2015

Report from the Restorative Justice Process at the Dalhousie University Faculty of Dentistry

Jennifer Llewellyn
Dalhousie University Schulich School of Law, jennifer.llewellyn@dal.ca

Jacob MacIsaac
jacob.macisaac@dal.ca

Melissa MacKay
Melissa.MacKay@dal.ca

REPORT FROM
THE RESTORATIVE JUSTICE PROCESS
AT THE DALHOUSIE UNIVERSITY FACULTY OF DENTISTRY

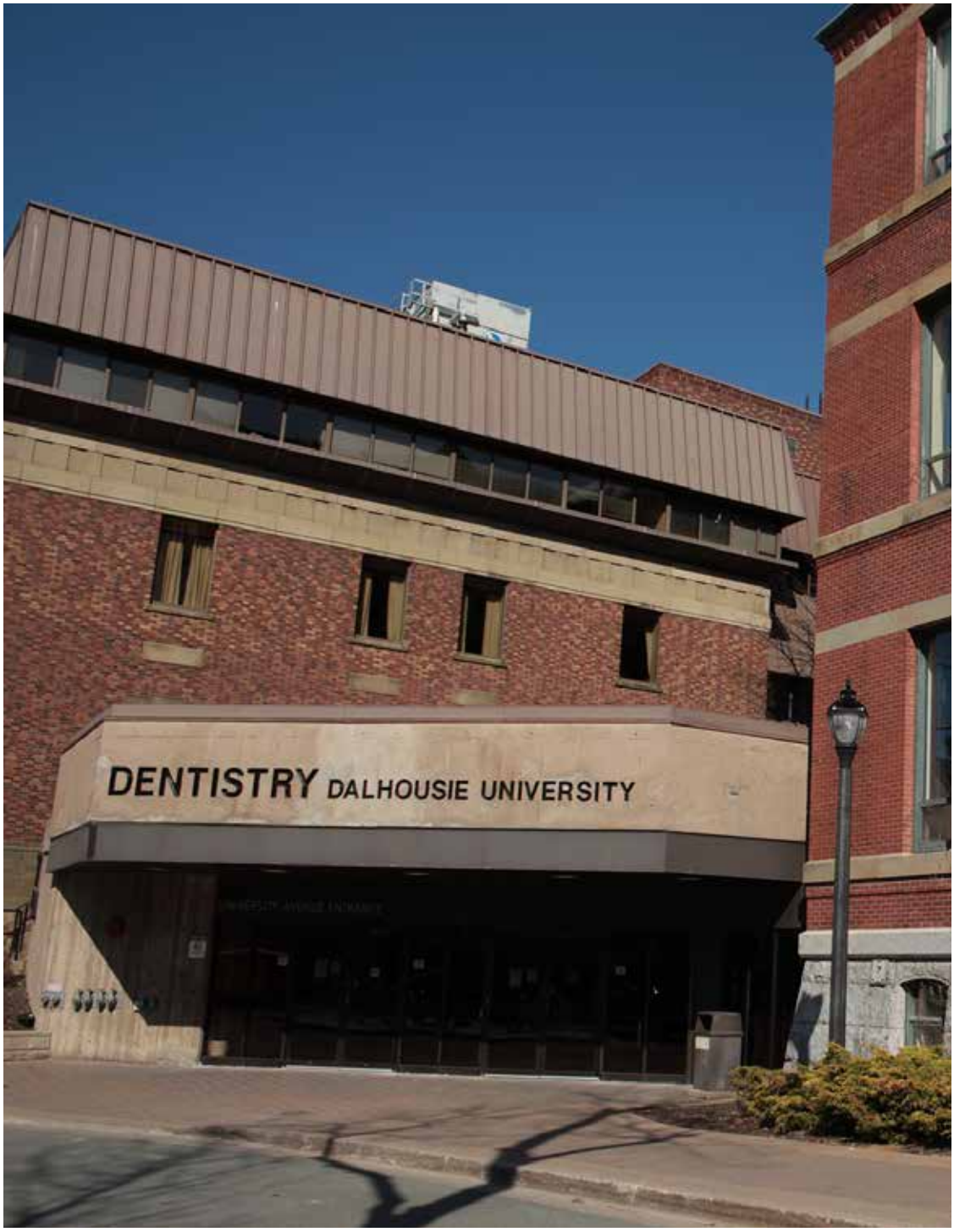
MAY 2015

PREPARED ON BEHALF OF THE PARTICIPANTS BY

JENNIFER J. LLEWELLYN Viscount Bennett Professor in Law at the Schulich School of Law, Dalhousie University.

JACOB MACISAAC Community Safety Officer, Security Services Dalhousie University.

MELISSA MACKAY Advisor, Harassment Prevention/Conflict Resolution, Office of Human Rights, Equity and Harassment Prevention, Dalhousie University.


DENTISTRY DALHOUSIE UNIVERSITY

REPORT FROM THE RESTORATIVE JUSTICE PROCESS

AT THE DALHOUSIE UNIVERSITY FACULTY OF DENTISTRY
MAY 2015

TABLE OF CONTENTS

Executive Summary

In December 2014, female students in Dalhousie University's Faculty of Dentistry filed complaints under the University's Sexual Harassment Policy after they became aware some of their male colleagues had posted offensive material about them in a private Facebook group. The select materials revealed from the Facebook group reflected misogynistic, sexist and homophobic attitudes. At the complainants' request, the University began a restorative justice process to investigate the matter, address the harms it caused and examine the climate and culture within the Faculty that may have influenced the offensive nature of the Facebook group's content. Twenty-nine students from the class of DDS2015 (out of 38 in the core four-year program) participated in the restorative justice process. This included 12 of the 13 men identified as members of the Facebook group when the offensive material was discovered. Fourteen women and three other men from the DDS2015 class also participated in the process over the last five months.

This report gives an account of the restorative justice process, including:

- **Statements from all participants in the process, including male and female students, the Faculty of Dentistry, the University, the Nova Scotia Dental Association and members of the community.**
- **A timeline of the restorative process, highlighting actions and outcomes from December 2014 to May 2015.**
- **An account of the investigation into the Facebook group and the actions of its members, including the investigation's interaction with the Academic Standards Class Committee with respect to issues of professionalism and patient safety.**
- **An examination of the climate and culture at the Faculty of Dentistry.**
- **Ideas and commitments that have emerged from the restorative justice process aimed at creating a safer, healthier and more inclusive environment for all students and faculty.**

The restorative process found that the men's Facebook group began as a bonding activity but became a place to vent frustrations, often in unhealthy and at times extremely offensive ways. Members sought to "one up" each other in ways that were frequently crude in nature and aimed at shock value. While the offensive content in the Facebook group is inexcusable, the restorative process revealed that similar attitudes and behaviours existed within the competitive climate of the Faculty of Dentistry. In extensive interviews, workshops and group sessions with students,

faculty and staff, process participants described a culture in which standards for professionalism were inconsistently applied; rumours of favouritism and inappropriate relationships circulated; sexist, mysoginistic, racist and/or homophobic behaviours were at times perceived to be inadequately dealt with; and mechanisms for addressing these issues were poorly communicated and sometimes frustrating to pursue.

This culture and climate in no way excuses the actions of the Facebook group, nor is such behaviour by any means unique to the Faculty of Dentistry or Dalhousie University. The men involved have accepted responsibility for their actions, undergone extensive learning and committed to hold themselves to higher standards in the future, as will be outlined in this report. Through the restorative process they have each met the requirements of the Academic Standards Class Committee with respect to professionalism.

Process participants together have outlined five key areas that have a significant impact on climate and culture and require attention in order to create a healthier culture at the Faculty of Dentistry:

i. **COMMUNITY BUILDING** – finding better and more supportive ways to build connections between and among students, faculty and staff

ii. **INCLUSION AND EQUALITY** – supporting diversity and confronting accepted divisions along lines of gender, race, culture and religion

iii. **PROFESSIONALISM AND ETHICS** – adapting a more integrated and principle-based approach to both personal and professional integrity with respect to patient care and safety

iv. **CURRICULUM AND PROGRAM STRUCTURE** – addressing factors within the program and clinic structure that contribute to a competitive and stressful environment

v. **REPORTING PROCESSES AND CONFLICT RESOLUTION** – improving communication and transparency in order to create safer spaces to address and resolve issues

The student participants in restorative justice hosted a *Day of Learning* toward the end of the process in order to share their experiences and learning in connection with these five themes. The event actively engaged more than 80 stakeholders from the various parties involved in the restorative process in dialogue about the ways forward to support a more inclusive and respectful culture and climate in the Faculty of Dentistry, the University, and the profession. This report will share the ideas and commitments developed within the process to achieve this goal.

This report also addresses the challenges that participants and facilitators faced in working together in a restorative process. These challenges included significant pressures from individuals and groups both outside and within the university community who advocated for a more punitive approach without an informed understanding of what the restorative process entailed. Both male and female members of the dentistry class reported increased stress due to public debate that was at times aggressive, intrusive and erroneous. Female participants ultimately felt compelled to ask the Dalhousie Student Union, among others, to stop speaking *for* them without ever speaking *to* them, while male participants received threats of harm to them and their families via social media. The overwhelming public scrutiny and attempts to influence the process compounded the harms to those most affected, including the women who filed the original complaint.

1. Introduction

On December 16, 2014 four female fourth-year students in the Faculty of Dentistry at Dalhousie University filed complaints under the University's Sexual Harassment Policy. Their complaint related to offensive materials about them posted on a private Facebook group site (the "Gentleman's Club" Facebook group) by male members of their class, and how the climate and culture at the Faculty of Dentistry was reflected in, and perpetuated by, the posts.

The complainants chose to proceed with their complaints through a restorative justice process option available under Dalhousie University's Sexual Harassment Policy. A preliminary investigation revealed 13 men were members of the Facebook group at the time the posts were discovered. All 13 men initially agreed voluntarily to participate in the restorative justice process selected by the complainants in order to investigate and try to resolve the matter. Ultimately, 12 of the 13 Facebook members followed through on their initial agreement and participated in the restorative justice process. The Faculty of Dentistry and the University also agreed to participate fully in the restorative justice process with respect to the climate and culture element of the complaint.

The Faculty of Dentistry subsequently suspended the men involved from clinic to assure public safety pending further investigation. It also segregated the men from attending classes with their other classmates. The Faculty referred members of the Facebook group to the Academic Standards Class Committee (ASCC) to have the matter addressed as unprofessional conduct. The ASCC agreed to defer its final determination of the matter for the 12 men participating in restorative justice to allow them to remediate their behavior to meet the required standards for professionalism through that process. The restorative justice process reported throughout on their progress and outcomes to the ASCC.

The restorative process ran for almost five months, concluding on May 6, 2015. The sexual harassment complaints were dealt with to the satisfaction of the participants, and the ASCC concluded that the 12 former Facebook group members had successfully remediated their behavior and met the professionalism standard required for graduation from the Faculty.

Typically, details and outcomes of complaints and disciplinary processes within the University, particularly with respect to sexual harassment claims, are not made public in order to protect the privacy interests of those involved. Given that the complaint in this case concerned, in part, wider issues of culture and climate within the Faculty and the University that are of significant public concern, the facilitators and participants have agreed to provide this public report in the hope that what was learned within the restorative process will contribute to broader understanding and change. This situation garnered an exceptional amount of public and media attention. The

coverage and commentary throughout has been fueled by speculation and conjecture about the situation and circumstances of the events at the Faculty of Dentistry and the University's response. The public reaction was compounded by misinformation and misunderstandings about restorative justice as well. The tenor and scope of the public and media response amplified, extended and increased the harmful effects of the Facebook incident.

In electing to participate in a restorative justice process, the participants committed to actively contribute to an investigation of what happened regarding the "Gentlemen's Club" Facebook group and of the context and circumstances in which it came to exist. Participants focused on understanding what happened and why in order to address the harms caused, and determine what changes are necessary in the future to prevent similar harms and to improve the culture and climate in the Faculty and University. This restorative justice process could not, of course, offer final or comprehensive solutions to these issues. No single process could. It did, however, discover important facts and insights about the current situation and ways to address it going forward. It also modeled ways in which the ongoing work of building respectful and inclusive relationships, as the foundation for a healthier culture and climate, may be approached. The restorative justice process was conducted largely in private but engaged a broad range of participants and stakeholders within it. The private nature of the process allowed space that was safe and conducive to open and honest engagement by all.

While the process was private in terms of who was invited to take part, it was not a secret process. The knowledge and insights gained within the process were always intended for all participants to be able to use and share in their efforts to address the situation and improve things for the future. In keeping with the goal of supporting positive change, the participants felt it was important to provide this report on their process to the wider community to share what they have learned in the hope it may be of benefit to building safer and more inclusive communities in the future.

From the start, the women who came forward with their complaints under the Sexual Harassment Policy indicated clearly that they wanted to ensure that what happened would matter - that it would make a difference not only for their male class members involved but also for the Faculty, University, the dental profession and the wider community. They wanted a process that would support learning from the past in order to ensure a better future. They wanted a process that was fundamentally about education – in which learning would provide a basis for future action. All of the participants share the hope that their efforts, experience and learning within the restorative justice process over the past five months will contribute to broader change. Together with the process facilitators, they offer this report to explain the restorative justice process they have been part of, provide accurate information about the Facebook group and surrounding events, and share what they have learned about the culture and climate at the Faculty of Dentistry and ways to improve it.

This report is also important in providing an account of the restorative approach Dalhousie undertook in this case. An expert in this field at another Canadian university called this process a "game changer."[1] The approach has received significant attention from universities internationally and experts seeking to address culture and climate on campuses that tolerate or perpetuate sexism, misogyny, homophobia and other harmful forms of discrimination. This report will serve, hopefully, as a helpful resource or source of information for others with similar experiences and situations. It is important, however, to acknowledge up front, as will be evident throughout the report, that this was not a typical restorative justice process because, in many ways, it was not a

typical situation. The situation was made much more complex by the level and nature of the media and public attention. There were also significant internal debates in the University with respect to how and who should determine the appropriate response. We chronicle the process and how these factors impacted the nature, progress and resource intensity of the restorative justice approach in this case. We do so because it is important to be clear that this process would not have required such a level of expert attention and staff support if it were less complex in terms of the number of students, the various needs of the different parties, the systemic and institutionalized nature of the central issues, and the significant and unusual external and internal hurdles it had to overcome to allow the process to move forward in a safe and supportive way for those involved.

In releasing this report, the participants, first and foremost, hope to contribute to the ongoing initiatives and efforts at the Faculty and the University to learn from what has happened and to move forward toward a healthier and more inclusive community at Dalhousie. In this way, this report will contribute, alongside the recent ***Belong Report***, to the University's established strategic priority to "Foster a collegial culture grounded in diversity and inclusiveness" (***Inspiration and Impact: Dalhousie Strategic Direction 2014-18,*** priority 5.2). The restorative justice process participants and facilitators have also provided information to the External Task Force on Misogyny, Sexism and Homophobia in the Faculty of Dentistry, which we hope will provide further support to its efforts to offer a wider lens on the culture and climate within the Faculty. The restorative justice process and this report will also inform the work of the Faculty of Dentistry's Next Steps Process that began in February 2015. The restorative process has enabled participants from the Faculty, the University and the profession to investigate, learn and prepare to make the necessary changes in order to take full advantage of the input and recommendations from this report and these other processes.

In March 2015, approximately half-way through the restorative justice process and following the facilitators' progress report to the Academic Standards Class Committee (which assessed whether, based on the investigation and remediation work to date, there were any public safety concerns with respect to a return to a clinical setting), the student participants in restorative justice issued a public statement in order to share their perspectives and information on the process. They felt it was important to do so prior to any decision by the ASCC regarding a return to clinic so that the public would have accurate information directly from the participants. This first statement is appended to this report (Appendix A).

At the end of the restorative justice process, the participants felt it was again important that the public hear directly from them in their own voices about their perspectives and experiences. This report begins after this introduction with a statement from all of the participants, followed by detailed information about the work, findings and outcomes of the process.

The report also contains:

- **Background and details regarding the restorative justice process (section 3a)**
- **Chronology of the development and implementation of the restorative justice process (sections 3 b & c)**
- **Description of the elements and activities of the restorative process (section 4)**

- Findings from the investigation into the sexual harassment complaint regarding the Facebook group and the climate and culture at the Faculty of Dentistry conducted in conjunction with, and as part of, the restorative justice process (section 5)
- Ideas and commitments for ways forward to address the harms and issues identified through the restorative process (section 6).

2. Participants' Statement

THE FOLLOWING STATEMENT REFLECTS THE VIEWS, EXPERIENCES AND PERSPECTIVES OF ALL THE PARTIES INVOLVED IN THE RESTORATIVE JUSTICE PROCESS. THE PROCESS HAS FREQUENTLY BEEN DESCRIBED IN COMMENTARY IN THE MEDIA AS ONE INVOLVING ONLY THE MEN AND WOMEN IN THE CLASS OF DDS2015. FROM THE BEGINNING, HOWEVER, THE FACULTY AND THE UNIVERSITY COMMITTED TO PARTICIPATE FULLY AS ACTIVE PARTIES WITHIN THE RESTORATIVE JUSTICE PROCESS. IN ADDITION, REPRESENTATIVES OF ORGANIZED DENTISTRY AND THE COMMUNITY ALSO PARTICIPATED. ALL OF THEIR VIEWS ARE REFLECTED WITHIN THIS FINAL PUBLIC STATEMENT FROM THE PROCESS.

A STATEMENT FROM THE RESTORATIVE JUSTICE PARTICIPANTS

FROM THE PARTICIPANTS FROM THE CLASS OF DDS2015

AS PARTICIPANTS *in the restorative justice process from the Dalhousie Dentistry Class of 2015, we write to you again as our time in the process comes to a close. To rephrase that, our time in the restorative justice process is officially coming to a close but we can all attest that we will carry the lessons it has brought us long after we graduate.*

As we reflect upon our five-month journey, we recognize how far we have come not only individually but collectively. We have challenged and supported one another as we confronted what happened with Facebook and the climate and culture within our school. These uncomfortable, difficult and complicated conversations have required us to delve deeper into societal and cultural issues of sexism, homophobia, and discrimination and how they erode the foundations of supportive and healthy communities. We did not create these issues, but we have come to understand our parts in perpetuating and tolerating them within our relationships and community. We have experienced acutely how harmful and destructive people can be to one another, and how people bring each other down. We have consciously learned to support one another and we have begun the process of building each other and our community back up. Having endured such a public fracturing of our class community and many of our personal relationships, our focus throughout the process has not been to return to normal but to create a new "normal" for the future.

We have engaged in the restorative justice process as individuals and as groups of men and women, Facebook group members and others. As the process developed we have worked through the harms and issues that divided us. At the end of this process, while we have some distinct experiences to share, we write not as separate groups of "the men" and "the women" but as the restorative justice group from DDS2015, united in our commitment to ensure our experience matters for the future.

AS FEMALE PARTICIPANTS, *for us restorative justice was initially a solution to a complicated problem. We are a small class, from a small faculty, and a tight-knit community. Many of us are far from our families, making the need for a strong and supportive community at school that much greater. As a result, we had come to care deeply about each other, as classmates and as friends. It was this caring that made the realization that the Facebook group held content about us so upsetting.*

Restorative justice provided us with a different sort of justice than the punitive type most of the loudest public voices seemed to want. We were clear from the beginning, to the people who most needed to hear it, that we were not looking to have our classmates expelled as 13 angry men who understood no more than they did the day the posts were uncovered. Nor did we want simply to forgive and forget. Rather, we were looking for a resolution that would allow us to graduate alongside men who understood the harms they caused, owned these harms, and would carry with them a responsibility and obligation to do better.

We also felt a responsibility as future dental professionals to our profession and to the public. We are women with the ability to stand up for ourselves, but we realized this is not always the case in the traditional dentistry setting where auxiliary staff is predominantly female. The relationships among classmates are different than employee-employer relationships. We are able to raise our concerns with less fear than in workplaces where it could potentially be far more detrimental to one's career. This may discourage employees from bringing forward complaints against their employers involving the sort of unprofessional and sexist material displayed in the Facebook posts. We also became increasingly aware that while women now represent the majority of students entering dental schools, women remain underrepresented in leadership positions within the profession. We wanted to be prepared to begin to fill these roles. While we have always felt safe with our classmates, we felt a need to participate first-hand in a process that would enable the thoughtful reflection required to behave differently both privately and publicly. Contrary to the more traditional form of justice, we were looking for positive changes rather than punishments.

