

The following recommendations were developed in 2018 based on the collective research, experience, expertise and wisdom of African Nova Scotian faculty, staff and students who together have decades of service to the university; and many of whom are mandated by their respective roles to provide specific service to African Nova Scotian students and communities — together with the experience, expertise and wisdom of African Nova Scotian community and organizational representatives, many of whom are Dalhousie University alumni. With the goal of full and equitable African Nova Scotian participation at Dalhousie University, a successful African Nova Scotian Strategy will include the following actions:

<p>Compile and communicate an annual report card on the progress of the African Nova Scotian Strategy to African Nova Scotians with a reciprocal opportunity for African Nova Scotians to provide feedback.</p>	
<p>Develop and offer for-credit courses in African Nova Scotian communities and through distance education, which will encourage recruitment and include mature/adult learners.</p>	
<p>Develop and offer free lectures and workshops in the community (e.g. Humanities 101).</p>	
<p>Partner with the community to develop an African Nova Scotian Saturday school and work with organizations, governments and Centers for Education to infuse elementary and secondary school curricula with African Nova Scotian content.</p>	
<p>Organize an annual youth summit in partnership with African Nova Scotian organizations to engage African Nova Scotian youth.</p>	
<p>Develop a communications plan to support the African Nova Scotian Strategy and to engage internal and external stakeholders and partners. The plan should include social media platforms and discussion groups that can connect directly with young African Nova Scotians.</p>	
<p>Enhance the collection of disaggregated statistics in order to measure the progress of African Nova Scotians across the various dimensions of the African Nova Scotian Strategy.</p>	
<p>Revisit the African Nova Scotian Strategy as they relate to the African Nova Scotian Strategy.</p>	<p>Task Force Report ons of the Break] T</p>

<p>Include an African Nova Scotian research, policy and learning function in the development of the African Nova Scotian Centre.</p>	
<p>Develop a faculty exchange program with Historically Black Colleges and Universities (HBCU) in the United States, the Caribbean and on the continent of Africa.</p>	
<p>Develop and distribute a directory of African Nova Scotian courses, African Nova Scotian faculty and instructors, and other faculty and researchers who study African Nova Scotian topics.</p>	
<p>Expand African Nova Scotian curricular offerings, including through the Black and Diaspora Studies Minor and expansion to a major.</p>	
<p>Develop initiatives that enable instructors, program leaders and faculty to infuse African Nova Scotian and Africentric perspectives, issues, pedagogies and ways of knowing into curricula and program development</p>	
<p>Encourage faculty to engage with African Nova Scotian communities, build relationships and create service-learning opportunities.</p>	
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<p>Develop an African Nova Scotian access program for the Faculty of Medicine and School of Public Administration, similar to the IB&M Initiative at the Faculty of Law.</p>	
<p>Review and enhance entrance and in-program needs-based bursary and merit based scholarship offerings (including the Indigenous Black Entrance Scholarships, graduate, post-graduate and professional scholarships) for African Nova Scotian students.</p>	
<p>Support African Nova Scotian student success by developing and implementing a faculty and staff recruitment and advancement program.</p>	
<p>Support African Nova Scotian student success by working to address and rectify curricula and classroom cultural competence limitations.</p>	
<p>Enhance academic transition and support services to meet the needs of African Nova Scotian students. The services should be African Nova Scotian centered and trauma informed: a. Develop a system of proactive referral of African Nova Scotian students with risk factors to a culturally competent support person and provide continued support using a wrap-around model. b. Match African Nova Scotian students with a dedicated Dalhousie mentor (preferably from the student's discipline). c. Establish an African Nova Scotian Elder-in-Residence program whereby Elders can</p>	

Implement programming, with funding, to expose African Nova Scotian students to international study opportunities.	
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