over the phone or drop in; reception referred 817 callers to private lawyers, Legal Information Society of Nova Scotia, Nova Scotia Legal Aid and Dal’s tenant rights project
- In 2018, 206 Dentistry and Dental Hygiene students completed 20,994 appointments in the Faculty’s dentistry clinics on and off campus

#### Community Outreach

- The Dalhousie Agricultural Campus MacRae Library’s Seed Library has 203 registered users and lent 41 seed packets in the last year, with approximately 615 seeds introduced into the community; staff continued to provide expertise and collaboration with seed libraries around the country, and provided programming for Seedy Saturday, local schools and youth camps, engaging with over 232 people at various events
- Student-led fundraising activities such as the Movember initiative and Five Days for the Homeless raised over \$60k and \$16k respectively and over 100 students participated in volunteer opportunities across the Halifax Regional Municipality on Community Day; for the second consecutive year, faculty and staff ran at the Blue Nose Marathon to raise funds for the IWK; every spring, faculty and staff participate in the United Way Day of Caring; in tax season, Prof. Laura Cumming and Prof. Jenny Zhang supervised a group of undergraduate business students in the Income Tax Clinic to help students and members of the community complete income tax returns

## Student Health and Wellness

- Continued partnership with the School of Nursing, providing community placements for 40 nursing students annually, who delivered mobile flu shot and STI clinics and participated in a variety of health promotion activities including the popular Ask a Nurse program, where students can anonymously submit health questions online to nursing students and staff
- Clinical psychology doctoral students led anxiety and resilience-building counselling groups; leadership of group counselling programs has now become embedded as part of the PhD program at Dalhousie

## Youth Programs

- The Imhotep's Legacy Academy (ILA) programs foster interest in science, technology, engineering and mathematics (STEM) among students of African heritage in Grades 6 to 12 and continues its growing influence, with over 1,484 students reached in 2018/2019 and increased enrolment in after-school and tutoring programs; at least 39 ILA high school graduates have been students at Dalhousie with at least 38 other ILA graduates enrolled at other universities and colleges; on average, 87% of ILA students graduating high school are in STEM studies
- Each summer, Dalhousie welcomes 54 exceptional high school students from across the country to the month-long SHAD summer program; university-level academic content with a STEAM+innovation focus is provided by Dal faculty, staff and students, an essential element of this transformational program
- Dalhousie's Supernova program offered classroom workshops, clubs, events and 70 summer on-campus camp programs for youth interested in science, engineering, technology and mathematics (STEM), with an overall registration increase to 1,100 (up from 944 in 2018)
- PLANS (Promoting Leadership in health for African Nova Scotians) program hosts university transition and health science summer camps providing an interactive opportunity to learn about health programs, career pathways and post-secondary study and has seen 45 of its health science and PLANS prep institute camp alumni graduate high school and 36 enroll in a post-secondary program with 22 in a health or science program; 6 medical students of African descent graduated from Dalhousie Medicine in 2018

## Volunteerism

- Angus MacIntosh (Cross Country) recognized as AUS Community Service Award winner for efforts in combining athletics, academics and community service
- 275 student varsity athletes invested over 4,000 hours of volunteer service to a variety of community groups in 2018/2019
- Sven Stammberger (Men's Basketball) honoured by the Governor General as a Top 8 Academic All Canadian (1 of 8 student-athletes recognized from among over 12,000 student-athletes in Canada); award recognizes athletic and academic excellence while also highlighting contributions to the community
- 195 alumni have registered as willing to volunteer and 132 active alumni volunteers are involved in meaningful roles to support students, engagement and the mission of the university."

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