As the subjects of some of the offensive Facebook material, we wanted to be active participants in responding to it. It became clear to us that only through the restorative justice approach could we play the active roles we wanted. The men began making apologies in December, and through the restorative process we have accepted those apologies. More than that, though, we have seen the men learn why they are sorry and what that requires of them.

As we moved through the restorative process, eventually we also had to unpack the assumptions we as women brought with us. We are a part of a generation in which inappropriate sexualization is more common and widespread than ever before and we have become used to this. Because such attitudes are everywhere, we rarely take time to

question them. For example, we had always known about the men's Facebook group but had always assumed that, as a rule, there were no posts about women in our class. We assumed though, and did not address the fact, that the material on the site was likely by times sexist, unprofessional, and inappropriate. It was only when we knew it was about us that we took real offense. This made us realize that we, as women, also contribute to the culture and climate that allows Facebook groups like the one at issue to persist and flourish. We had to ask ourselves: why we are only up in arms when it is about us, but unconcerned with the objectification of other women? Why was this tolerable? We needed this restorative process because we had work to do ourselves.

Dentistry is a self-governing profession, a fact we didn't think about in detail five months ago. Having been through the restorative justice process, we have seen first-hand the immense responsibility that comes with being accountable for ourselves and ensuring accountability for how our colleagues act. In the restorative process we became comfortable questioning the status quo and demanding of ourselves that we come to the table with honesty and integrity. We have come to circle with members of our class, but also with our faculty and every level of leadership at Dalhousie, each time posing the same underlying question—how can we be better?

AS MEMBERS OF THE FACEBOOK GROUP, *from the earliest moments of the restorative justice process when we realized the hurt and harm our comments caused for our classmates, faculty and staff we wanted to convey our overwhelming regret. But we learned that saying sorry is too easy. Being sorry, we have come to see, is much harder. It takes a commitment to hear and learn about the effects of your actions and an ongoing and lasting commitment to act differently in the future. We have hurt many of those closest to us. We do not ask for our actions to be excused. They are not excusable. We do commit to doing better as professionals, employers, alumni and friends.*

We have engaged honestly and completely in a restorative justice process that has helped us more fully understand and address the effects and impacts of our actions and the situation as a whole. The Facebook posts that have come to light were unacceptable, and they have caused more hurt than we ever could have imagined. Throughout our restorative justice process we have reflected on what we see as our role and relationships as students, as future professionals, as colleagues and as friends. We have asked ourselves questions with no easy answers, such as – How did I not notice? Why did I make those assumptions? How did I let this happen?

We were given the choice to join the restorative justice process as a way to start to repair the harm we caused, rebuild the relationships damaged, and improve ourselves. We have actively participated in seminars and workshops that have taught us much about inclusion, diversity, sexism, misogyny, rape culture, homophobia and discrimination. We also participated in many group discussions in which our friends, classmates, colleagues and facilitators gave us personal insights into different viewpoints we hadn't fully considered. Restorative justice has allowed for an environment of learning, growth and development.

We have come to understand professionalism more deeply over the last five months. Professionalism is not just about how you act when you don your white coat and treat patients; it extends into your private life as well. We have also seen how easily these boundaries

can blur. More than ever we understand how personal integrity is crucial to maintaining patient confidence and public trust.

It is a privilege to be a member of the Dental profession and to care for patients and we do not take that for granted and we know it comes with significant responsibilities. Honesty and accountability are key to gaining and maintaining this public trust. Our reflections and discussions have revealed and reinforced public expectations of us as health care professionals. We failed to live up to our responsibilities and what was expected from us. As we prepare to begin our careers we commit not only to uphold our professional responsibility, but to raise the standards of professionalism even higher. Our work within the restorative process has inspired and prepared us to be better advocates and examples of professionalism. We are more prepared and committed as professionals to stand up for what is right both inside and outside the workplace. We believe our efforts will make our faculty, classmates and the profession proud to call us colleagues.

We know that many people want to know who the worst among us are and who the more "innocent" by-standers are. The truth is, none of the Facebook group members are innocent but nor are we monsters. Despite how we have been portrayed in the media, we care deeply about our classmates, Faculty, University, our patients and our communities. Within the restorative justice process we have come to accept our personal and shared responsibility for the fact that over the three and a half years, as members of the Facebook group, we did not examine the harmful ways in which we were building connection with one another. We are more, though, than what we were shown to be in the limited selection of Facebook posts or in the public response on social and mainstream media. Accepting our personal shortcomings has been difficult but necessary as we work toward being the image that we want to portray in our private, public and professional lives.

We see the world through a different lens now. We recognize more clearly the prejudice and discrimination that exists inside and outside of dentistry. We understand we have contributed to this through our actions and by failing to stand up when we saw it happening. It may be impossible to undo the harms but, we commit, individually and collectively to work day by day to make positive changes in the world. The problems extend far beyond us, and we will work to ensure the lessons we have learned will as well.

We realize there are some who are suspicious of us and our sincerity and have sought greater access and transparency from our process. While we have been open and transparent with those most directly involved and affected, we have tried not to add to the incredible public attention given to this situation because it has contributed to, and compounded, the scope and reach of the harms involved. As a result of this publicity, our actions have indirectly harmed individuals and groups that we do not know and cannot reach directly. It is hard to address all the worries, outrage, frustration and trauma the Facebook posts triggered especially since there has been so much speculation and accusations and few facts about what really happened, who we are, our intentions and the work we have done to try to make this right. We hope the report from the restorative process will offer some of that information.

We know the media and some in the public will only be satisfied, however, if they know our names so that they can investigate our lives for themselves, including our families and friends. Indeed, the efforts of some to gain information about us have resulted in significant threats and

harms against us and our families. We have struggled significantly with whether to share our names more broadly. Based on what we and our families have experienced over the past five months, we have decided not to do this now. We know some feel that broader apologies are owed to "the public". Just as it is difficult, however, to believe our apologies, when they come without names and faces, it is equally hard to apologize to a general and unknown "public".

We know our Facebook posts impacted and harmed members of the public that include current and future patients, neighbours, future colleagues and employees. In particular, our patients have the right to honesty from their healthcare providers. We care deeply about our patients and understand some of them may have lost personal and public trust in us because of our actions. Our actions also impacted our profession and contributed to access-to-care issues within dentistry. We deeply regret if this has made even one person more reluctant or afraid to access the oral health care they need and deserve. We owe it to each of these individuals, groups and other members of the public to seek to understand their concerns and try to address them. We cannot do that work with sincerity or success without knowing to whom our efforts are directed. We have made a commitment that we will be honest with our patients, colleagues, the profession and our future employers and employees about our involvement within the Facebook group if asked. We have upheld this commitment since our return to clinic. We know that earning trust back does not happen overnight or even over five months. We commit to continue this work both individually and collectively in future.

We are incredibly thankful for the opportunity to take part in the restorative justice process. We are grateful to the women in our class for their courage to choose this process and believe we could be worthy of their investment by being upstanding professionals in the future. We are also thankful to our restorative justice facilitators who have been there for us, and our classmates, throughout this entire process. The lessons we have learned we will take with us through the rest of our lives.

FOR ALL OF US IN THE DDS2015 GROUP *the restorative justice process created space to have the difficult conversations we needed to learn from our mistakes and experiences. It has helped us develop our abilities to reflect critically, communicate, and resolve problems and conflicts. We are more aware of our actions and their impacts on others. We have grown as people, gaining a deeper understanding and commitment to the importance of acting with respect, trust, integrity, equality and acceptance. Facebook posts have shaped our story, but we will not let them be our only legacy. We commit to using and sharing what we have learned for the benefit of others to contribute back to the communities we hope to serve one day.*

We want to acknowledge and thank the Dalhousie Faculty of Dentistry for preparing us with excellent clinical knowledge and skills. Through a challenging and demanding four-year program, we have learned from experts in the field and gained the technical skills to excel as dentists. We believe, however, that the lessons we have learned throughout the restorative justice process have enhanced the "hard skills" gained on the clinic floor. As we prepare to enter the profession, we bring with us an important set of skills acquired throughout the restorative process, from conflict resolution techniques to the importance of reflective practice. We have become accustomed to having difficult conversations, which often require as much self-reflection as they do articulation. We are proud of our dentistry education, and now

equally as proud of the education we received through this restorative process. Combining the two we feel confident to enter the profession with a commitment to lifelong learning for personal and professional development.

Lastly, it is with heartfelt thanks that we recognize our families and friends who have endured undue hardship as a result of this incident. The past five months have been incredibly painful for them, as they had little choice but to sit back and watch as our final year of dental school unfolded in the media. While trying to deal with the harms of the Facebook posts, we were hit with an onslaught of attention by social and mainstream media that was at times more harmful and painful. Our families and friends, who most wanted to support us and protect us, felt helpless. It was largely due to the support of our families and friends that we had the strength to persevere, both independently and collectively. Now, as we approach our graduation, it is a time to celebrate and reflect on all we have learned and accomplished in the past four years. We ask that the media respect our right to privacy, if not for us, then for our families, so they may share in this time with us free from worry. Please respect our time and space to celebrate our success with those who stand beside us and those who stood behind us.

FROM THE FACULTY OF DENTISTRY AT DALHOUSIE UNIVERSITY

The last several months have been extremely challenging. The events themselves and the resultant media spotlight have had a profound impact at many levels on every single person associated with this Faculty – our staff, patients, students, faculty members, alumni and members of our profession. We were shocked, saddened and ashamed that an incident such as this happened on 'our watch', in our Faculty. Managing our response to the Facebook scandal was complicated by the multitude of voices with strong opinions on the right thing to do. Many felt the issues around the Facebook incident were black and white – a group of students did a terrible thing and should be expelled. However, first and foremost we are educators. Punitive measures such as expulsion do not change attitudes or positively influence future behaviour, nor do they address underlying systemic problems. A number of the young women, harmed by the Facebook posts, showed insight and eloquence by choosing education over punishment. They saw restorative justice as the most promising path towards meaningful change.

We have drawn on vast and credible resources across our campus and from within our own Faculty. Engaging in restorative justice provided an opportunity for us to remediate professionalism and ethics while reflecting on the climate and culture contributing to the Facebook incident. It has enabled a process that was trauma-informed and victim-centered in order to address the real harms. Members of the Academic Standards Class Committee tasked with overseeing remediation of the suspended men observed firsthand the power of their personal expressions of truth and remorse. Remediation for behavior related to the Facebook incident was determined to have met the high standard of professionalism expected of a graduating dentistry student. These men have taken ownership and responsibility for their actions, have been respectful and humble in the face of adversity, and have persevered to become better men. These attributes will continue to shape their personal and professional lives.

For the rest of us, restorative justice was inclusive; it empowered students, staff and faculty

alike to be part of the process. It has given us a better understanding of what it means to have a 'safe' environment in which to have difficult conversations and to proactively identify risks and challenges. However, it has also held up a mirror forcing us to look more deeply at aspects of our own culture and climate. We see clearly and more fully how broader societal norms such as sexism, homophobia, and racism are reflected within our Faculty. These have been difficult issues to face and are deeply troubling. However, we are determined not to continue to operate under the premise of 'business as usual'. We are deeply committed to make significant changes. The restorative justice process has shown us some of the next steps required and provided some of the skills and tools we will need to build a more inclusive and supportive learning and working environment.

We are now moving forward through a "Next Steps" initiative. This initiative builds on the outcomes from restorative justice to identify priorities and to focus on positive cultural changes within our Faculty. We are working with our students to ensure insights gained from the Facebook incident support an evolving and affirmative environment in the Faculty for years to come. Lessons learned will not be forgotten. We will emerge a stronger, more supportive and inclusive community, continuing to build on our proud heritage. We are positioned to be leaders in a restorative approach to addressing problems and building better relationships, and to serve as an example of how education can be used to be positive and transformative.

FROM DALHOUSIE UNIVERSITY

In December, deeply offensive comments on Facebook by male members of our fourth-year Dentistry class caused significant harm to their female classmates, the dental profession, the Dalhousie University community, and beyond.

This incident was particularly discouraging because we had committed, in our Strategic Directions, to creating a diverse and inclusive environment at Dalhousie. These past five months have both tested our aspirations and strengthened our resolve to realize them.

From the beginning, we sought neither to rush to judgment nor to sweep this incident under the rug. Instead, we knew that as a university we had an obligation to learn and to educate.

At the heart of our response was restorative justice. This was the approach chosen by most of the women directly impacted. Restorative justice isn't easy or swift, but we fully supported the women's choice. We believed restorative justice was the best route to a just and meaningful outcome – for the women, for the university, and for society.

Restorative justice enabled us to get at the facts, to understand underlying issues, and to achieve real change both now and in the future. It has led us to those meaningful outcomes that express our core mission: to seek knowledge, to educate individuals and to transform lives. Restorative justice provided an opportunity for broader participation and learning to create real and lasting change across Dalhousie and in our community. The process has been inclusive and collaborative; focused on reflection, understanding and growth; precisely what a university should be. The process has already resulted in positive change at Dalhousie and, although we still have work to do, it has laid the groundwork for continued progress.

Nearly two centuries ago, our founder proposed a new, inclusive university with access for all regardless of class or religious belief. That vision continues to motivate us today, as we strive

to create an even greater university, free from exclusion and discrimination, that embraces and inspires all of us.

FROM THE NOVA SCOTIA DENTAL ASSOCIATION

The Nova Scotia Dental Association is grateful to have been invited to participate in the restorative justice process that transpired at Dalhousie University during the winter/spring of 2015. The opportunity to interact with 4th year dental students and faculty from the dental school gave us both the ability to communicate impacts on the dental community and at the same time understand and appreciate the factors and stresses that cause behaviours, the reparations that are underway and what we as the representatives of organized dentistry need to do to better serve the next generation of practicing dentists.

FROM THE COMMUNITY PARTICIPANTS

As a diverse group of professionals in various disciplines committed to restorative justice work in Nova Scotia, we were approached early in January to be part of a Local Advisory Committee on the restorative justice process being undertaken at the Dalhousie Dental School. We were asked to function as a sounding board for the facilitation team working to respond to the situation unfolding after the public revelations of the Facebook postings in early December.

The committee met several times during the period the process was underway to listen to emerging developments, to reflect with the leadership, and to support and encourage them in their work. In addition, members of the committee met separately with the women in the class affected, others with the men responsible, and still others took part in the Day of Learning which was a significant marker in the unfolding restorative justice process.

One of our group observed, after taking part in a meeting with the young women affected, "how clearly these young women exercised their agency and how much thought they had put into understanding the dynamics of the situation they were in. They were a group of powerful, thoughtful young professionals who together were making sense for themselves of a very challenging situation."

Another noted that "it took a lot of courage for both the men and women to participate together in the Day of Learning but they did so in a way which reflected mutual respect. While the men took responsibility for their actions, the women articulated clearly their capacity to express for themselves their needs from the process."

We hope that the insights which many shared at the Day of Learning will benefit not only these students but the institution, faculty and staff of the Dental School, and future students as well. In addition, it is our sense that the restorative justice process undertaken at Dalhousie to address this very challenging interface of social media, misogyny, and professional formation may well form a template for other institutions to address similar issues, not if, but when, they occur.

For those involved and those directly affected by this experience, though undesirable and unwanted, the process which they engaged in may actually strengthen the capacity of these

young women and men to take their professional roles more seriously and to address future issues of personal and professional conflict with resilience and integrity.

Finally, we would be remiss if we did not mention the professionalism of Melissa MacKay, Jacob MacIsaac and Jennifer Llewellyn, which has made this restorative justice process the timely and effective response it has been.

3. The Restorative Justice Process at Dalhousie University

A. BACKGROUND AND ROLE

The Province of Nova Scotia is an internationally recognized leader in restorative justice and the use of a restorative approach in areas including education and human rights. The Department of Justice implemented a province-wide restorative justice program for youth (aged 12-17) in 1999 and a contemplated extension to adults has been piloted in specific locations over the past four years.[2] In 2010, in conjunction with the provincial expansion of restorative justice to adults, and in response to the findings of the Mayor's Roundtable Report on Violence and Public Safety in the Halifax Regional Municipality[3], Dalhousie University partnered with the Department of Justice, the Halifax Regional Municipality and the Halifax Regional Police to establish a restorative justice pilot for Dalhousie students. Through this program the University built capacity and began to use restorative processes in response to harmful conduct on and off campus. Restorative processes are now used in connection with some matters under the student code of conduct, residence life, Security Services investigations and campus safety work, and in the Human Rights and Harassment Prevention Office. The development and implementation of restorative justice at Dalhousie University has been supported by expertise and advice available within the province.

Dalhousie University has also offered significant scholarly and research expertise on restorative justice provincially, nationally and internationally. It hosted the Nova Scotia Restorative Justice Community Research Alliance (**www.nsrj-cura.ca**), a six-year, federally-funded collaborative research initiative on the theory and practice of restorative justice, including work on a restorative approach as a trauma-informed process, human rights and education. This initiative developed strong local and international research and practice networks. The expertise within these networks supported the work of the restorative justice process at the Faculty of Dentistry through the Local Resource Group and the International Expert Advisory Group. Members of these groups included leading researchers and practitioners in the fields of restorative justice, gender and sexualized violence, psychology, law, education, public safety, student support services and social work.

Dalhousie's Sexual Harassment Policy allows complainants to choose whether to proceed informally or formally to address the matter. Restorative justice is one of the established options available under the policy's informal options.

In December 2014, Dalhousie received four complaints under the Sexual Harassment Policy concerning the content of a private Facebook group created by several male members of the DDS fourth-year class and about the related climate and culture at the Faculty of Dentistry. After reviewing all of the options available under the policy, the four complainants elected to proceed via restorative justice. A preliminary investigation based on the initial posts revealed to the University identified nine male members of the class as participants in the Facebook site at the time the screenshots were taken and five women named in the posts. A further investigation based on more screenshots made available to the University and later to the media revealed a total of thirteen male members of the class as active members of the group at the time the screenshots were taken. With the new posts included, there were ten female dental students individually identifiable (nine from the fourth year class) and general references to all of the women in the fourth year class.

The thirteen men identified were interviewed and invited to take part in a restorative process to address the situation. All thirteen acknowledged their responsibility and verbally agreed to participate voluntarily in the restorative justice process to address the harms caused by the Facebook content. The restorative justice process was initiated December 16, 2014. It began with an investigation to identify other involved and affected parties in order to invite their participation and to discern the nature and scope of the issues involved to design an appropriate restorative justice process for this situation. Participation by 29 members of the DDS fourth-year class was confirmed on January 8, 2015 although it remained open for others to join as they wished throughout the process. One of the thirteen men did not confirm his participation, formally declining to continue in the process.

The DDS2015 class is a relatively small one. There has been some confusion regarding the composition and size of the class by commentators on the process. This confusion seems to stem from the relationship of the Qualifying Program students to the DDS2015 class. In the 2014/2015 school year the DDS4 had a total of 46 students (25 men and 21 women). Of these 46, only 38 are four-year program students. The remaining eight students in the class are Qualifying Program (QP) students. Qualifying program students are qualified dentists from jurisdictions outside Canada. In order to qualify for licencing in Canada they must complete a two-year program. In the second year of their program they are counted as part of the fourth year class. The QP students only joined the DDS2015 class in September 2014. As a result, the DDS2015 class community relevant in terms of those most directly impacted and involved with the Facebook site numbered 38 students (19 men and 19 women). Of the 38 four-year program students in the DDS2015 class 29 agreed to participate in the restorative justice process. Of the 29 students involved during the restorative process there were 15 men and 14 women. Twelve of the men were members of the men's private Facebook group at the time the posts were revealed.

The restorative justice process was underway pursuant to Dalhousie's Sexual Harassment Policy when the 13 identified members of the Facebook group were suspended from clinic (a decision made on December 22, 2014 and communicated by the University on January 5, 2015) in order to allow time for further investigation to ensure the men involved did not pose a safety risk. The issue was referred to the Academic Standards Class Committee (ASCC) to consider, according to their jurisdiction, whether the requirements for standards of professionalism were breached. Following the suspensions and investigation, the ASCC determined that the conduct constituted a breach requiring remediation. Aware that 12 of the men were already participating in the restorative

justice process, the ASCC agreed to delay final dispensation of the matter pending the outcome of the restorative justice process. The 12 men involved agreed to work through the restorative justice process to address concerns regarding professionalism and to remediate their behaviour. They agreed that the restorative justice facilitators would provide updates and information to the ASCC throughout the process.

Participation in restorative justice was voluntary and individuals could determine the level and nature of their involvement. Participants were not ***required*** to take part in any parts of the process. However, the 12 former members of the Facebook group who agreed to work through restorative justice to remediate their behaviour and meet the professionalism standards required by the Academic Standards Class Committee (ASCC) for graduation, had to participate fully or their case would be returned to the ASCC to determine remediation.

B. DETAILED PROCESS CHRONOLOGY

WHAT FOLLOWS IS A SHORT HISTORY OF DALHOUSIE UNIVERSITY'S RESPONSE TO THE DDS2015 "GENTLEMAN'S CLUB" FACEBOOK GROUP, WITH A PARTICULAR FOCUS ON THE USE OF A RESTORATIVE JUSTICE PROCESS, FROM DECEMBER 7, 2014 TO THE MIDDLE OF MAY 2015. NOTE, HOWEVER, THAT THIS HISTORY DOES NOT PURPORT TO LIST EVERY MEETING, CIRCLE PROCESS, CONFERENCE, OR WORKSHOP RELATED TO THE RESTORATIVE RESPONSE. RATHER, IT HIGHLIGHTS EVENTS THAT ARE PARTICULARLY SIGNIFICANT IN UNDERSTANDING THE GENERAL PROGRESS OF THE PROCESS. FURTHER INFORMATION ON THE ELEMENTS OF THE PROCESS, THE EXPERTISE ENGAGED, AND KEY EVENTS IS PROVIDED IN THE PROCESS ELEMENTS AND ACTIVITIES SECTION OF THIS REPORT.

On **Sunday, December 7, 2014**, a female student in fourth year at the Faculty of Dentistry contacted three of her female classmates to notify them of the existence of a post on the private "Gentleman's Club" Facebook group to which many men in the fourth-year class belonged. The post contained polls, one of which asked "who would you 'hate f—k'?" Members could add names to the polls and/or vote on the responses. The female student who first became aware of the polls informed three of her classmates that they were all named in the posts along with one other female member of the DDS2015 class (five women in total). The four women agreed to meet with a Faculty of Dentistry administrator the following day.

On **Monday, December 8**, University officials were also notified about the post. Four of the five women named in the 'Hate F—k' post met with a Faculty of Dentistry administrator. Three of the women expressed an interest in an educative response not limited to the men, but rather one that could address broader issues within the Faculty of Dentistry and the profession that they identified as central to the incident and the harm. They also noted their wish to be involved in the process to address these issues because of the self-governing nature of the dental profession. Also on December 8, Dalhousie Security Services met with the University official who had been made aware of the Facebook post. A preliminary investigation of the incident by Security Services was immediately launched at the request of the Vice-Provost, Student Affairs.

By **Tuesday, December 9**, the investigation had identified nine men and five women involved in, or mentioned on, the 'Hate F—k' post. Security Services reported these names to the University administration. It was determined, based on the information then available, that there was no

basis to recommend an interim suspension of the students on the grounds of safety. Based on the information known, the students were referred to the Dalhousie Human Rights, Equity and Harassment Prevention office (HREHP).

On **Friday, December 12**, Advisors from the HREHP Office (including Melissa MacKay (MM), Advisor, Harassment Prevention/Conflict Management) and a leader of the Faculty of Dentistry met with one of the female students regarding the 'Hate F—K' post and advised her of the supports Dalhousie could provide, the options available for her to proceed, and the possible outcomes for the participants in the Facebook group under the Dalhousie Sexual Harassment Policy.

Later Jacob MacIsaac (JM) Security Services Community Safety Officer and MM met with a female student to discuss safety concerns and available supports at the student's request. In the course of the meeting it became clear that the student had access to further information about the Facebook group. JM requested that the student put her "source" in touch with him if possible. JM provided his contact information and left it to her discretion to provide this information to her "source." JM also indicated to the student that she could forward other information if she felt it was relevant to the investigation. Later that day, JM received an e-mail from the source, a male dentistry student who was a member of the group, with a screen shot attached.

Over the **weekend of December 12 - 14**, MM and a Faculty of Dentistry administrator corresponded with the two students who provided the information. Additional information and a full package of screenshots was delivered to JM and copied to others within the University by a female student. A third party (a female DDS2015 student not named in the posts) also provided the women named in the original post with the Facebook materials.

On **Monday, December 15,** MM was advised by email by one of the initial four female students that she felt the University had what it needed to proceed without her involvement. MM met with senior administrators at the Faculty of Dentistry and the University. MM reached out through the Faculty of Dentistry to the four other women named in the "Hate F—k" post who reported the incident to the Faculty seeking a response (the three from the initial four women plus another female student). MM wanted to ensure they had access to supports and information. She offered to meet with them regarding their options if they wished. By 1:20pm that day, media outlets received the selected Facebook screenshots from an unidentified source and began reporting on local and social media. National coverage of the situation began on the evening news broadcast. That afternoon, the Faculty of Dentistry postponed remaining Fall exams. That evening, Dalhousie President Richard Florizone released his first public statement: "Over the next 48 hours the university will consider the full range of options available to us to address these serious allegations. Dalhousie will follow an approach that is victim-centered, that focuses on understanding and repairing the harm caused, and that reinforces a safe and respectful environment."

On **Tuesday, December 16,** MM met with the other four women named in 'Hate F—k' post (the three from the initial four women plus another female student). Members of the Faculty of Dentistry administration were also present. MM reviewed available supports for the students, the Sexual Harassment Policy, and the formal and informal complaint process options available under the Sexual Harassment Policy. The four women indicated that they wished to pursue a complaint under the Sexual Harassment Policy and proceed through a restorative justice process. The complainants identified concerns about the actions of the men, but also about the Faculty of Dentistry's culture and climate, which they believed had contributed to the harassment and,

at other times, adversely affected them and their learning. They wanted these issues addressed before the men graduated and noted that since dentistry is a self-regulating profession it was important for them to engage in a process in which they, as complainants, could be actively involved. The women requested an opportunity for the class to come together later that afternoon before most students left campus for the holiday break to ensure that everyone could access supports. MM explored the possibility of holding a voluntary event that did not place the students' personal safety at risk.

Also on December 16, MM and leaders of the Faculty of Dentistry met with twelve of the men identified as members of the Facebook group to discuss available supports, the Sexual Harassment Policy, and the informal and formal complaint processes. MM related that the four complainants wished to proceed through the restorative justice option. All the male students present agreed verbally to participate in restorative justice. MM and a Faculty administrator later met with the remaining Facebook group member to discuss supports available, the Sexual Harassment Policy, and the complaint options. He verbally agreed to join the restorative justice process. JM served no contact orders as requested by one of the women in the DDS2015 class.

In response to the request by the four complainants for a meeting with their fellow students, the Faculty of Dentistry invited the DDS2015 class to an optional 'update' gathering that afternoon. At that meeting, MM and JM emphasized that the event was voluntary and was only for the purposes of providing information and ensuring the students' safety and support. Most students attended, as did leaders of the Faculty of Dentistry. Students in the class were encouraged to ask questions and express their concerns. They were, however, discouraged from attempting to sort things out on their own at this stage as MM and JM identified the necessity for a full investigation, and that time was needed to explore and understand any safety concerns relevant to if and how discussions should take place. During the question period, several of the men offered apologies. The facilitators recommended that the female students not respond at this stage. The female students expressed concern for their classmates, but did not respond to the apologies offered.

Following the student meeting, and on the basis of the preliminary investigation, the restorative justice facilitators launched a full investigation with respect to the complaint, in order to determine the details of the Facebook site and any circumstances, including the culture and climate at the Faculty of Dentistry that contributed to the existence or content of the Facebook group. JM, a trained investigator with Security Services, took the lead on this investigation as part of his duties as a facilitator of the restorative justice process. MM provided support for the investigation and served as the co-facilitator of the restorative justice process with JM.

On the evening of December 16, President Florizone contacted Prof. Jennifer Llewellyn (JL) of the Schulich School of Law to ask her advice about the potential for restorative justice in this situation. JL indicated that restorative justice was worthy of careful consideration, depending upon the wishes of the parties and what was revealed by the investigation. President Florizone asked if JL would advise on the process in support of the Dalhousie staff involved. JL agreed and began working with the facilitators. Over the following week the process was under mounting pressure both internally and externally. On December 24, President Florizone requested that JL assist with the process as an advisor/facilitator, and liaison between the restorative process, the University, and the Faculty of Dentistry. JL accepted on the understanding that the restorative process and her involvement remain independent of the university administration to ensure impartiality and to enable the process to engage the university as a party along with the others involved. From this point forward JM, MM and JL worked collaboratively to facilitate the restorative justice process.

JL took a lead role in securing appropriate internal and external supports and protections for the process to ensure its independence and success.

On **Wednesday, December 17**, MM and JM contacted the four female students who bought complaints under the Sexual Harassment Policy and they affirmed their wish to address their complaints through a restorative justice process. MM and JM met with two of the four complainants in person and the other two women via email and phone as they were en route home for the holidays. President Florizone requested a meeting with the complainants. The two women still on campus agreed to meet with President Florizone during their meeting with JM and MM.

MM and JM met with the twelve men in small groups to conduct interviews as part of the investigation. MM and JM received verbal commitments from the men regarding their participation in the restorative justice process. Many of the men exhibited signs of significant crisis. JM and MM followed up with Counselling Services to arrange access to supports for the students.

In the evening President Florizone held a press conference to announce that the four women had filed a complaint regarding the Facebook posts and the related culture and climate in the Faculty of Dentistry under the University's Sexual Harassment Policy, and that they had opted for a restorative justice process to address it. He indicated that the University would respect and support this choice.

On **Thursday, December 18,** MM and JM met with a male member of the Facebook group who had not attended the meeting with the other male Facebook members the previous day, to conduct an interview as a part of the investigation. He affirmed his commitment to participate in the restorative justice process. MM and JM continued their investigation of the Facebook materials to identify other parties involved as members or as people named and/or pictured on the website. The facilitators began to 'decode' references made in Facebook comments and posts based on interviews, a process that continued into January. They also reviewed background information on any individuals or incidents referenced in the Facebook posts.

On **Friday**, **December 19**, JL, at President Florizone`s request, spoke to a group of senior leaders on campus to explain restorative justice and to answer questions. On the same day, the "Expel Misogyny" protest took place. Protesters attended a rally at the Dalhousie Dentistry building before marching to President Florizone's office at the Henry Hicks Building. A group of faculty members on campus also circulated a petition entitled "Statement Against Misogyny and Gendered Violence".

The facilitators continued to meet with several DDS2015 students by telephone and in person. In the weeks and months ahead, JM and MM provided round-the-clock support to the students in the wake of the unprecedented internal and external attention to the story, which generated health and safety concerns for the men and women most directly impacted.

Based on the information gathered in the investigation up to that point, it became clear that others were involved or affected by the situation and that, therefore, the scope of the restorative justice process should expand to be open to all DDS2015 students and others affected including the Faculty and the University. The facilitators sent an email to all DDS2015 students providing more information on the restorative justice process the complainants had elected and inviting them to join if they wished. The facilitators also provided reflective questions for students to think about and/or respond to over the holiday break, if they so wished, in preparation for their

involvement in the restorative process or simply to inform the process. Three versions of these questions were sent, adapted to what was known based on the investigation about the individual's involvement – i.e.: a harmed party, a "neutral" party, or a person who contributed to, or caused, harm.

The facilitators also began to make direct contact with the other women identified from the Facebook content, beyond the five women named in the initial posts, to check in and offer support. The facilitators provided information about the restorative process and invited them to take part if they wished. The facilitators also provided information to the students about other process options available to them should they wish to make their own complaint about the situation.

Also on December 19, JM, MM and JL met confidentially with community and government experts in gendered violence to canvass their concerns and receive their advice. The meeting reviewed carefully whether there were any concerns with proceeding with restorative justice, including whether doing so would violate the letter or spirit of the Nova Scotia government's moratorium on the use of restorative justice within the criminal justice system in cases of sexual violence. The facilitators requested the continued involvement of the group to provide support and advice to ensure the success of the process. They added to this initial group to include experts with specialities in police investigations and public safety; gendered and sexualized violence; inclusion, equity and discrimination; sexual offending; human rights; law; and restorative justice. The group (henceforth known as the Local Resource Group) agreed to provide their expert advice and support.

On Monday, December 22, JM undertook a wellness check on one of the 13 men after the disclosure of possible self-harm. The facilitators were informed that Dr. Blaine Cleghorn, the Assistant Dean, Clinic Affairs at the Faculty of Dentistry, had decided to suspend the 13 men involved in Facebook from clinic and to refer the matter to the Faculty of Dentistry's Academic Standards Class Committee (ASCC) to consider it as a matter of professionalism. The facilitators and JL expressed their concern about the safety of the male students if the notification of the suspension occurred immediately, as the University was about to close for the holidays, thus making unavailable the supports and counselling typically offered by the school. Additionally, several of the men had already left Halifax, while others were not able to return home for support during the holidays. The University decided to defer notification of the suspensions until January 5. However, the University did announce a decision to delay the opening of the Dalhousie Dental Clinic for one week in January. Classes were not scheduled to resume until the second week.

Also on December 22, one of the Facebook group members issued an apology via email to his classmates and subsequently gave permission for the media to print the apology.

On **Tuesday, December 23,** Dalhousie acknowledged receipt of a formal complaint under the University`s Code of Student Conduct. This was later known to be filed by several university professors from outside the Faculty of Dentistry who wished to remain anonymous. This created uncertainty for the facilitators and the students involved, as it was initially unclear what effect this complaint would have on the ongoing restorative process under the Sexual Harassment Policy. The facilitators and JL recognized that the professors' complaint required that they be careful in making commitments to the students about the restorative process until the University determined the status of the complaint. A decision on this complaint was communicated on January 10, the end of the first week back after the University's holiday closure.

Also on December 23, the online organization "Anonymous" threatened to publicize the names of the students involved in the Facebook group if Dalhousie did not meet a series of demands, including the expulsion of the Facebook students.

On Wednesday, December 24, Dalhousie closed for holidays at noon, but the work of the restorative process continued throughout the holidays. JM and MM continued to support female and male students daily through emails and telephone calls. They also continued to connect with the women identified in the posts to explain university policy, possible processes, and supports. JM and MM reviewed the reflective responses received from participants in response to the questionnaire emailed on December 19. Together with JL, they addressed institutional and other concerns related to the process and planned for the return of students in January. For example, MM consulted with Counselling Services to ensure continued specialized support for DDS2015 students upon their return.

During the **weekend of January 2-4, 2015,** the facilitators continued their investigation including cross-referencing all DDS2015 students with previous HREHP and Dalhousie Security reports to ensure no issue had been missed relevant to the Facebook posts and related context. The facilitators prepared disclosure packages for the dental students that included redacted copies of the Facebook materials. The facilitators also finalized plans for several meetings to take place on January 5, including making arrangements to satisfy safety concerns brought forward.

On **Saturday, January 3**, the four non-Faculty of Dentistry professors who had anonymously filed a formal complaint under the Code of Student Conduct went public. Dr. Françoise Baylis, Dr. Jocelyn Downie, Dr. Brian Noble, and Dr. Jacqueline Warwick indicated their complaint had not been dealt with or had been unnecessarily delayed during the University's holiday closure. They called for the suspension of the men involved, unaware that that the suspensions from clinic had been decided on December 22.

On **Monday, January 5**, classes resumed for dental students in years one to three, but not for students in year four as they were only scheduled to be in the clinic (now closed) during the first week. JM, MM and Dr. Cleghorne met with the 13 men in the morning to inform them of their suspensions from clinic and the referral of the matter to the ASCC. JM and JL remained with the men for the morning. The process options were reviewed once again including a further explanation of the restorative justice process. The male students were each provided a participation agreement to be signed if they consented to participate in restorative justice. JL explained that those who did not sign would not be contacted by facilitators regarding the process in the future. The men were asked to take the agreements away and consider their options. They were encouraged to consult their counsel if they were represented. Ultimately 12 of the 13 men returned their agreements indicating their formal agreement to participate. The thirteenth man proceeded solely through the ASCC process. The conditions and requirements of the restorative justice process were explained, including that it was voluntary, and that the information shared would be confidential within the process, and shared only as the participants agreed in order to explain what was learned and done within the process. It was also made clear that information within the process could not be used in other university proceedings without their agreement, and that participants were not required to admit guilt in other processes to participate. They were required to commit to tell the truth within the restorative process. The men were also given disclosure of the Facebook materials concerning them in the University's possession (if they signed a non-disclosure agreement) to ensure fully-informed decision making regarding

participation in restorative justice. The morning meeting with the men also included information on health supports and safety planning provided by representatives from Dalhousie Counseling Services, Dalhousie Security Services, and the Community Response Officer for Dalhousie from the Halifax Regional Police. It is important to note that Halifax Regional Police and Dalhousie Security Services communicate and cooperate regularly on matters of campus and public safety. JM indicated to the men that the Community Response Officer was not there in an investigative capacity but rather to provide information on off campus safety, particularly pertaining to threats made on social media.

Later that day, the 13 men met with Dalhousie Dental Clinic faculty and staff to review patient files to facilitate patient transfers during their suspensions. The men were instructed not to have any contact with patients during their suspension. They were also instructed to stay away from the clinic area and not to communicate with clinic staff.

MM, JL and Faculty of Dentistry administrators also met with the DDS2015 women on January 5 to provide updates concerning the suspensions and to address concerns expressed by some of the women about media coverage and attempts to contact them and their families. A couple of the women were not yet back from the holiday break and MM thus followed up with them after the meeting. All of the process options for complaints were again reviewed. The women were also offered disclosure of the Facebook materials concerning them that were within the University's possession. Each disclosure was redacted to protect the privacy of other female students and third parties not involved in the situation. The women were asked to sign a non-disclosure agreement to obtain the materials. They were also provided with the participation agreement for restorative justice and all of the conditions and requirements of the process were reviewed. MM and JL clarified that the participation agreement signaled a willingness to be involved in the process. It did not require a particular amount or form of participation. Participants could be involved as much or as little as they needed or wished to be. However, if the participation agreement was not signed the facilitators would take this as a clear indication that the student did not wish any involvement and thus the facilitators would not contact the student further regarding the process. MM and JL affirmed there could be many reasons a student might not wish to take part in the restorative process and encouraged students to make whatever choice met their needs. Students were encouraged to take the agreements away and consider their options before signing. They were asked to return the agreements by January 8 but it was made clear that they could change their mind about participation at any time in the future and join or leave the process. One of the major concerns expressed by several of the women at this meeting was the risk that the formal complaint filed by the non-Faculty of Dentistry professors might derail the restorative process. Several female students asked whether the professors' complaint would "trump" their choice and whether this was consistent with the President's commitment to be victim-centered and to respect their choice.

Additional sessions were also conducted to explain the restorative justice process to the remaining fourth year students, the qualifying program students, dental students in years one to three, dental hygiene students, and faculty and staff.

President Florizone and Dean Boran held a press conference to announce the suspensions.

On **Tuesday, January 6**, the Dalhousie Student Union (DSU) and Anonymous held a rally in front of the Henry Hicks Administrative Building. The ASCC confirmed the interim suspensions of the 13 students, which allowed for a deferral of the decision regarding professionalism pending the outcome of the restorative justice process for those who chose to engage in the process. The restorative justice facilitators agreed to provide updates and reports to the ASCC for those

students involved in the process to support the ASCC's assessments and ultimate determination regarding professional standards.

On the same day, a letter from four anonymous women claiming to be DDS2015 students was released to the media indicating that they did not wish the issue to be dealt with through the restorative justice process, and, instead, wanted the University to use the complaint lodged by the four non-Faculty of Dentistry professors. The authors of the letter have remained anonymous, but the letter contained troubling misinformation about the meetings on January 5, including:

- Alleging that the January 5 meeting was the first time directly affected students were invited to participate in restorative justice. As noted previously, the initial decision was made by the four women who came forward and filed complaints, but efforts had been made to contact all of the women of the DDS2015 class to inform them of their options for lodging complaints.
- Alleging that restorative justice and a formal complaint process were presented as the only options. All options were, in fact, presented.
- The author(s) of the letter indicated that no investigation had yet taken place. As outlined above, an investigation into the Facebook materials had been ongoing for some time.
- The author(s) also alleged that the Facebook documents had not been disclosed to them in full. However, disclosure was offered at the January 5 meeting to all of the DDS2015 class members present. Only the names/identifying information related to other women and uninvolved third parties were redacted to protect privacy.

On **Wednesday January 7**, the facilitators met with a female dentistry student not in fourth year who was identified in the Facebook content. She received disclosure of the specific post, and the facilitators explained the University`s policies, process options and supports.

On **Thursday, January 8**, in response to the letter from the four anonymous women, 29 DDS2015 class members, acting independently of the restorative process, wrote a letter to President Florizone expressing their support for the University's decision to move forward with a restorative process. The students requested that their letter not be released to the media in order to avoid encouraging further press coverage, but did allow the President to acknowledge publicly receipt of their letter.

On the same day, the facilitators received notice that the University planned to appoint an external Task Force to investigate the Faculty of Dentistry. The facilitators and JL conveyed to the University that they supported the Task Force so long as the Task Force's mandate was carefully considered to avoid creating overlap between the two processes. The next day, on **January 9**, the University publicly announced the formation of the Task Force on Misogyny, Sexism and Homophobia in the Faculty of Dentistry. The terms of reference for the Task Force created considerable overlap with the ongoing restorative justice process.

On **Friday, January 9**, the ASCC communicated its decision to segregate the suspended students from the balance of the class. When the students returned to class on Monday, January 12, the suspended men attended separate classes held in another building on campus.

On **January 10**, the Vice Provost Student Affairs, communicated her decision regarding the complaint filed by the four non-Faculty of Dentistry professors under the Code of Student Conduct. She found the complaint was ineligible for review under the Code of Student Conduct because the matter was being reviewed by the ASCC which had jurisdictional responsibility to

ensure that the professional standards and requirements of the program were met by all students in order to continue in the program and graduate.

From **January 6 to January 16**, the restorative justice investigation continued. The facilitators collected participation agreements and returned disclosure packages. Twenty-nine of the 38 full-time, four-year program students, including 12 of the 13 suspended men, returned the participation agreements, thus formally opting into the restorative justice process.

During this period, and for much of February and March, the restorative justice process worked under constant threat that risked it being undermined or abandoned. These threats included error-filled press reports and aggressive media harassment of students, including frequent efforts to contact members of the class and their families at home and at work. Other threats included public denouncements of the process by non-Faculty of Dentistry professors and the Dalhousie Student Union; failed efforts by some professors to quash the restorative process at the Dalhousie University Senate; threats by "Anonymous"; erroneous statements about restorative justice made by the lawyer representing the sole member of the Facebook group who had opted not to enter the restorative justice process; efforts by the Royal College of Dental Surgeons of Ontario to collect identifying information on the students while the investigation was ongoing; threats of violence received against DDS2015 men via social media; and online harassment of female participants in restorative justice.

In addition, Halifax Regional Police reacted to public pressure by publicly calling for victims of the Facebook group to come forward. This caused some of the women to express concern about whether they were required to come forward and significant concern for the men involved in restorative justice about how this might affect their participation. After reviewing the materials provided by Dalhousie, the police confirmed on January 15 that no criminal acts had been committed and that it would not pursue any further investigation.

Despite these challenges, many of which required the facilitators and JL to devote much time and effort to address, the facilitators continued to conduct intake or follow-up meetings and interviews with each participant and others identified as involved. In addition, the facilitators and JL held frequent meetings with students, faculty, and staff to gather further information about the Facebook group and the broader context and circumstances related to it within the Faculty of Dentistry. The facilitators also continued to work closely with Dalhousie Counselling Services to support students in situations of particular concern. This support for all restorative justice participants continued as needed until the conclusion of the process.

From **Monday, January 19** until **Friday, January 30**, the investigation continued. The facilitators conducted approximately 40 additional interviews with students and select faculty and staff. With a sizable amount of information collected on what had happened, the facilitators and JL began to work with participants in exploring these facts and the various themes and issues discovered in the course of the investigation.

The facilitators and JL met with both the Local Resource Group and an International Advisory Group for advice and consultation during this period. The International Advisory Group included members from Canada, the United States, New Zealand, Australia, and the United Kingdom with expertise in uses of a restorative approach, particularly in the application of restorative justice in the context of sexualized/gendered violence and family violence, campus sexual misconduct, sexual harassment, and campus safety.

Sixteen DDS2015 students, acting independently of the restorative process, sent a letter to the ASCC in which they indicated their desire for their suspended classmates to return to

regular classes and to clinic. The students indicated they felt safe and that the suspension and segregation of the Facebook students was negatively impacting their education and their efforts to address the situation within the restorative justice process. One female restorative justice participant (again, acting independently of the restorative process) also contacted the Dalhousie Student Union to request that the union stop criticizing the women's choice of the restorative justice process without any knowledge of, or discussion with, the students involved.

On **Saturday, January 31**, the facilitators submitted a written update, as required, to the ASCC. This included a progress report on the restorative process and recommendations based on the investigation to date. The facilitators recommended the conditional return to clinical activities of the 12 suspended students participating in restorative justice. The facilitators reported that all of the men had demonstrated accountability, authenticity, and a willingness to move forward in a productive and meaningful remediation process. The facilitators recommended that the conditional return to clinic be structured in a way that would ensure ongoing supervision and reflection in order to hold the returning students to the highest standards of professionalism. The facilitators' investigation, however, also led them to flag the importance of ensuring that instructors within the clinic be prepared to support the return by modelling a high standard of professionalism at all times. The facilitators recommended that the return to clinic be conditional upon the Facebook students continuing their work within the restorative process to explore and address the range of issues and harms revealed by the investigation. The facilitators also agreed to make a report to the ASCC at the conclusion of the restorative process to inform the ASCC's final assessment of the students.

From **February 1 to February 25**, the investigation of the climate and culture of the Faculty of Dentistry continued through the restorative process in an effort to discern factors that contributed to the formation and tenor of the Facebook group. In addition, the facilitators continued to work with and offer support to restorative justice participants through a variety of individual and group sessions addressing a number of relevant topics and issues (see Section 4 of this report for examples). The facilitators and JL also again met with the Local Resource Group and the International Advisory Group for advice and consultation.

On **Thursday, February 26**, the 12 men, after receiving word that the ASCC decision regarding their suspension from clinic was imminent, requested that the ASCC delay informing them of its decision until March 2 due to their concern that intense media attention would distract and harm classmates during the only weekend remaining for them to study prior to their Canadian Dental Board examinations. The men did not know the findings of the ASCC at the time they made this request. On **Thursday, February 26** and **Friday, February 27**, the restorative justice students participated in a group drafting process for a public statement. The male and female participants had wanted for some time to explain their choice of a restorative justice process and to share some of their experiences, but they had feared making a statement would only feed the media frenzy. However, when the students learned the University would be publicly announcing the ASCC decision regarding clinic suspensions, they felt they had to make a statement so that the University and the public would not speak about them again without an appreciation of their perspectives and experiences.

On **Saturday, February 28**, the 12 suspended men participating in restorative justice met with President Florizone and some members of the Dalhousie Board of Governors. With permission from all students participating in restorative justice, the men read part of their draft statement to

the members of the Board at the end of the meeting. The following day, on **Sunday, March 1**, the facilitators and JL met with the Board of Governors to provide an update on the restorative justice process. At that meeting, the facilitators and JL gave advance notice to the University of the statement to be released later that evening by the students. All the students in restorative justice insisted that the University have no say in the content or form of their statement. The statement was provided to the University on the evening of March 1 in its final form so that it could be posted on the University website. The students chose to release their statement first to the *Globe and Mail*, which posted the statement on its website on Monday, March 2.

On **Monday, March 2**, the ASCC delivered its decision to allow the 12 men participating in restorative justice to conditionally return to clinic. The following day, **Tuesday, March 3**, the suspended men participating in restorative justice returned to clinic with conditions. These conditions included that they regularly check in with the restorative justice facilitators, report and reflect on any issues arising regarding professionalism (with particular attention to issues of sexism, homophobia, racism and other issues of inclusion and equality) and complete the restorative justice process to address the sexual harassment complaint to the satisfaction of the parties involved and the facilitators. The facilitators worked with the Faculty of Dentistry to develop an institutional mechanism for restorative justice participants and all students to report issues encountered within the clinic, and, more broadly, within the Faculty. To facilitate the return of the male students to clinic, the facilitators and JL met with clinic staff and laboratory staff to update them on the restorative justice process.

On **Saturday, March 7**, the Canadian Dental Board exams were held. This created significant process pressures in the lead up to the exams as the facilitators had to consider the high levels of student stress related to examinations.

On **Saturday, March 14**, the facilitators and JL conducted a circle with all of the DDS2015 students participating in restorative justice. At this meeting, the participants considered a significant number of issues related to Facebook, and how Facebook revealed ways in which the men and women interacted and treated one another on an ongoing basis. The group agreed to work on these issues through daily shorter meetings in the mornings and/or lunch for the next several weeks.

On **Monday, March 16**, the facilitators received the interim report of the ASCC confirming it would defer its final decisions on professionalism until the men had completed remediation work through the restorative justice process. The ASCC conveyed to the facilitators the expectations it had for remediation related to professional requirements and competency to inform the work to be done through the restorative justice process.

From the **middle of March until the end of April**, the facilitators and JL continued to work with and provide support to restorative justice participants. At daily morning and/or lunch meetings, the students dealt with issues related to Facebook and climate and culture at the Faculty of Dentistry identified in their daily personal and professional interactions.

During this period, the male participants began to research issues for presentation at the "Day of Learning" scheduled for April 27. In addition to their previous education and reflection in the process and their research, the students participated in additional educational sessions dealing with inclusion and diversity in educational environments, building supportive communities, reporting processes, conflict resolution, human rights, and curriculum reform. The restorative

justice participants drew from their work throughout the process and the various lectures, workshops and educational opportunities they had attended to identify and consider five themes to be addressed at the Day of Learning.

On **Tuesday, March 31**, a "Women in Dentistry" circle was held for the women in restorative justice to learn from women in the dental profession about their experiences and the challenges within the profession.

On **Monday, April 27**, the "Day of Learning" was hosted by the student participants in restorative justice in the McInnes Room in the Student Union Building on Dalhousie campus. Approximately 80 people participated, including full and part-time professors of the Faculty of Dentistry, staff of the Faculty of Dentistry, dental students not participating in restorative justice, university officials, members of the profession, and community members. In the morning, the restorative justice students presented their learning on the five themes (discussed in sections 5 and 6 of this report). They related these findings to Facebook and suggested the implications their research and experiences had for the Faculty of Dentistry and the profession. In the afternoon, the restorative justice students co-facilitated discussion circles with other participants about issues related to climate and culture, and considered ways to improve climate and culture in the future.

Following the Day of Learning, on **Wednesday, April 29**, the restorative justice participants gathered to mark the successful conclusion of the restorative resolution process for the complaints lodged under Dalhousie's Sexual Harassment Policy. The facilitators then prepared assessments for each of the male students involved in restorative justice. They delivered a report, including the individual assessments, to the ASCC on **Saturday, May 2**. In conjunction with the final report from restorative justice to the ASCC, the facilitators held a reporting circle with the 12 men and members of the ASCC on **Monday, May 4**. The ASCC subsequently held individual meetings for each of the 12 former Facebook group members. The ASCC rendered its decisions with respect to professionalism on **Wednesday, May 6**. Each of the men was determined by the ASCC to have successfully remediated and to have met the required standard of professionalism.

From **May 4 until May 19**, the facilitators and JL worked with the parties in the process to reflect on the learning outcomes from the restorative process, and to identify commitments and ways forward emerging from the restorative process. The students, as well as representatives from the Faculty, the University and the profession considered their contributions toward next steps. The facilitators and JL supported the students in reflecting on their experiences in the process in support of the students' effort to collectively draft their final public statement. Similar processes were held with the Faculty and University leaders most closely involved in the restorative process to support reflection on their experiences.

On **Saturday, May 9**, two of the female participants in restorative justice from the class of DDS2015 spoke for the first time publicly about their experience at the Annual Luncheon for the Dalhousie Alumni Association Women's Division.

On **Monday, May 11, Wednesday, May 13 and Monday, May 19**, the facilitators and JL held circle processes with faculty and staff of the Faculty of Dentistry to reflect on their experiences since December, what was revealed about the climate and culture of the Faculty, and what changes were needed going forward. Facilitators and JL worked with participants to shape the final report. The facilitators continued to support students as they worked to complete their clinical requirements in order to graduate.

C. SCOPE AND NATURE OF RESTORATIVE JUSTICE PROCESS

There is a common misperception that restorative justice processes are focused exclusively on bringing those individuals harmed together with those individuals who caused the harm in order to agree upon a 'settlement' to repair or heal the situation. Restorative justice processes and practices, however, are employed in a wide range of ways. While this is how some restorative processes may be used, this is not the case for all restorative justice processes and not true of the restorative process at Dalhousie. The restorative justice process in this case was broader in its focus and mandate as was required by the nature of the complaint and the situation. It was guided by, and reflected, the best-practice knowledge and standards for restorative processes drawn from local, national and international experience. To ensure the highest standard for this process, an advisory group was established with leading national and international experts in restorative justice, sexualized violence, and campus safety (see Appendix B). The process involved extensive and ongoing preparatory work and investigation to ensure safe and constructive engagement by all participants.

Dalhousie's restorative justice process was comprehensive in its focus. It examined the particular Facebook incident and its context and causes including systemic and cultural factors. It proceeded with particular attention to the needs of those harmed to ensure a trauma-informed process. The process sought to understand the consequences and impacts of the incident and who was responsible, not in order to lay blame or impose punishment, but to determine what was required of the parties to respond to the harms, ensure action to prevent reoccurrence, and make positive changes in climate and culture for the future. The Dalhousie restorative justice process was guided by the following principles[4]:

- Safety-focused /trauma-informed
- Relationship-focused (attentive to individual acts and issues and their connections to others including systemic, institutional and cultural factors)
- Comprehensive/holistic
- Contextual/flexible
- Inclusive and participatory
- Forward-focused

In the context of the health profession a restorative justice process offers a familiar approach when things go wrong: investigate, diagnose, consult with patient and others, and remedy.

Various parties have asserted significant erroneous information about the restorative justice process established at Dalhousie in this case. In order to assess the work within the process and its outcomes it is important to clarify the misconceptions and misinformation about the scope and nature of the process:

- **THE RESTORATIVE PROCESS ESTABLISHED UNDER DALHOUSIE'S SEXUAL HARASSMENT POLICY WAS NOT LIMITED TO THE SPECIFIC CONDUCT OF THE MALE STUDENTS IN THE FACEBOOK GROUP.** The complaint also concerned the climate and culture at the Faculty of Dentistry reflected in the Facebook site and to which the comments on the site contributed. In order to respond

fully to the complaint, the restorative justice process included as parties in the process: the harmed parties (women in the DDS fourth-year class, other named individuals/affected students, and other DDS fourth-year class members), the members of the DDS2015 Facebook group, representatives from the Faculty of Dentistry (faculty, instructors, staff and other students including those from Dental Hygiene), the University, the profession and the broader community.

- **THE PROCESS BEGAN WITH, AND INVOLVED THROUGHOUT, A ROBUST AND IN-DEPTH INVESTIGATION OF WHAT HAPPENED LEADING UP TO AND WITHIN THE FACEBOOK GROUP, THE IMPACTS OF THE GROUP, AND THE RELATED CLIMATE AND CULTURE.** One of the restorative justice facilitators is a trained and experienced investigator and the process was also supported by an external Local Resource Group including experts in police and professional disciplinary investigation processes.

- **THE 12 FACEBOOK GROUP MEMBERS IN THE RESTORATIVE JUSTICE PROCESS PARTICIPATED IN, AND WERE FULLY COOPERATIVE WITH, THE INVESTIGATION FROM ITS EARLIEST STAGES.** They were forthcoming and honest about their role in, and knowledge of, the situation both with the facilitators and the other participants within the restorative justice process. The other student participants were also extremely helpful and cooperative in the investigation. Members of faculty and staff of the Faculty of Dentistry provided important information and assistance in the investigation.

- **MANY PARTS OF THE RESTORATIVE PROCESS WERE HELD IN PRIVATE IN ORDER TO ENSURE SAFE SPACE CONDUCIVE TO OPEN AND HONEST DISCUSSION AMONG THE PARTIES. IT WAS NOT, HOWEVER, A "SECRET" PROCESS.** As noted above, the process engaged participants from the Faculty of Dentistry, the University, the profession and the community to ensure that the information and work within the process was transparent and accountable. This public report from the facilitators and participants in the process speaks to the commitment of the parties to be open about the findings and work done within the process. The process was confidential in the sense that all disclosures during the process could not be admissible in other university processes unless the participants agreed. The participants agreed to allow the facilitators to share information with the Academic Class Standards Committee in order to inform its decision-making.

- **GIVEN THE BROAD SCOPE OF EFFECTS AND HARMS RELATED TO THE CONTENT OF THE MEN'S FACEBOOK GROUP AND THE INTENSE PUBLICITY SURROUNDING IT, THERE WERE MANY PEOPLE AFFECTED AND HARMED BY THIS SITUATION. THE RESTORATIVE PROCESS WAS ATTENTIVE AND RESPONSIVE TO BOTH THE BREADTH AND DEPTH OF THE HARMS.** Throughout the process, the parties involved considered ways in which these harms and related issues could be addressed now and into the future. Many of those who felt affected by this situation were mislead by erroneous accounts of restorative justice into thinking that participating just meant getting into a circle with the individuals who caused harm. This is often one aspect of a restorative process, as it was in this case. However, this does not mean that everyone affected by this situation could or should have met with the Facebook group members. For many, this was difficult to understand because it challenged their assumption that the only problem lay with the men and their online behaviour. In their view, "dealing with the issues" meant dealing with the men directly. As the process progressed, however, it became clear that others were as important

to understanding and changing culture and climate. The process thus supported a range of gatherings between and among the various parties involved.

- **THE RESTORATIVE PROCESS WAS NOT MANDATED TO DETERMINE PUNISHMENT BUT, RATHER, TO ENGAGE THOSE WHO CAUSED OR CONTRIBUTED TO HARM IN A PROCESS TO UNDERSTAND AND ADDRESS THAT HARM.** Part of this process involved hearing from, and working with, the individuals harmed and affected. No one who experienced harm was required to participate in any part of the restorative process. The process was tailored to accommodate involvement by those harmed to the extent, and in ways, of their choosing. The process was regularly adapted to reflect and meet their needs. Those who experienced harm were given significant voice and role in the process in order to ensure their needs were known and met to the extent possible. Those harmed were never asked to determine, nor made responsible for, the "punishment" or outcomes for the 12 members of the Facebook group.

- **THE RESTORATIVE JUSTICE PROCESS INVOLVED BRINGING PARTIES TOGETHER INTO CIRCLE PROCESSES. HOWEVER, THIS WAS ONLY ONE ELEMENT OF THE PROCESS.** Such meetings or gatherings were bookended by significant preparatory and follow-up work. Prior to bringing parties together, careful investigation was undertaken to ensure the relevant facts and issues were fully and properly understood. The facilitators worked closely with individuals and groups prior to holding processes in which parties would encounter one another to ensure that they were willing and able to participate safely and constructively. Facilitators also followed up with participants after their involvement to consider their experience and needs in planning the next steps in the restorative process.

- **THOSE WHO CHOSE TO PARTICIPATE WERE NOT REQUIRED TO ADMIT GUILT IN THE RESTORATIVE JUSTICE PROCESS OR ANY OTHER PROCESS.** All that was required of all participants was that they:
  - Be present and participate in a safe and principled way – listen to those who have been harmed, those who have caused harm, and others impacted.
  - Speak the truth about events, harms and impacts, and their responsibilities.
  - Consider and share knowledge of what happened that led to the harms and impacts.
  - Articulate individual and collective needs related to addressing harm.
  - Commit to build a plan together with all process participants about what needs to happen to ensure this does not happen again.

- **WHILE THE RESTORATIVE JUSTICE PROCESS DID NOT REQUIRE AN ADMISSION OF "GUILT", IT DID REQUIRE PARTICIPANTS TO REFLECT AND GIVE ACCOUNT OF THEIR ACTIONS, ROLE AND RESPONSIBILITIES FOR THE HARMS IDENTIFIED.** The 12 Facebook members involved in the process acknowledged and accepted responsibility for their individual and collective actions from the very outset of the process. But this was only the initial stage of accepting responsibility. The process investigated further the facts and effects of the Facebook group posts and the context and circumstances in which they were generated. Participants confronted and considered this information fully throughout the process in order to understand their individual and shared responsibilities in deeper and more nuanced ways. The restorative justice process was not focused on assigning individual levels of culpability – to identify who did more, or was worse than, the rest. Nor did it "paint everyone with the same brush."

The restorative process was not focused on assigning blame but supporting participants to understand their responsibilities based on the role they played and what needs to be done to make things better in the future.

- **THE RESTORATIVE JUSTICE PROCESS AT DALHOUSIE DID NOT VIOLATE THE LETTER OR SPIRIT OF THE PROVINCIAL MORATORIUM ON THE REFERRAL OF CASES TO RESTORATIVE JUSTICE WITHIN THE CRIMINAL JUSTICE SYSTEM IN WHICH GENDER AND SEXUAL VIOLENCE IS INVOLVED.** The Moratorium did not apply in this case because it was not a criminal matter and it did not involve any violent acts. The Moratorium was promoted by concerns over whether the knowledge, capacity and resources regarding restorative justice in Nova Scotia were sufficient to address potential issues and ensure women's safety. Even though the Moratorium clearly did not apply to the situation with the Facebook group at Dalhousie, the facilitators took these concerns seriously. Before the process began, and throughout, the facilitators asked community and government experts on gender and sexualized violence whether they had concerns that would preclude the use of restorative justice in this situation. They also consulted with these experts regularly throughout the process to ensure the safety of the process for the women and men involved.

4. Restorative Justice Process Elements and Activities

Participants in the restorative justice process engaged with one another in a variety of ways to develop a deeper understanding of the harms related to the Facebook group and the culture and climate at the Faculty of Dentistry and how to address these harms. The process included intake meetings, individual and group interviews, small and large group meetings, seminars/lectures, workshops, small and large group circles/conference processes involving participants from one or more parties, and information sessions.

The restorative justice process was tailored to allow for different levels of participation and engagement by various parties and participants according to what they needed and wanted from the process. As a result, the elements and activities of the restorative process were not uniformly offered to, or accessed by, all participants. This section provides some general information about the various elements and activities within the restorative justice process over the last five months. It is not a detailed account of every element, as the volume and complexity of activities renders such an account beyond the scope of this report. It is important, however, to provide an overview of the nature and scope of the various elements and activities to aid the public understanding and appreciation of the process.

The restorative justice process was convened in relation to the complaints lodged under the Dalhousie University Sexual Harassment Policy. As explained earlier, the members of the Facebook group also committed to work through the process as a means of remediating their behaviour to meet the professionalism standards required within the DDS program to the satisfaction of the Academic Standards Class Committee. As a result of this role with respect to remediation and professionalism, the participation of the Facebook group members within the restorative justice process was more uniform, demanding and robust than other participants. For example, from the outset of the process, the members of the Facebook group actively participated in the investigation by producing detailed accounts (verbal and written) outlining their involvement in the Facebook group and events following discovery of its content. They tracked their learning and progress within the process by maintaining individual records of their participation and the changes in the way they understood and reflected on the harms caused by their actions, and the issues of equality, inclusion, discrimination and professionalism they raised. They were in regular contact with the facilitators from December onward (at a minimum weekly, but often daily) to reflect on behaviours and learnings and to navigate concerns as they arose.

The Facebook members also attended regular and ongoing meetings with facilitators individually, in small groups, and with the entire group to explore harms and impacts to their fellow students, the Faculty, the University, the profession and the community/public. They accepted responsibility for the harms caused by their actions (individually and collectively) and participated in sessions focused on understanding what individual and shared responsibility requires in order to appreciate the weight of their acknowledgement and commitment to be accountable and responsible for their actions now and in the future. Some sessions early in the process focused on understanding meaningful contrition versus simple apology and the need to listen carefully to others in order to fully appreciate harms and impacts. Many sessions focused on respectful conduct and safety within the process and beyond.

Throughout the comprehensive investigation of the situation, the restorative justice facilitators had no cause for concern that the men involved in the Facebook group posed a risk to their fellow students or to public safety. However, many sessions focused on understanding and working through the individual and public concerns related to the particularly harmful impact experienced by survivors of sexualized violence and the loss of public trust caused by their actions. The process engaged individuals from the Faculty of Dentistry, the University, the profession and the public in order to ensure a focus on the broader contexts, causes, circumstances and consequences of the situation.

The 12 Facebook group members spent a total of approximately 150 hours each in sessions as a group and working collectively with other interested parties to understand the harms and impacts related to Facebook and culture and climate. In addition to meeting with harmed and other affected parties, the group sessions included educational and training modules and workshops supported by experts in the fields of public safety and security, sexualized and gendered violence and trauma, victim services, psychology and counseling, law, education, human rights, public opinion/confidence, religion, conflict resolution, and behavioural science.

In addition to the 150 hours indicated above, the 12 men participated in individual and group intake and investigative interview sessions, individual check-ins to provide regular feedback on their participation and progress within the process, and support sessions with facilitators as needed (these were generally on a weekly basis but sometimes daily depending on the circumstances). In addition to these sessions, the men spent significant time individually and in small groups researching, writing and preparing to present their findings to other restorative justice students on the five themes related to culture and climate. On the basis of their research, the men worked with other restorative justice participants to determine recommendations, prepare presentations, and plan the Day of Learning held on April 27, 2015.

Through all the activities of the restorative justice process, including intake meetings, interviews, group meetings, workshops, educational sessions and conferences with harmed and invested parties, participants came to understand fully what happened and the significance and impact of these events. The restorative process supported reflective practice as participants regularly considered efforts to apply these learnings within social, educational and clinical environments. In addition to the issues and topics highlighted and described below, other subjects given significant attention within the process included psychological and personal safety; bystander intervention; individual and shared responsibility; power and privilege; inclusion and equality; intersections of race, culture, gender, sexuality and sexual orientation and identity; public trust; academic honesty and integrity; rape culture and sexualized violence; human rights; feminism/women's community

response to Facebook and restorative justice; accommodating differing values/worldviews within institutions with particular attention to culture/race/religion; and stress management (healthy/unhealthy coping mechanisms and self-care).

The following is a representative selection (not a full list) of significant events, processes and activities in which the men engaged (some as a group and some involving other restorative justice participants) from January 2015 to April 2015:

- Session with Halifax fire fighters previously involved in an restorative justice process who shared their experiences with the process to address systemic inequalities
- Interim reporting circle with ASCC regarding potential return to clinic
- Bystander intervention workshop
- Workshop on understanding rape culture and misogyny
- Session on healthy and supportive educational communities
- Session on reporting structure and conflict resolution
- Sessions on inclusion and diversity, including issues of race, culture, gender and sexual orientation and their interplay
- Group process to plan and draft statements
- Circles with restorative justice student participants and President Florizone
- Circle with Facebook members and Board of Governors
- Circles among DDS2015 class members in restorative justice
- Circle with NS Dental Association
- Collaborative research review meetings
- Planning and preparation meetings for the Day of Learning including meeting with experts from the Human Rights Commission, the Provincial Restorative Approach in School Project, and meetings on curriculum reform and behavioural science.
- Day of Learning

As an outcome of the restorative justice process, the Day of Learning provided the student participants within restorative justice the opportunity to share some of the valuable lessons they gained with others invested in the outcomes of the process. These lessons were formed within a process that supported participants to examine and develop an understanding of the culture and climate that contributed to the harms and impacts associated with the Facebook group. The Day of Learning provided the opportunity to present findings regarding what happened with the Facebook group and related to culture and climate, along with some initial thoughts and recommendations for the way forward and next steps. The student presentations reflected their collective learning throughout the restorative justice process and were supported by academic research.

These projects were organized in five key themes identified within the process:

i. **COMMUNITY BUILDING**

ii. **INCLUSION AND EQUALITY**

iii. **PROFESSIONALISM AND ETHICS**

iv. **CURRICULUM AND PROGRAM STRUCTURE**

v. **REPORTING PROCESSES AND CONFLICT RESOLUTION**

These presentations then formed the basis for the remainder of the Day of Learning during which all participants were invited to consider ways forward and next steps based on what was revealed and learned through the restorative justice process. Participants for the day were drawn primarily from those who had been connected to the restorative justice process already, along with some others who were essential for the next steps. Participants included: members of the Faculty of Dentistry (including those from the dentistry and dental hygiene programs, staff and other students), University (including staff, faculty and administration), the dental profession and the wider community.

5. Key Findings from Restorative Justice Process

INTRODUCTION & BACKGROUND FOR THE INVESTIGATION

In order to understand the findings of the investigation conducted into the Facebook matter it is important to understand the investigative process undertaken as a key element in the restorative justice process. All robust investigations examine facts as they are uncovered in order to answer the general question – What happened? An investigation pursued through a restorative lens poses further questions for investigators to ask and answer: What matters about what happened? Who has been impacted? Who is responsible? What factors contributed to what happened?

These general questions shaped the more specific ones posed at the outset of the investigation including:

- When was the DDS2015 Facebook Group created? For what purpose?
- How were the screenshots obtained, for what purpose, and do they accurately / fully reflect the content and conduct on the site?
- Who was involved in this site? At what point?
- Who has been harmed or impacted by this situation?
- What harms and impacts resulted from, or are related to, this situation?
- What are the needs of the affected parties?
- What issues and interests are shaping the response and reaction to the situation?
- Are there other similar groups currently within the Faculty of Dentistry? Have there been such groups in the past?
- What are the standards of the professionalism with respect to such conduct and what would be the appropriate / expected responses?
- What training, if any, is given to students, faculty and staff in the Faculty of Dentistry on the standard of behaviour expected in general and with respect to equality and inclusion specifically?
- Are there any current teachings or clinical practices within the Faculty that tolerate or promote misogynistic, sexist and homophobic views and practices?
- Are there inequities with respect to the academic and clinical opportunities for students within the faculty?

- What mechanisms are available to students to report and address issues including discriminatory practices and policies and to obtain meaningful remedies as a result of such complaints? Do students feel able to access such mechanisms?

The investigation answered these questions and identified other issues worthy of attention as well. The findings from the investigation specifically related to the Facebook group, and more broadly related to the contributing culture and climate at the Faculty of Dentistry, are presented below. These findings are offered here to clarify what did and did not happen with the Facebook group and to provide a knowledge base to inform what more needs to happen to address the harms, impacts and issues identified. The parties within the process have done significant work to understand and respond to the interpersonal harms caused by the Facebook group. In the process, they also identified significant work that remains to be done with respect to the broader issues related to culture and climate and their shared responsibility for this work.

The investigation was led by an experienced lead investigator, trained to make comprehensive determinations regarding risk assessment, develop personal safety plans, and to conduct in-person interviews as the primary process facilitator. An investigative team was created with the addition of the Advisor, Harassment Prevention/Conflict Management from the Human Rights and Equity and Harassment Prevention Office as co-facilitator and investigator. She ensured the investigation was conducted consistent with a trauma-informed approach. The investigation was supported as needed and upon request by internal and external experts in law, policing and public safety, gender violence, and trauma and counseling. The goal was to carry out an investigation that was transparent, truthful, and fair. This could only happen if participants in restorative justice cooperated with the investigation and tackled the issues head-on in order to understand: What happened? How did this happen? What were the harms and impacts, individually and collectively? Who has responsibility for these harms and impacts, individually and collectively? What needs to happen to make things right?

The approach to investigating gave participants, each of whom cooperated fully at the earliest occasion, the opportunity to work collaboratively to uncover the truth about what happened. It started with participants committing to be truthful about their experiences and to accept responsibility for their own actions. The non-adversarial approach to finding truth made possible by the restorative process provided greater access to information and better understanding of the facts found than would otherwise have been possible. It resulted in some participants disclosing more information about their actions and involvement than would otherwise have been known. Such information was often provided against the self-interest of the individual disclosing. The veracity of such information was also tested through the restorative process as it involved sharing transparently with others who had knowledge of what happened. For example, one participant commented: “Based on the information you received, I appear to be less involved than what I actually was. I posted more regularly but the person(s) who selected screenshots focused in on some members more than others. I want to participate in this process not because you have a lot of evidence on me but because I accept that what we did was wrong and I want to make things right.”

It is clear that this response was markedly different from the initial reaction of some of the Facebook group members captured in the screenshots on the day they realized a complaint had been made about the group. One member warned the group: ““RED ALERT!!!!! RED F—KING ALERT!!!!! Apparently one of the ladies has seen or heard something about the recent posts in the

gentleman's. We have to get rid of the evidence." This prompted a defiant response from another: "Boys what are they going to do? Honestly. Kick every guy out of the 4th year? Tell us you guys are mean for saying those things? I think the bigger issue is who the f—k is showing the girls".

This of course was not 'the bigger issue'. It did, however, mirror a theme that was explored rigorously throughout the restorative process: Betrayal. The men, by their sexist online comments about their female classmates, betrayed relationships they claimed to hold in high regard. The public umbrage that resulted in social media campaigns and protests was also about betrayal. How could patients trust the Facebook group members again after learning that the men re-posted movie quotations like: "Does this rag smell like chloroform to you??" and "Can you tell me what this chloroform smells like?" The latter prompted a response from another group member who altered the quotation to make it more applicable to the dentistry audience in the closed group: "Does this mask smell like nitrous oxide to you?"

The Facebook members report that the ultimate betrayal, and that which enabled the environment and behaviour within the group, was how each betrayed their own personal value systems. Some commented how on the Facebook group, they engaged in outrageously offensive behaviour behind a keyboard and screen that seemed to be normalized in a way they would not have condoned in any fashion in their "real lives". For example, from a Facebook group post uploaded May 2013 one of the men shared a definition lifted from the popular website urbandictionary.com "penis – The tool used to wean and convert lesbians and virgins into useful productive members of society." This post prompted the following response*:* "and by productive I'm assuming you mean it inspires them to become chefs, housekeepers, babysitters, etc."

Investigators set out to incorporate as many first-hand accounts as possible from the DDS2015 class in their investigation in order to develop a complex understanding of not only the facts of the situation but the related intentions and impacts. Investigators also, though, relied heavily on secondary information sources to corroborate or challenge primary source information throughout the course of the investigation.

The investigation rolled out in two phases: preliminary and comprehensive. The preliminary phase of the investigation into the DDS2015 Gentlemen's Facebook group began December 8, 2014. It moved into a full and robust inquiry into the systemic issues influencing the culture and climate in the Faculty of Dentistry by December 17, 2014.

The preliminary investigation began with a focus on safety and an understanding of the relevant risk factors. The initial steps in the process required positively identifying the involved parties and reviewing the materials provided to look for anything of evidentiary value to substantiate a criminal offense.

The comprehensive portion of the investigation, lasting several months, continued with in-depth and detailed interviews with the involved parties resulting in many investigative leads requiring investigators to follow up with secondary source interviews of some faculty and university administrators, faculty members, staff, students from fourth-year and other years, alumni, and members of the profession. There were also multiple site visits to inspect building locations that feature prominently in the investigation. Historical data was reviewed to look for established patterns of behaviour around reporting and conflict resolution within the Faculty of Dentistry in particular, and the University in general. Attention was paid to reviewing cases of reported sexual impropriety within the Faculty of Dentistry, by faculty or students, as there were several references

within the Facebook group related to rumoured breaches of the Sexual Harassment Policy and/or the Conflict of Interest Policy impacting the climate and culture at the Faculty.

Investigators determined the following facts are essential to understand the Facebook posts and to interpret their meaning and significance in context and in connection with the culture and climate within the Faculty of Dentistry.

A. FINDINGS REGARDING THE "DDS2015 GENTLEMAN'S" FACEBOOK GROUP

Approximately 50 pages of carefully selected posts, spanning three and a half years, formed the bulk of documentary evidence available to investigators. The selected screenshots do not provide an accurate or reliable guide to the nature, content and purpose of the Facebook group. While they reveal many of the worst posts, they are taken out of context in terms of the volume and nature of the rest of the content and the time span in which they were posted. There is no evidence to suggest that these posts are merely the "tip of the iceberg" and that the rest of the material posted by the group was similarly offensive or worse.

The investigators were provided with additional communications and evidence related to the Facebook group and the events surrounding the discovery of its content. The investigators also reviewed relevant policies and practices at the Faculty of Dentistry related to the program and clinic operations. Relevant information from previous investigations and/or complaints was also carefully reviewed. Other physical evidence was discovered during the course of the investigation. Additionally, dozens of interviews were conducted to establish a timeline and relevant context for posts. Based on the investigation by the restorative justice facilitators, we have established several pertinent facts/findings related to the DDS2015 men's Facebook group:

- The private Facebook group started in September 2011. At or about the same time, two other private Facebook groups (a women's group and a group for the entire class) were formed. The groups were private, though not secretive in terms of the membership and general nature of the content. Students report using this place as a means to share information, jokes, homework, and to bond and get to know each other.
- Membership in the men's Facebook group was restricted by gender and invitations to join were based solely on whether a male student had a Facebook account or not.
- In order to join the group, a student had to acknowledge and accept the invitation to join the page. No one joined by accident.
- Membership in the group was varied over the years as some members left because they decided to disable Facebook accounts for personal reasons.
- The investigation found that the group evolved beyond the initial purpose of getting to know each other and sharing information pertaining to assignments and classes, to a space where offensive and objectionable content was normalized and condoned. It should be noted that no evidence was offered to suggest that initial homework and other educational purposes for the group ceased once the other posts started. This is relevant as members maintained that they checked the group posts periodically not just to see the latest "joke" or salacious post but also for practical content as well. No one interviewed during the course of the investigation misrepresented their involvement in the group or contested the "active member" label.

- At the time the screenshot of group membership was obtained, 13 members remained.
- It was confirmed that membership was as high as 16 at one point during the three-plus years.
- From the screenshots provided, rarely was the content of the Facebook post original to the poster. Members shared crude quotations from stand-up comedians and popular movies, and decontextualized quotations from instructors or class presentations. Additionally, the men often re-posted content from other online sources, (YouTube, urban dictionary, memes, etc.). As such materials were added to the site, members were challenged to "dentistify" the content with sexual innuendos reflecting dentistry themes. This established a norm of "one upping" each other and pushing boundaries in terms of shock value.
- Posts from 2011, captured within the selection of screenshots released to the media, and as reported through interviews during the investigation, were juvenile in nature, starting with anatomy jokes and evolving to more sexually suggestive content. The group norms started to shift, owing to the relationships between the men, both online and offline, becoming more familiar/comfortable, more common and shared experiences, increased competitiveness, and stress within the program.
- By September 2012, intimate relationships started to form within the class, causing some of the women to question if they were ever the subjects of the group Facebook posts. Several men acknowledged the suggestive nature of certain posts but provided assurances that classmates were not mentioned.
- There is clear evidence that the members of the Facebook group did not intend for the posts referencing members of the dental school community to be seen by the subjects of the posts. They were not intended to be used to cause harm to the subjects of the posts.
- The screenshots, as collected, have very limited content from the second year of the program. Despite the lack of screenshots, participants report that the group continued to post regularly throughout the second year.
- Many of the selected posts are from 2013 when the students were in third year. The tone of the posts is no longer mostly jovial by this point. Instead, they become accusatory, expressing frustration and their distrust of the Faculty. By tracking the posts along a timeline relative to what was happening in the Faculty of Dentistry, it is apparent these posts coincide with more intensive exposure to the Dalhousie Dental Clinic environment in third year.
- Also in third year, posts are made alleging preferential treatment of female classmates by male faculty members. Names of female classmates and professors start to feature more prominently on the Facebook site as rumours of sexually inappropriate relationships within the Faculty of Dentistry emerge. At this same time, some men in the group take stock and begin to craft a definition of what constitutes a "gentlemen" dentist; form a group assessment of the role of women (including their classmates) in the profession; and identify and celebrate male faculty members who they assume share similar sexist beliefs as demonstrated by their class/clinic behaviour.
- By the fall of 2014, starting their final year, the 2015 class is especially fractured and disputatious, although not just along gender lines or with respect to the Facebook group. For example, the clinic floor was highly competitive for the assignment of patients and there were rumours and disputes about how student awards were obtained and decided. The frustrations

spilled over into other aspects of student life, including the Dalhousie Dental Student Society and into the men's Facebook group.

- On December 6, 2014, a post was uploaded to the Facebook group asking members which female classmates they would marry. It was conducted in a poll format whereby one member poses a question and then all members have the opportunity to add answers and/or vote on the answers posted. As was normal for the group, the members begin to "one up" each other with the question. Other members posted subsequent polls: "Who would you f—k?" "Who would you sport f—k?" "Who would you hate f—k?"
- Evidence from multiple sources suggests that while attending a regular study group with some of her male classmates, one of the female students named in the Facebook poll noticed a couple of her classmates laughing at something on their computers. When she asked about why they were laughing, one of the men informed her that it was regarding something posted about her in the men's private Facebook group. The female student was able to get a glimpse of the offensive post by waiting for another member to leave his laptop unattended while logged onto the page. She confronted one of the male students and he took a screenshot of the "Hate F—k" post and provided it to the female student so she could take action.
- It is clear that the male student facilitated the female student to gather further information about the nature and content of the posts by granting her access to the Facebook group by sharing his login information. He did not advise the other members that he was working with the female student. They continued to post as usual during this time.
- The female student shared this information with other female students highlighting the fact that the club did, in fact, reference female classmates contrary to what was believed to be the practice.
- Once information was believed to be known outside the group, several members engaged in a heated online exchange with each other focusing on possible repercussions, determining which member "betrayed" the group, and what their response ought to be to the women and the Faculty.
- By mid-December 2014, the group was deleted from Facebook and several members deleted their personal Facebook profiles as well. At the time of the initial interviews on December 17, 2014, the members had no knowledge of the scope or content contained in the disclosed screenshots selected from the Facebook group and had no way to access the deleted material. This prevented any would-be attempts to obstruct the investigative process by colluding on agreed statements. They also were unaware of the possibility of any sanctions or clinic suspensions. Despite this, when contacted by investigators they immediately accepted responsibility for being a part of the group and committed to cooperate with the investigation.
- While the posts were selected in a fashion to suggest that some members were more active contributors than others, there is no supporting evidence to conclude that the selection of screenshots is indicative of an actual continuum of culpability in which some members are categorized as better than, or worse than, others. The investigators believe the screenshots collected paint the worst picture possible of the activities on the site because they invite an inference that all posts were of a similar nature, if not worse. Evidence suggests this was not the case.

- In one particular case, a member shared with investigators, against his own interest, that he was aware the person who captured the screenshots appeared to have protected him by minimizing his involvement when he posted more actively than the evidence suggests. All of the members were forthcoming about their involvement with the group site despite opportunities for certain members to take strategic advantage of the select nature of the screenshot evidence. The group accountability aspect of the restorative process seemed to serve as an honesty check for members.
- There was no evidence, in the posts themselves, or obtained through extensive interviews, and file review, that there was a secret "rape club" operating via the Facebook group as was suggested by some on social and mainstream media. Nor was there any evidence of any intention to act upon or incite any action based on the Facebook posts.
- There was no evidence or indication based on the investigation of the Facebook posts and extensive interviews that the men posed a risk to students, patients, or public safety.
- During the investigation, the term "hate f—k" was defined by the member who posted the poll, referencing the urbandictionary.com as "to have sex, especially in a rough manner, with someone who one finds physically attractive but personally loathsome." He maintains that it was never meant to be about non-consensual sex or to be construed as a threat of sexual violence. The other members of the Facebook group in restorative justice independently relayed a similar understanding of the term. All confirmed they did not understand it to be a reference to non-consensual sexual relations. Additionally, many of the female participants, when consulted individually, expressed a similar understanding of the term. While finding it hurtful and offensive, they did not interpret it as threatening.
- Three members of the Facebook group voluntarily agreed to abide by a no contact agreement put in place to address a female classmate's request following the revelation of the posts and pending the outcome of a preliminary investigation.
- Investigators found a range of impacted parties, each with distinct harms associated with the Facebook incident. Starting from the "hate f—k" post, the designation of a "directly affected" party was initially used to focus on individuals that were "named" in the poll. Upon review of the other provided screenshots, it expanded to include other faculty, staff, or students named and/or otherwise identifiable by photographic evidence from the site. Throughout the course of the investigation, the number of impacted parties continued to grow as the scope of material widened to include issues of culture and climate. By the midpoint of the investigation, facilitators and participants in restorative justice intentionally moved away from "directly affected" terminology to validate the experience from participants who voiced "direct harms" despite not being named directly. This group included other classmates, patients, alumni, and members of the profession.

B. FINDINGS REGARDING CULTURE AND CLIMATE AT THE FACULTY OF DENTISTRY

It is essential, in order to understand the behaviour and actions of the members of the Facebook group, to consider them in light of the broader findings from the investigation through the restorative justice process on culture and climate. We do not offer this information to minimize nor in anyway excuse the behaviour of the men involved in the Facebook group. It is, though, essential to understanding their behaviour.

The investigators found no evidence to suggest that any of the men involved in the Facebook group exhibited abnormal characteristics – in short they were not "monsters" or "bad apples." Indeed, what is significant is they were quite clearly not bad men lacking in values or a moral compass. Thus, the restorative justice process was not tasked with transforming bad men into good ones. Rather, it had to wrestle with how "good" men could say these things – could "like" these things. Without question, these men could have made other choices, better choices, and they are responsible for the harmful and offensive choices they did make. But there are important questions about how and why they could make such choices. As the women reflected, their classmates generally treated them as friends and as people they cared about. If they would not say such things or cause such offense to their faces, why would they author such things in private? How was this okay? What allowed this to be okay?

> "Through the restorative process we had to get accustomed to identifying the areas in which we were falling short and at identifying how we can do better. We can all agree that initially admitting our shortcomings was not easy, it was quite uncomfortable, but it got easier and in turn became productive." – *DDS2015 student, Day of Learning*

Significant evidence was uncovered during the process about culture and climate factors that contributed to an environment that shaped the development of the private DDS2015 Facebook group over three and a half years. The restorative process would have been incomplete and ineffective if it simply ignored this evidence and did not consider the Facebook group within this context of culture and climate. The process would also have failed to be responsive to the nature of the complaint filed under the Sexual Harassment Policy by the women in the DDS2015 class. Their complaint was not limited to the Facebook group but also concerned the culture and climate at the Faculty. The restorative process was structured so as to be able to deal with the specific Facebook incident and the related harms while attending to the culture and climate of which it was a part and to which it contributed.

The offensive content displayed in the Facebook group was not an anomaly for the Faculty of Dentistry. Several other relevant past instances, many known to, and addressed by, faculty administrators – often not communicated to the rest of the Faculty although sometimes for legitimate reasons – were reviewed during the investigation. Those instances suggest sexism, homophobia, and racism are deeply rooted issues affecting the Faculty and influence a range of interactions and relationships between and among students, faculty members, and staff. The heightened media attention created a disproportionately more intense response in this case than in prior known instances, but it ought not to be considered in isolation from other cases nor

assumed that this behaviour is any more prevalent in the 2015 class than in the previous or current DDS classes. Ultimately, the Facebook posts speak to a part of the culture at the Faculty and in the profession. Of course, the Faculty and the dental profession do not operate in isolation from the larger cultural norms in society. It was clear throughout the investigation, through conversations and public and private responses, that this situation is not unique to the Faculty of Dentistry or to the dental profession. It is not different from other reported past and current experiences in other dental schools, at other faculties at Dalhousie University, at other universities, in other professions, and, indeed, in society broadly.

While it is true that these issues arise everywhere in society, it is important to pay particular attention to the ways in which misogyny, sexism, homophobia, racism and other forms of discrimination and exclusion exist and operate within the Faculty of Dentistry in order to have the information needed to support real and lasting change.

During the restorative justice process, participants developed five themes that reflect the factors most relevant to shaping and changing culture and climate. We have used these themes to organize our findings with respect to culture and climate. These themes also structured participants' consideration of ways forward to improve the culture and climate at the Faculty of Dentistry. Their ideas and commitments in this regard are detailed in the final section of this report. Below we offer a discussion of our findings with respect to culture and climate that are relevant to addressing misogyny, sexism, homophobia, racism and discrimination as they present within the Faculty.

It would be wrong, however, to see from this report a picture of a Faculty that is uniquely plagued or marked by these issues. Nor do these issues fully represent the character of the Faculty as a learning community, clinical setting or workplace. The Faculty of Dentistry has a long and prestigious history. All of the students interviewed conveyed their pride at being accepted to the school and their appreciation for the outstanding clinical preparation they have received. Faculty, staff, students and alumni expressed a significant sense of harm from the nature of the coverage of this issue because, while it clearly pointed to difficult issues the Faculty must address, it failed to acknowledge the significant strengths and positive relationships many within the community experience. Admittedly, this sense of belonging and loyalty may risk masking the times and ways in which people are excluded from the community. However, those studying, teaching and working within the Faculty have demonstrated a desire to understand what happened and what is required to make the Faculty a better place. This is a source of considerable hope for the way forward. Indeed, it serves as the basis for the work that has already begun at the Faculty through its Next Steps process to plan and prepare for the work ahead.

The themes through which we consider and discuss the findings on climate and culture are:

i. **COMMUNITY BUILDING**

ii. **INCLUSION AND EQUALITY**

iii. **PROFESSIONALISM AND ETHICS**

iv. **CURRICULUM AND PROGRAM STRUCTURE**

v. **REPORTING PROCESSES AND CONFLICT RESOLUTION**

i. COMMUNITY BUILDING

Throughout the restorative process, participants reflected on the ways students connected with each other initially during their first year and how their relationships evolved over time. Class sizes are small and achieving a strong sense of belonging at the earliest opportunity is viewed as a key to success – both socially and academically. It is interesting to note that while the initial tendency in year one of the program is toward belonging and creating a "class family," by the fourth year investigators found a highly competitive community that was structured around strategic alliances and a currency of favours and networking, for personal gain. When pressed to explain the shift, many participants commented that "dentistry is a business" and they see each other as competitors first, and colleagues second.

The men's Facebook group serves in many ways as a case in point regarding the nature and evolution of these relationships. It started in September 2011 as a private but not secret group. It was established, on the recommendation of an upper year student shortly after orientation week, as a way to share homework or class information and to get to know each other. However, it evolved into a place to vent, share jokes, and push the boundaries. Members challenged themselves to one up each other with the shock value or crude humour of certain posts. It is notable that the Facebook group was one of at least three private groups. The class divided along gender lines with a men's group, a women's group, and a combined class group. In interviews, many of the female students confirmed they knew about the men's Facebook group and that they had inclinations about the content, but they believed that the men "never posted anything about us." The existence of such a group on the basis of gender was not perceived, at least initially, as a problem or threat to the supportive nature of the community. On the contrary, it served as a means and mechanism aimed at what the students perceived they needed for support. Absent, or in place of, other means of building community, the Facebook groups served a need to belong and be connected. We consider further in the next section the ways in which the Facebook group reflects gender divisions and norms present within the Faculty more broadly.

Also of significant note is how the participants identified the centrality of alcohol to many events within the Faculty and the profession. Participants recognized that alcohol influenced their relationships with some faculty members, often contributing to superficial and potentially harmful interactions. Alcohol was identified as a cornerstone for orientation activities, for student socializing and bonding opportunities, for addressing and coping with stress, and for its dominant role within the Dalhousie Dentistry Student Society (DDSS).

Several participants identified a long-standing "work hard/play hard" reality in dental school when it comes to alcohol use. We believe that for this 2015 class, as in other years, this started early in the dental school experience, as second-year students planned the orientation activities for the first year students, most of which featured alcohol as a central focus. Some of the students interviewed commented how much pressure they felt to fit in, given the small class sizes, and how that contributed to a dynamic where, in some cases, personal or religious values around alcohol use were transgressed.

These activities are followed by a similar weekly event called "Live @ 5", at which students operate a small bar (licensed under the Dalhousie University Alcohol Policy) in a student lounge located on campus within the Dentistry building. This event and the bar serve as a primary source of revenue for the DDSS. Students claim "Live @ 5" is a valuable time when upper-year students

connect across years with other dental students, and is an opportunity to relieve stress. Social engagements are given a place of great significance within the life of the Faculty and are even regarded as that which marks its character. Indeed, it is listed on the Faculty of Dentistry website as the one of the top seven reasons to choose Dalhousie – "You'll be part of the Faculty of Dentistry "family" and have many opportunities to participate in social events." In and of itself this is not a problem since social interaction is important as a mechanism of belonging. However, this importance makes it unsurprising that in striving to belong, students feel pressure to participate in these activities and in the norms they reflect.

In order to gain a better sense of "Live @ 5" and other student social events, it is helpful to have a sense of the physical location in the Dentistry Building known as "the Cavity". The student lounge is where the investigators found the writing on the wall - literally. Discovering "the Cavity" was a significant development in the investigation related to culture and climate. "The Cavity" is a room, approximately 6 feet wide and 18 feet long, covered wall to wall, floor to ceiling, with graffiti – including that which would fall into the categories of misogynistic, racist, sexist, and homophobic. Some of the graffiti dates back to the early 1990s. Some students and faculty commented that signing the wall became a rite of passage within the community and that this tradition had significant historical value. The result of this tradition was that some students signed their names and year of graduation on the wall, often near or next to offensive materials. Much of the offending content was in plain view from the student lounge. The Cavity was similar to the men's Facebook group in that it was a private student space but not a secret one where students "one-upped" previous class years with the shock value of the content. Over time, the space became a shrine to student experiences. It should be noted that upon discovery of "the Cavity", the investigators notified administration who agreed to change the locks and restrict access to the room to preserve it for review by the external Task Force. Following their review, the Faculty administration, in consultation with the restorative process facilitators, had the space painted to ensure it would not cause further offence or harm.

In examining other private but not secret practices, investigators discovered other long-standing traditions that fostered an unhealthy culture and climate. Participants identified these as harmful events and traditions that negatively impacted their relationships within the school. Such traditions supported and normalized the type of behaviours evidenced in the Facebook group. These revelations provided some context and ***explanation*** for the Facebook group but ***in no way excused it***. Restorative justice participants (from the Faculty and the profession) told about the unhealthy ways students related to each other over the years. The yearly student off-campus event called "the Roast" which seems to date back to the mid-1960s is an example of this unhealthy culture. The Roast is a student run event, fueled by alcohol and designed as an equal opportunity for students to humiliate and demean each other. Yet, it is disguised as a celebration. A cautionary tale often told about the Roast is that it is only for dental students. Partners/spouses are not allowed to attend because in past years relationships were destroyed by the "jokes" and revelations.

Faculty administration recently expressed similar concern regarding the Roast to student organizers. Participants reported that the Dean intervened in 2014 to encourage students to change the content and tone of the event. Evidence suggests the students adjusted certain aspects of the event, improving it somewhat over previous years, but that it retained its general tone. It is important to note that there was no Roast in 2015. Indeed, in response to the Facebook

situation and to support of the restorative process and its exploration of how to improve culture and climate, a number of social events were cancelled or postponed since January 2015 including Live@5, the Roast and the Winter Ball. Participants commented that the loss of these events resulted in greater isolation among different years within the Faculty. While recognizing the damaging aspects of these events, they were equally aware of the importance of social events to students' sense of connection and inclusion within the school community.

ii. INCLUSION AND EQUALITY

Throughout the course of the investigation, it was clear to the facilitators, based on their own observations, and widely supported through participant interviews, that significant challenges exist in the areas of inclusion and equality within the Faculty of Dentistry. This was, perhaps, most notable in the strained relationship between the Faculty of Dentistry and the School of Dental Hygiene. This tension was illustrative of larger dynamics that participants identified in terms of gender divisions and inequalities within the Faculty. Such divisions and inequalities were often reinforced by some students, faculty, and staff. This cultural norm was broadly identified as contributing to the circumstances surrounding gendered online community building and assumptions about gender roles in the school.

This issue is especially important as participants recognize that, while much diversity exists among dental students, it remains a profession in which much inequality and privilege exists. Analysis of the male members of the DDS2015 class reveals significant racial, ethnic, religious and socio-economic diversity. However, this diversity does not extend proportionally among the women in the class, and there was no evidence of any students openly identifying as LGBTQ. Participants were able to identify that the LGBTQ community was not proportionally represented among dental students, contributing to some students feeling less familiarity with LGBTQ concerns and issues. An intersectional view of the Faculty of Dentistry indicates there is still work to do to create better access to dental education for women who are marginalized because of their race, culture or socio-economic status and for members of the LGBTQ community.

Investigators found that for the current fourth-year class, as in past years, there is a longstanding practice within the Faculty of Dentistry to pay close attention to reflecting gender diversity in program admission. The DDS2015 class is essentially evenly divided between those identifying as men and those as women. But gender came to matter within the class beyond the stage of admissions. The obvious example in the investigation was the fact that gender, back in September 2011, became the basis for setting up two private class of 2015 Facebook groups. Investigators also observed that many students, faculty, and staff alike infantilized the adult learners and referred to students as "boys and girls" throughout the first three months of the investigation. Many in the class instantly made assumptions about gender roles as indicated by the explanations for, and understandings of, the different character and content of the men's and women's Facebook sites. Many of the participants stated "the boys" would likely be engaging in crude and offensive content that they would not want "the girls" to see, while "the girls" would likely fill their page with "cat videos and recipes." A third private Facebook group existed for content both groups agreed would be of interest to the entire class. Among the obvious flaws in this practice is the assumption that gender is binary and that everyone fits in one of these categories.

While the DDS2015 class is essentially equally divided among students identifying as male and female, women are still vastly underrepresented among leadership positions in the profession. For example, there is currently no female dean of a Canadian dental school and the Board of Directors of the Canadian Dental Association is disproportionally male. It was reported that the under-recognized contributions of women in the profession and the lack of female leadership makes it more difficult for female students to identify gender-based inequalities and challenges in the profession, to build coping mechanisms, and to capitalize on strengths and strategize for change. Several staff, faculty and student participants indicated they perceived a culture of complacency existing at the Faculty of Dentistry which dissuades women from bringing forward complaints of sexism and harassment.

> "What this all means for me, as a female dental student, is that I know what my job will be, but I don't see how far I can take it. I have some great role models that I see myself in, but I simply do not have enough of them." – *female DDS2015 student, Day of Learning*

The investigators noted significant female leadership within the Faculty of Dentistry. Women occupy crucial roles within the school and shoulder significant responsibilities while often lacking the influence and authority that generally comes with such leadership roles.

Assumptions were also made about how social groups would structure and bond around the shared experience of dental school abstracted from, or without attention to, cultural or religious diversity. Apart from general recruitment aimed at all students, some recruitment efforts are focused on attracting students from the Middle East and certain locations in the United States, resulting in strong representation of students from Kuwait and Utah. Some of these students bring unique cultural perspectives and traditions to the Faculty which are actively reflected in interactions with their classmates and their patients. Participants identified that instances of cultural insensitivity and discrimination occur regularly within the clinic but are rarely reported as those involved do not want to be labelled "trouble makers." Several students also identified that the Qualifying Program (QP) students routinely experience discrimination from patients and others, often presented under the guise of complaints regarding language proficiency.

Investigators met with QP students early in the process and found they were not generally well integrated into the mainstream experience of the fourth-year class. Some DDS2015 students noted having friendships across the "QP divide" but indicated that the QPs are added to their class journey at some of the most competitive points, and that there are few opportunities to build relationships. This divide is evidenced by the fact there is no indication the QP men were ever invited to join the Facebook group by their peers. It is difficult, though, to describe this as ultimately a disadvantage.

There is clear evidence within the DDS2015 class of the Faculty of Dentistry's commendable efforts to implement Dalhousie University's commitment to diversity. However, the Faculty failed to provide the infrastructure required to ensure robust support for inclusion of international students following their successful recruitment. This failure contributed to the fractured class environment in which students grouped themselves around gender, race, religion, and country of origin. These divisions were especially harmful to the class experience. For example, the propensity for American foreign students to build a close-knit network within the class caused some students to perceive

this as indicative of the fact that these students' were more valuable to the school because of the higher tuition rates they pay and thus receive preferential treatment. This perception was perhaps fostered by certain actions and comments by some students over the years and through certain institutional recruitment and retention practices.

iii. PROFESSIONALISM AND ETHICS

The restorative justice process became responsible for the remediation required by the ASCC to address the Facebook conduct of the 12 men suspended from the clinic for "blatant unprofessionalism." Investigators spent significant time examining professionalism generally, including its meaning and expression within the Faculty of Dentistry, when and how students learn about professionalism, the connection between personal and professional integrity, the influence of academic experience on professional development, and the centrality of professionalism to public trust and patient care. In specific response to the Facebook incident, the process undertook a careful review of what practices are in place to promote professionalism in the Faculty of Dentistry as it relates to social media.

> "I would never have thought as much about professionalism if it weren't for this process."
>
> *– female DDS2015 student*

The investigators found more of a "rule-based" rather than a "principle-based" appreciation of professionalism held among students in the Faculty. It is clear the Faculty places curricular emphasis on professionalism and ethics. The investigators did not identify a particular gap in the content taught. However, there does seem to be a gap in terms of the application of the materials and ideas in practice within and outside the clinical setting. For example, most restorative justice participants could recite the specific expectations about appropriate conduct on the clinic floor in clear cut unprofessional situations. However, many participants, including faculty, staff, students and members of the profession, struggled to articulate principles of professionalism when presented with less straightforward or more nuanced situations on and off the clinic floor.

Participants commented that while the concept of professionalism is explicitly taught in their ethics course, it is rarely revisited explicitly across other courses. The topic of professionalism is, of course, broached in the context of their clinic course requirements but generally as it pertains to specific conduct (patient confidentiality and record keeping) and the dress code within the clinic. It is described, by staff and students, as lists of rules – of "do's and don'ts." Staff identified a double standard in the application of these rules that often resulted in students being accused of unprofessionalism when the same behaviour by instructors resulted in no findings at all. Students expressed that, practically speaking, professionalism is identified with "not getting caught" or with the idea that if it does not break a rule it is not unprofessional. Through the restorative process, participants were encouraged to develop a principled approach to professionalism and attach it to the framework of their personal values, as well as the shared set of values espoused by the profession. This resulted in a hyperawareness among the restorative justice students, in particular among the men as they returned conditionally to clinic following their suspension. Upon their return, they encountered instances of unprofessionalism by faculty, staff, and other students that they would have previously accepted as "normal" clinic behaviour.

Much was revealed about professionalism, and culture and climate more broadly, as the suspended men returned to clinic. The Facebook group members returned to clinic conditionally with significant new expectations they were required to meet with respect to professionalism. However, they returned to a largely unchanged culture and climate within the clinic. While they had been undergoing significant learning and reflection to understand and change their assumptions and behaviours, there were those among the faculty, staff and other students in the clinic who had not undergone similar reflection or change. The female restorative justice participants reported the same experience, despite their expectation of substantial change following the revelation of the Facebook posts. Instead, they were greeted with a "back to normal" attitude. For the women in restorative justice (and the investigators) this was significant evidence that the issues lay not only with the Facebook members, as otherwise their departure would have significantly altered the environment and experience within the clinic. It did not. The male and female participants in restorative justice challenged this "back to normal" attitude generally and as specific incidents arose in the clinic.

It was not, of course, expected that the Faculty would be able to identify and address these issues immediately. Indeed, the Faculty committed to be a part of the restorative process precisely so they could learn more about the changes needed to support a more positive culture and climate. Of concern, however, was the attitude expressed during the early stages of the process that this would all pass and things would go back to normal. Over the course of the restorative process the facilitators noted a marked change in this attitude within the Faculty.

Formally, the Faculty of Dentistry introduces professionalism to students with a ceremonial induction of the students into the profession. In this ceremony, students receive a white coat, and recite an oath of professionalism. Participants noted that more attention ought to be given to the significance and importance of the "White Coat" ceremony at the beginning of the program as it pertains to professionalism, public trust and confidence. Had it been approached more in this way, and less as a celebration, it may have modeled the reflective practice required for a principled approach to professionalism during their time in clinic. Many commented that through the restorative process they came to understand "White Coat" as about much more than getting pictures with family and socializing with each other.

Students also reflected throughout the process on the impact of favoritism (real or perceived) on students' professional conduct and relationships in the school, and upon the ways this was manifested in the Facebook group. They interrogated appropriate versus inappropriate (intimate/social) relationships between faculty and students, including what is understood to be permissible versus responsible use of power and authority. Several posts within the DDS2015 Facebook group alluded to rumour and innuendo that inappropriate sexual relationships took place between some faculty and students. It was suggested that these relationships are often treated as private but not secretive. The relationships seemed to be known within the Faculty but individuals expressed uncertainty about their right to comment on what appears to be consensual relationships between adults. Some indicated they did not know, for example, whether the University allowed such interactions, but supposed they must because the issues never appeared to them to be addressed. Students commented that such rumoured relationships eroded a sense of fairness and gave rise to allegations of favouritism in an already extremely competitive environment. Female students especially, although not uniquely, report that some faculty members attempt to relate to them in ways that make them feel uncomfortable. Examples included sharing sexually inappropriate jokes,

regularly attending “Live @ 5” or other student social functions, and/or spending an unequal amount of time supervising female students in clinic versus their male classmates.

iv. CURRICULUM AND PROGRAM STRUCTURE

Throughout the process students commented that the stakes are high when it comes to what they describe as the arbitrary nature of patient assignment and the competition to finish on top to secure the prestige of various class awards, which, beyond the immediate financial benefit, generate long-term advantages professionally. The investigation revealed students had knowledge of the use of strategic practices in the clinic and class environment that they felt were unfair and sometimes called “cheating.” As described by students, these practices included amassing patients in order to gain strategic advantage over classmates and sharing tests/exam information. There appears to be some issues with understaffing within the Faculty. There are several contributing factors to the shortage (including budget cuts, absenteeism by staff due to perceived workplace toxicity, and specialization limiting the use of temporary staff replacements) which, while not appearing to compromise patient care, does get exploited for personal gain by some students.

When raised with Faculty administrators, it was noted that the clinic renewal, slated for completion in 2018, will massively redesign the physical spaces, thus impacting the program structure. This redesign, it is hoped, will reduce the opportunities and perceived need for such behaviour.

Another feature of the program structure that was found to exacerbate the already competitive climate and increase stress was the uncertainty students report regarding progress toward completion and graduation. It was not clear throughout the investigation process how students are kept informed about how and on what basis they are assessed to determine eligibility for graduation. Throughout much of the investigation, the terms “competencies” and “requirements” were used interchangeably to describe the demonstrated skills needed by each student in order to recommend graduation. Many students within the restorative justice process, both women and men, commented on how incredibly stressed and worried they were that they would not meet the program requirements. Uniformly, they identified, as part of the problem, the way in which patient assignments are generally arbitrary. One student participant described getting out of clinic in fourth year “like surviving the Hunger Games.” Interestingly, a Faculty participant similarly referenced fourth year to “the Lord of the Flies.” At other times, Faculty explained that fourth year should be the most stressful experience of a student’s life or “they are not doing it right.” This tension, experienced equally by the male students suspended by the ASCC and by other classmates, contributes to a far more competitive and less collegial culture within the clinic, in which students care for their own needs first over and above their classmates. Some student restorative justice participants commented that they sometimes experienced a tension between balancing patient care needs with securing their academic requirements. It also generates an environment in which individual survival is paramount, strategic alliances are incentivized, and the importance of existing power and privilege accentuated.

v. REPORTING PROCESSES AND CONFLICT RESOLUTION

Illustrated by the Faculty of Dentistry response during the Facebook situation, and based on interviews with students, staff and faculty, it appears poor communication practices within the Faculty have been a source of contention for several years. Participants varied widely in their assessments of the communication issues, ranging from: a void of authentic communication from Faculty leadership; a lack of transparent communication within the Faculty at crisis points that creates doubt about just process; and communication strategies that privilege institutional reputation with the profession above caring for people within the institution. These communication issues have created some distrust within the Faculty and suggest a lack of adequate in-house capacity to manage conflict and resolve disputes.

Contributing to the communication challenges, investigators found there appears to be a lack of a clear reporting structure required in order to instill confidence, promote fairness, and balance privacy with transparency. The terminology "formal" and "informal" shapes how information is communicated and is directly associated with what counts as a "complaint" and what is merely viewed as a "concern." Many participants indicated a desire to address and interrupt offending behaviours but questioned if it would be worth being labeled a "trouble maker" if one complained. Staff and students both reported that ***formal complaints*** are viewed as the only available avenue to get ***action*** whereas ***concerns*** brought forth ***informally*** are ***resolved*** by providing ***support*** to the concerned party, but no action occurs with respect to the presenting issue.

> "If we want to improve the climate and prevent future problems, we need to improve reporting structures and conflict resolution at Dalhousie dentistry."
>
> *– male DDS2015 student, Day of Learning*

Most participants from faculty, staff, and students could not clearly or consistently identify to whom they would report concerns within the Faculty. Some identified the Dean's Office, noting an open door policy, while others indicated that they felt that some of the doors are only open to certain students or in certain situations. Other students report leveraging the relationships they have with favourite professors to share concerns or to address issues. This was considered "informal" reporting.

Investigators found that students could access, though it appeared underused, a "formal" reporting mechanism through student representatives if they had complaints pertaining to course/class/clinic specifics. Course-specific student representatives are established on a volunteer basis to act as a liaison between course instructors and the students. Investigators could not confirm if any conflict resolution training was provided for such representatives, but it is not a prerequisite for the position. Further fueling the communication challenges, it does not appear to be a standardized best practice, or stated duty, to follow-up on communications between the representative and the instructor. Lack of communication and confidence in the system often results in student complainants taking matters into their own hands to circumvent the system by making contact with the instructor directly. This results in added tensions within the student body by undermining the course representative position and the reporting system.

Similarly, the clinical affairs representative's role is to bring forward issues pertaining to students' day-to-day clinical operations and experiences. This more formalized position requires the representative to attend monthly meetings with department heads to address concerns and bring forward recommendation from the students. While this reporting system has strong regular follow-ups and feedback, this system is often underutilized by the student body.

The Assistant Dean of Students is the faculty member designated to help in the facilitation and resolution of conflict and concerns brought forward by students. The role of the Assistant Dean of Students was created over 30 years ago to act as a liaison between the students and Faculty administration. Despite having an open door policy, this service also appears to be underutilized, possibly due to the perceived potential consequences or repercussions of interacting with high-level administration, or owing to the lack of follow-up. In part, the issue is with the lack of authority within this office to affect change on issues of greatest concern even when they are brought forward. The office also appears under-resourced in terms of support within the Faculty and owing to the general isolation of professional schools from the rest of the campus and its resources. The Office's ability to act, implement or respond to conflict, issues or recommendations has been subject to criticism in the past, which in itself acts to limit the use of this reporting system.

Conflict was a prominent theme identified throughout the restorative justice process. In particular, the students reported a lack of understanding of effective mechanisms to resolve conflict and address issues proactively at early stages.

Robie Street is a clear boundary demarking "upper campus" from the dentistry complex. This is not an insignificant border. We found that "central administration" for the University is viewed in a similar manner to being sent to the principal's office in elementary school. Students report being told early on: "Come and see us if you need help. Don't hesitate or be worried about getting in trouble. We will work with you to fix it. But we won't be able to help if you end up at upper campus." One advantage of the isolation of the Faculty in this particular case is that it meant the restorative justice facilitators conducting the investigation into the Facebook situation were viewed as "outsiders" which gave many voices, that might otherwise have felt silenced, an opportunity to share safely.

> "We think of 'going to upper campus' as a threat, which prevents us from making use of the great programs available that just happen to be on the other side of Robie Street."
>
> *– male DDS2015 student, Day of Learning*

6. Ways Forward: Ideas and Commitments

This report does not provide a fixed set of recommendations intended to be implemented along a standardized timeline. Rather, throughout the process participants have considered deeply how what they have found and learned should be used to address the harms and impacts and to improve climate and culture moving forward. The ideas regarding the way forward that emerged from the restorative process are not intended as a "to do" or "check" list. Instead they reflect ideas about the ways things might be done differently because addressing climate and culture is about doing the things we do ***differently,*** not just doing different things.

> "This is not about *proving* what we learned, it is about *using* what we've learned. This is not about public relations, it is about inspiring real change and improving our community" – *male DDS2015 student*

The restorative process underscored that all participants – the students, Faculty, University, profession and community – have responsibilities to enact change in culture and climate to secure safe and inclusive communities marked by mutual respect, concern and care. For the faculty, this responsibility has been taken up through their Next Steps process. Members of the Next Steps initiative in the Faculty have been engaged in the restorative process, actively meeting with the facilitators to learn from the findings and process. Similarly, the University has committed to do the necessary work ahead through its strategic priority 5.2 on inclusiveness and diversity. This work will be informed by the recent ***Belong Report***, and also through the University's engagement in the restorative process. It is also expected that the ways forward on culture and climate issues within the Faculty and more broadly will also be informed and shaped by the recommendations of the Task Force on Misogyny, Sexism and Homophobia in the Faculty of Dentistry when it reports at the end of June 2015.

The profession, through the Nova Scotia Dental Association, has also committed to reflect on what it has learned through the restorative process that will assist in its ongoing work on ethics and professionalism. Leaders and experts from the local and international community who supported the process also have responsibilities to extend the lessons learned through this process to their work in community.

The ideas and commitments generated by participants through the restorative process will support the ways forward in this important work on all these fronts.

From early on, students in the restorative process indicated their intention to give back to the Faculty, University and profession. They offered to share their experiences to support and encourage deeper reflection on professionalism, equality and inclusion. All students, but particularly the men in the process, have expressed interest in supporting future students at orientation or annual events within the Faculty to speak about what they have come to understand about misogyny, sexism, homophobia and racism, the importance of ensuring inclusive and supportive communities, and how they have come to think differently about professionalism. As reflected in their statement the men have also committed to being transparent and honest about their involvement in the Facebook group when asked by patients, the profession, employers and colleagues.

In an effort to begin the process of giving back, and in addition to personal commitments from many of the participants, the DDS2015 students involved in the restorative process designed and hosted a Day of Learning in April 2015. More than 80 representatives from groups participating in the process attended to hear the students speak authentically from their experience in the dental school and through the restorative process, as well as to present forward-focused, evidence-based recommendations intended to help envision and jump-start the work ahead. The Day of Learning, structured around the five key themes identified through the process, asked all attendees to reflect on their role and obligations to one another, and to make meaningful contributions to ensure the events they have collectively experienced matter in future. Planning continued subsequent to the Day of Learning to establish and solidify initiatives and commitments that would engage all participants in the outcomes from the process.

The ways forward were considered through the lens of the five themes related to culture and climate: **i) community building, ii) inclusion and equality, iii) professionalism and ethics, iv) curriculum and program structure** and **v) reporting processes and conflict resolution**. These themes are of course significantly interrelated as are the ideas, recommendations and commitments proposed. While this separation is organizationally helpful, a focus on addressing one theme will inevitably have significant impacts on one or more of the others. Indeed, effecting change in culture and climate cannot be achieved by one idea, redesign or reform. There is no one issue that stands above the rest as the linchpin for positive culture and climate change. Such change requires a multipronged, flexible and sustained effort to doing things differently in the future.

Additionally, the outcomes from the process are described as ideas and commitments. All are derived from the restorative process as a result of participant consideration and collaboration. The ways forward offered here range from ideas that are less precise but point to issues that warrant further and ongoing attention to more concrete options for change that might be considered and adapted or implemented by the Next Steps process in the Faculty or as a component of the University's Strategic Direction 5.2. Some plans and commitments for next steps were made by the participants during the process. These will be refined and implemented with assurance from the participants. While many of these ideas are specific to the Faculty of Dentistry, it is important to recognize some elements have clear potential to be extended or adapted for other faculties and units within the University in support of its commitment to build a culture of respect and belonging.

i. COMMUNITY BUILDING

From the outset, participants in the restorative process came to appreciate that the way we relate and communicate with one another matters deeply. Fissures, disconnection, and feelings of isolation all contributed to the Facebook group events as students identified the group as a place to vent frustrations and bond in an unstructured setting. Rather than simply building community, the restorative process helped participants come to understand the significance of building ***supportive*** communities. As a result, several ways forward identified for the Faculty of Dentistry seek to build upon the existing positive elements already within the Faculty as well as on establishing and maintaining relationships between students, faculty, staff and members of the profession which are authentic, inclusive, resilient and model professionalism. To this end, the following ideas, recommendations and commitments have emerged from the restorative justice process with respect to building supportive communities.

Attention should be paid to the significance and importance of supportive communities for learning and professional development. Opportunities to build supportive communities should not only centre on the social life within the Faculty but the educational life of the Faculty as well. It is important to make the connection between the nature of social and learning communities within the school and to ensure they are built on a similar foundation of respect, care, inclusion and equality.

- The Faculty of Dentistry should actively discourage and interrupt use of divisive gender-based practices (for example, men's or women's only Facebook groups).
- A Community Wellness Initiative should be implemented. The initiative should create approximately twenty support communities. Each community would have members from across the student population and include staff and faculty. A group might include, for example: 2 students from each of the four years of the program, 1 Qualifying Program student, a faculty member and a staff member (for example staff from the Dental Lab or Dental Assistants).
  Oversight for these Wellness Communities would rest with the Assistant Dean of Students who should (with assistance from University resources) build capacity among second and third-year students to facilitate these groups restoratively.
  The communities would:
  - Meet using a restorative approach for a one hour check-in each Wednesday afternoon during reduced clinic hours, forming a safe place to bring forward concerns to be addressed proactively;
  - Provide mentorship support across years and throughout the program;
  - Create a space for reflective practice, sharing, and solution-focused collaboration and learning;
  - Each month a meeting should be convened by the Associate Dean of Students within the Faculty inviting a representative from the each group to meet with the Dean and Associate / Assistant Deans to discuss general issues, ideas and concerns emerging from the wellness communities.

> "These circles aren't useful to just to solve problems, but can be integrated into regular check-ins which help prevent problems."
>
> *– male DDS2015 student, Day of Learning*

- Social events are influenced by and reinforce climate and culture. It is important to see how events structure and affect both social and learning communities. A Task Group should immediately evaluate the quality, tenor and the nature of faculty and student social events.
  - The Task Group should assess the intentional and unintentional ways in which events at the school such as Orientation and Toothtacular (the annual faculty appreciation event), whether run by students, the Faculty or the profession, contribute to the nature of the climate and culture by structuring or reinforcing certain norms and ways of relating.
  - The Task Group should be empowered to act regarding the redesign or discontinuation of events with a view to intentionally creating opportunities for inclusive and meaningful connection between students, faculty, and the profession. This Task Group should be comprised of members of the faculty, staff, alumni from DDS2015, and broader campus representatives.
  - The University Alcohol Use Advisory Committee should be asked to provide input and advice related to the responsible use of alcohol at events connected to the Faculty.

> "Events need to mirror all the aspects of a healthy community - inclusiveness, connectedness, respect, acceptance, safety. We must ensure we don't create barriers that can exclude community members." - *female DDS2015 student, Day of Learning*

ii. INCLUSION AND EQUALITY

Throughout the process a significant focus was placed on understanding the impact of gender, race, sexuality, ethnicity, religion, and socioeconomic factors on a student's experience in the Faculty of Dentistry. Participants in the restorative process recognized that inclusivity is relationally rooted and often begins with better understanding difference and the interplaying power structures that create inequality.

- The Faculty and profession should endeavour to model a relationship between dentistry and dental hygiene which is based in equality and respect. Together, they should explore what has been a historically challenging relationship across the profession. The Faculty of Dentistry (home to both programs of dentistry and dental hygiene) has a significant opportunity to achieve and model a different set of relational norms on this front. This would start with a series of dialogues within the Faculty involving faculty and staff leaders from both programs. They should work together to consider the issues and create a plan to support more respectful relationships and an inclusive community in the future.

- A particular focus should be placed on ensuring entering Qualifying Program (QP) students are introduced and included fully within the Faculty.
  - The QP students should join their class cohort as early as possible in their first year of the program.
  - QP students should be placed among clinical clusters and not isolated in one cluster so that they are better able to share their unique experience and knowledge gained from practicing elsewhere.
  - QP students should be viewed and valued as a learning resource to better understand the profession and norms across cultures. Conversations which seek to explore the nature of

dentistry in other countries, as well as motivations and narratives for becoming a dentist in Canada, should be encouraged and explored respectfully and provided some space within the program.

- It is important to ensure Qualifying Program (QP) students are afforded the same opportunities to be welcomed and connected to the local profession as non-QP dental students.

> "Each student brings a unique culture and story; some have experience and knowledge of the dental world that far exceeds recent dental graduates. My closest friend within the students of the qualifying program is also my cluster mate and that is no coincidence. I know it would be worthwhile to have students of the qualifying program integrated within our clusters from the beginning of our clinical experiences."
>
> *– male DDS2015 student, Day of Learning*

- Effort should be made to match cross-cultural student recruiting strategies with programs and resources designed to provide specific support and orientation for international students entering the Faculty of Dentistry. Support should also be provided for the Faculty to ensure a welcoming and inclusive community for international students. The Faculty should connect with the International Centre and the Human Rights Equity and Harassment Prevention office to draw on expertise and identify necessary supports and considerations for inclusion. The Faculty should consider how to deal with different cultural norms and expectations among students, faculty and staff, as well as how to address inappropriate comments or behaviour students might encounter from patients.

- It is important that the Faculty obtains an accurate picture of the diversity represented in the school and to work to understand the needs of their community. Appreciating the existing needs and defining gaps in diversity also offers the opportunity to understand where underrepresentation exists, shapes ongoing learning priorities, and promotes inclusive and empathetic patient care.

- The Faculty has committed to continue the "Women in Dentistry Circle" held as part of the restorative justice process as an annual event including professional female dentists and female dental students. The mentorship provided supports the specific needs articulated by female students for information and perspective to develop a deeper appreciation for the gender-based challenges and inequality within the profession, to build reliance and coping mechanisms, and capitalize on strengths. It will also support community building and reflective practice for women within the profession.

- The University has committed to host an international conference in 2015/2016 to examine lessons learned from the Dalhousie Dentistry restorative justice process. The conference will explore ways in which restorative approaches can be used to address issues of misogyny, sexism, homophobia and racism, and more broadly, to create a culture of respect and inclusion on campuses. The conference will include students from DDS2015 who participated in restorative justice along with members from the International Expert Advisory Group and the Local Resource Group who supported and advised the process. It will draw together leaders from other universities contemplating or implementing similar approaches to discipline, culture and climate on campus.

iii. PROFESSIONALISM AND ETHICS

All participants in the restorative process acknowledged the centrality of professionalism and ethical behaviour to what happened on the Facebook group. Participants experienced the public response and outrage as a consequence of what happened and were able to more readily appreciate the fragility of public trust and the power and related responsibility that comes with their role as health-care professionals. Through the process participants came to learn that while professionalism is a core course component of the curriculum, there are also ways in which it can, and must, be reinforced and lived daily in the classroom, clinic and beyond.

- The Faculty should explore how to support and reinforce, through intentional and integrated reflective practice within the program, a principle-based approach to professionalism in place of a rule-based approach. Reflective practice could be associated with the professionalism and ethics course curriculum and attached to clinical experience. In addition to the existing course, this would allow for more integration of professionalism and ethics learning in an explicit way across the four years of the program and into clinic practice. The clinic renewal in 2018 should support reflective practice on professionalism in the new clinic groups as part of the curriculum on professionalism and ethics.

> "There would be open honest conversation, where people listen to one another. The parties would get feedback, and have a non-criticizing safe space to explain how they are being impacted. This can be done through facilitators. This is beneficial because it allows people to feel that they have shared their side of the story and feel they have been heard."
>
> *– male DDS2015 student*

- Introduce a common commitment to professional behaviour across faculty, staff and students within the clinic, including creating opportunities for '360 feedback' that is safe and constructive. This should start as soon as possible but will also be important in the new clinic structure. This could be achieved as part of supporting reflective practice for all practitioners within the clinic, perhaps as part of the clinic cluster meetings suggested in the next section on Program Structure. This is not only important for students but also for faculty and staff in order to encourage and model lifelong learning and professional development.
- The Faculty should establish a process to address patient care planning that models professional collegiality between instructors and with the students. This system should consider how different approaches to care plans between faculty members could be addressed through the use of "care planning conferences." Currently, instructors can alter the care plans for patients developed between the students and another instructor. This may undermine the relationship between the student and their patient and between and among faculty and students. It would significantly improve these relationships if the authority to make and adjust care plans generally rested with the instructor under whom the initial plan was developed. Other instructors/faculty members with concerns regarding the care plan would contact the responsible instructor together with the student and discuss necessary adjustments. This would model professionalism, provide significant learning opportunities for the students as they are part of the decision-making process and support more positive engagement within the clinic surrounding patient care.

- The Faculty and the Nova Scotia Dental Association have committed to work with students from the DDS2015 restorative justice process to establish an annual Day of Professionalism modeled on the Day of Learning held during the restorative justice process. The day will assure that students from varying years are engaged in thinking about and developing ethical and professional skills. Its format could include guest speakers, and facilitated dialogue using circles to allow students, faculty, staff and the profession to learn from one another in a manner which is participatory and supportive.

- Students from the DDS2015 restorative process, particularly the former Facebook group members, have committed to return and contribute to a seminar, workshop or other activity in conjunction with the White Coat ceremony.

- The former members of the Facebook group who were engaged in the restorative process have committed to model professionalism now and into the future. This includes their commitment to be honest about their involvement in the Facebook group and to share what they have learned with regulators, employers, colleagues, and patients, if asked.

- The students from the DDS2015 restorative justice process have committed to purchase and place a framed copy of the "Student Oath" in all clinic cubicles to mark their experience and the lessons from this past year and as a reminder of students' commitment and responsibility regarding patient care.

> "Everybody can make mistakes. However, being able to deal with mistakes and problems professionally is almost as important as preventing them in the first place. As a result of what has happened, I am proud to be a member of Dalhousie Dentistry and I know that what has happened will make a positive difference in the years to come, not only for me but for this class and faculty and for the profession." – *male DDS2015 student, Day of Learning*

> "It is easy on the day-to-day to forget about the influence you hold, and the responsibility that comes with that. It is the responsibility that comes with being a professional." – *female DDS2015 student, Day of Learning*

IV. CURRICULUM AND PROGRAM STRUCTURE

The way in which students, faculty and staff relate to and understand one another in the Faculty of Dentistry is impacted significantly by how the DDS program is arranged. It is hoped that the Clinic Renewal Project will resolve many of the current frustrations but the ideas that follow are intended to offer ways forward in both the short and long term to support the redesign.

- Between now and the completion of the Clinic Renewal Project in 2018 the Faculty should focus on "climate renewal" by attending to the task of building the knowledge, skills, attitudes and capacities to move into the new space already working and relating in new ways. This renewal process will involve growing pains, but, just as the physical space is under construction, so will the relationships be under renovation for a better future. The process should, as one participant explained during the restorative process, assist the preparation and planning required for this renewal "just as a project manager might plan for the fabric and material in a new physical

space." In fact, it would be helpful to assign a project manager to develop the knowledge, skills, and practices needed within the Faculty to support new ways of working. This work needs to be an integrated part of the Clinic Renewal Project and the project manager should be part of the redesign team. The process of redesigning ways of working and interacting within the Faculty cannot wait for the completion of the clinic renew in 2018. Renewal of culture and climate will take time and the project of building better relationships will be the key to the success of clinic renewal.

- One idea for this relationship renewal project that came through the restorative process relates to the anticipated clinic care teams that will work within the new clinic structure. Faculty should consider using "check-in meetings" with students in these clinic care teams on a daily basis. This model would enhance collective learning opportunities, exercise the use of reflective practice, enhance patient care planning, and allow for solution-focused conflict resolution. Groups should work collaboratively, and hold standing check-in and clinic coordination meeting for 15 minutes every day before clinic opens to review administrative issues and identify issues to bring forward.

> "One way to be proactive would be to have regular check-ins with students. This could be as simple as having cluster meetings with advisors to make sure everything is on track."
>
> *– male DDS2015 student, Day of Learning*

v. REPORTING PROCESSES AND CONFLICT RESOLUTION

Many of the ideas and recommendations to this point strive proactively to create the conditions to prevent conflict or address it in the early stages when it typically presents as a "concern" rather than as a "complaint." Yet, even a strongly proactive and preventative approach needs to create safeguards to deal with things when they go wrong. Feedback and communication, transparency and strong resource networks are key when addressing conflict or harm. Support and "buy-in" from all participants is important to building the capacity required to create effective mechanisms to address complaints as they arise.

- The Faculty and the University should explore ways to develop conflict resolution skills among students, faculty and staff across campus. Restorative options should be made more widely available as an approach to address concerns and conflicts.
- The University should create a campus resource network connecting every Assistant or Associate Dean of Students (or person with similar responsibilities). This network could support development of the knowledge and skills needed to navigate common issues across campus. Working closely with established resources on campus, the group should seek to understand issues facing students and take a solution-focused/problem-solving approach.
- The Faculty of Dentistry should equip the Associate Dean of Students with the skills, mandate and authority to support the processes suggested earlier with respect to clinic care teams and the wellness communities. The Associate Dean of Students should be responsible to ensure these processes are functioning well.

- The Faculty should ensure that students have a clear understanding of the complaint process and the role of the Associate Dean of Students. This should begin in orientation and be reinforced throughout the year, particularly at stressful times. This should include clear communication regarding the way in which the complaint process functions, and clarity and transparency about how reporting back will occur.
- The Faculty should ensure that the Associate Dean of Students has appropriate administrative support from someone with exceptional communication skills to ensure better communication with students on issues generally within the Faculty and to support the facilitation and navigation work required of the Associate Dean. This communication responsibility should be attached to this office as a means of ensuring consistent and centralized information for students from a source they identify and trust. It is also important to use this communication function as a means of building relationship with the student community.
- The University should look to the existing restorative approach network in the province in order to build knowledge and greater capacity to support the restorative approach being taken with various units on campus. The participants within the restorative justice process recognized its potential to build supportive and inclusive communities in which people feel they belong and to respond when things go wrong and harm is done.

Appendix A

An Open Statement from the Participants in Dalhousie's Restorative Justice Process to Address Harms Related to the Dalhousie Dentistry Student (DDS2015) Facebook Group Posts issued March 1st, 2015.

We, the 29 members of the class of DDS2015 participating in the restorative justice process, offer this public update to share some information about the process and our experience so far. This statement reflects our collective experience and sentiments. It is divided in order to offer some reflections directly from the members of the Facebook group engaged in our process, from the directly impacted women within the restorative justice process, and from the entire participant group. Our process includes 12 members of the DDS2015 Facebook group, 6 women named in the Facebook posts made public, and 11 women and men from the directly affected class of DDS2015.

We are providing this statement at this time because we anticipate an update from the Academic Standards Class Committee (ASCC). The ASCC has been kept informed of the work within the restorative process aimed at remediating behaviour and addressing the harms related to the incident. We want to share some of this information with the broader community and the public so that they are able to understand our perspectives and experience within the process as well.

From the Members of the DDS2015 Facebook Group in the Restorative Justice Process

From the beginning of this process in December we felt incredibly remorseful and took ownership of what we did (individually and collectively). Our conduct as members of the Facebook group was hurtful, painful, and wrong. It has impacted our classmates, friends, families, faculty, staff, patients, the university community, the profession and the public. Our actions have led to significant consequences for us, but also for others. Many of the consequences we have experienced both personally and professionally are a natural result of our actions and we own those consequences. Our actions have also had profound consequences for others that we own with deep regret. We know that our conduct has damaged trust in many important relationships. We know that we must work to earn back this trust. Since December we have been engaged in the intensive and difficult self-reflection and development required to start the process of earning back the trust of our colleagues, families, professors, the university community, the profession and the public. This will take time but we will work each day to model the personal and professional core values to which we are committed and that will guide us now and in the future. We hope one day to regain the trust of those we have harmed and impacted.

Our silence has been interpreted by some as cowardice – as if we are hiding from our responsibilities. It has been very tempting to satisfy calls for us to ***say*** we are sorry. Doing so would have made us feel better, but it would have been self-serving if not based upon the hard work necessary to gain the depth of understanding required for meaningful and sincere apology. We are committed to continue to work through the restorative process to develop this understanding. We know much more than ***saying*** 'sorry' is required. We are doing the hard work to figure out how to truly ***be*** sorry. We owe meaningful apologies to those we have impacted most directly first. Through the process we have had the opportunity to offer some of these apologies already and they have been accepted. We continue to work to be worthy of their acceptance. Only after we

have done more of this work would we be ready to offer broader apologies to the community and the public.

Through the restorative justice process we are doing the work required to ***be*** sorry – to confront the harms we have caused, to accept our responsibility, to figure out what is needed of us to make things right, and to gain the knowledge, skills and capacities to be trusted healthcare professionals. This is difficult and time consuming work - and it should be. We are committed to seeing this through. The process has engaged individuals from the faculty, university, the profession and the public. Involvement from these groups will continue and expand as the process moves to further examine the broader circumstances, causes and consequences of this situation. We have already learned much about ourselves, the consequences of our actions, and our contribution to the culture and climate within the faculty and the university. Our work has included: providing detailed accounts of our participation in the Facebook group and events following its discovery as part of the investigation; regular contact with the restorative facilitators since December (at a minimum weekly, in many cases daily); participation in regular and ongoing meetings with facilitators individually, in small groups and with the entire group to explore harms and impacts, accept responsibility and consider what actions are necessary to make amends. Sessions have included educational workshops and training modules supported by experts in the fields of public safety and security, sexualized and gendered violence and trauma, psychology and counselling, law and human rights, religion, and conflict resolution. In addition, we have taken specific in depth educational workshops to better understand misogyny and rape culture and bystander intervention.

We do not know what the outcomes of the process will be because this work is still underway. We know that we cannot go back and undo what has happened, but we are committed to making this experience matter - to contribute to the change that is needed. The need for change in ourselves became very clear through deep reflection on our failures and harmful actions. We also recognize that we have an opportunity and responsibility to contribute to necessary changes in the climate and culture within our faculty, the university community and in the profession we aspire to be a part of one day. We are committed to giving back and making a positive contribution to our communities. We have been given the opportunity, through this restorative justice process, to confront what we have done, the harm it has caused, and to learn what we need to do to become the trusted professionals we want to be. We are very grateful for the commitment of time, expertise and support that has made this possible. We will endeavour to be worthy of this opportunity and to contribute back to the community in equal measure.

From the Women of the Class of DDS2015 involved in the Restorative Justice Process

As women directly impacted by the Facebook posts released to the media, we decided to participate in this restorative justice process as a way to address the harmful conduct revealed by the posts and our experiences of the broader culture they reflect within our faculty, university and society. We respect that everyone who has been directly impacted by this situation deserves equal opportunity to proceed in a way in which they are comfortable. We wish to be accorded the same respect for this justice path we have chosen. We made this choice informed of all of the options available to us and came to our decision independently and without coercion. We have exercised restraint in discussing our perspective in the media but, to be clear, we do not feel that the coverage on social and mainstream media has been representative of our unique or common experiences. Many people (some with good intentions) have spoken ***about*** us and in the process

often attempted to speak *for* us in ways that we have experienced as harmful, silencing and re-traumatizing. Our perspective and decision to proceed through this process has often not been honoured or trusted but dismissed or criticized based on the decisions or perspectives of others. We are strong, well-educated professional women with words of our own to explain what we are going through and how we want to proceed. We have chosen individually and collectively to use our words carefully and selectively in public so as not to add fuel to the media fire which has been extremely hurtful to all of us. Some of the political tactics and debates surrounding this situation have made it challenging to proceed with a restorative justice process in the way we wished and these outside factors have caused renewed harms. At times, the volume of public opinion has drowned out our voices on what we need and want in this situation. We feel, for example, that our views were not central to the decision-making process to segregate members of our class known to be involved in the Facebook posts. While this decision may have satisfied others' needs or interests, it has done nothing for us in terms of instilling a sense of safety or respect. Instead, it fragmented and alienated us at a time when we were particularly in need of support from our class community. Many have asserted that all women feel unsafe, but this is not the case for us - we feel safe with the members of the Facebook group involved in this restorative process.

The restorative process has provided a very important space for us to engage safely and respectfully with our colleagues and others to convey our perspectives and needs. The process allows us to be involved in a manner that both respects and values our unique perspectives and the level of commitment and connection we desire. Additionally, it allows us to address underlying systemic and institutional issues influencing the climate and culture in which we live and learn. We want this process to make a significant contribution to bringing about a change in that culture and hope that we will be given the respect, time and space needed to do this work.

From All Participants of the Class of DDS2015 involved in the Restorative Justice Process

We are all committed to working together within the restorative justice process to deal with the specific and broader issues and harms connected to the Facebook group. Through this process we are dealing with the immediate incident at hand while also investigating the contributing factors that got us here as a class, faculty, and university. We hope this letter sheds some light on our process so far, on what we hope to accomplish, and on some of the challenges we have faced. We believe that the education and perspective that we are gaining through our participation in the restorative justice process will allow us to be better healthcare providers, colleagues, and representatives of Dalhousie University. We ask, as a group, that our privacy and our right to pursue this restorative process off the public stage be respected. The constant public attention has been harmful and even sometimes threatening to us, our families and friends. We will engage with the broader communities and issues involved through the restorative process, but first need to continue to work to understand and address the immediate harms involved. We hope that through this process our voices and experiences will make significant contributions to the important public discussions about sexism, misogyny, inclusion, and professionalism.

Appendix B

FACILITATORS & ADVISORS FOR DALHOUSIE DENTISTRY RESTORATIVE JUSTICE PROCESS 2015

Restorative Process Facilitators

Jacob MacIsaac – Community Safety Officer, Security Services Dalhousie University. Previously Casework Coordinator, Community Justice Society and Restorative Facilitator Nova Scotia Human Rights Commission.

Melissa MacKay – Advisor, Harassment Prevention/Conflict Management, Equity and Harassment Prevention Office, Dalhousie University. Previously Student Life Manager and Residence Education Coordinator, Dalhousie University.

Jennifer Llewellyn – Viscount Bennett Professor in Law at the Schulich School of Law, Dalhousie University.

International Advisory Group

Dr. Brenda Morrison – Director of the Centre for Restorative Justice and an Assistant Professor in the School of Criminology at Simon Fraser University.

Senator Vern White – Member of the Canadian Senate, former Chief of Police in Ottawa and former Assistant Commissioner of the RCMP.

Dr. John Braithwaite – Distinguished Professor and Founder of the Regulatory Institutions Network at the Australian National University.

Dr. Dorothy Vaandering – Assistant Professor, Faculty of Education, Memorial University of Newfoundland.

Dr. David Karp – Professor of Sociology and Associate Dean of Student Affairs and Director of Campus Life at Skidmore College in New York.

Eva Marszewski – Founder and Executive Director of Peacebuilders International (Canada) and Adjunct Professor at Osgoode Hall Law School.

Mary Ivec – Research Officer, Regulatory Institutions Network, Australian National University.

Paul Nixon – Chief Social Worker for Child, Youth and Family, in the Ministry of Social Development, New Zealand.

Dr. Joan Pennell – Director of the **Center for Family and Community Engagement** and Professor of Social Work at North Carolina State University.

Dr. Gale Burford – Emeritus Professor of Social Work and Advisor to the Justice Consortium, University of Vermont.

Judge Barry Stuart – Chief Judge, Yukon (retired) and Adjunct Professor in Criminology at Simon Fraser University.

NOTES

1 Aly Thomson, “Dalhousie’s use of restorative justice in Facebook scandal gets expert praise: Dalhousie commended for level of commitment, courage and compassion” (The Canadian Press, March 11, 2015).

2 Bruce Archibald and Jennifer J. Llewellyn, “The Challenges of Institutionalizing Comprehensive Restorative Justice: Theory and Practice in Nova Scotia” (2006) 29 ***Dalhousie Law Journal*** 297-343. Also see generally: Jennifer J. Llewellyn and Bruce Archibald (guest editors), ***Institutionalizing Restorative Justice: Theory and Practice,*** Collection of Papers in ***Dalhousie Law Journal*** 36:2 2013.

3 See **http://www.halifax.ca/police/PublicSafety/documents/ViolenceandPublicSafetyinHRMMainReport.pdf**

4 Jennifer J. Llewellyn, Bruce Archibald, Diane Crocker and Donald Clairmont, “Imagining Success for a Restorative Approach to Justice” ***Dalhousie Law Journal*** 36:2 2013; Melanie Randall and Lori Haskell, "Trauma-Informed Approaches to Law: Why Restorative Justice Must Understand Trauma and Psychological Coping" (2013) *Dalhousie Law Journal* 501; Kristina R. Llewellyn and Jennifer J. Llewellyn, “A Restorative Approach to Learning: Relational Theory as Feminist Pedagogy in Universities,” forthcoming in T. Penny Light, J. Nicholas & R. Bondy, eds. ***Feminist Pedagogy in Higher Education: Critical Theory and Practice*** (Wilfrid Laurier University Press, 2015).