

UNIVERSITY OF MANITOBA FACULTY OF SOCIAL WORK EQUITY PLAN

FACULTY OF SOCIAL WORK MISSION STATEMENT

To pursue knowledge and provide accessible and inclusive educational programs that will advance the fields of social work practice and social policy at all levels and that will contribute to the development of societies in promoting respect for human rights and dignity, individual worth and well being, diversity, social inclusion, and the principles of social justice. To prepare students for ethical, competent, critically reflective, innovative, anti-oppressive, accountable, and effective social work practice at all levels. To create and maintain a learning environment that promotes and supports respect for difference, risk-taking, democratic participation, a spirit of inquiry, equity, innovation, originality, and collaboration. To acknowledge, support, and promote different traditions of knowledge and different methods of knowledge gathering.

INTRODUCTION

The purposes of the Equity Plan are:

1. To recognize the existence and effects of current social inequities and past disenfranchisements and to redress these through specific and measurable strategies.
2. To ensure that the Faculty is in every instance meeting or exceeding the standards and guidelines set out in the CASSW Accreditation Standards and Educational Policy Statements, particularly with reference to diversity¹
3. To ensure that the Faculty offers an educational program that enables graduates to engage in professional action to remove obstacles to social functioning and to eliminate all unjust forms of inequality²
4. To ensure that the rights and freedoms of all individuals as guaranteed under the Manitoba Human Rights Code and the Canadian Charter of Rights and Freedoms are protected and promoted in all aspects of the program.

The foundation of the Equity plan is the Faculty's Mission Statement, quoted above. Its beginning point is the recognition that there is much that we are already doing and doing well. Thus in some cases the Equity Plan simply formally institutionalizes some of what has been informal practice. Alternatively, it is also important to note that in many instances the Faculty has made little progress towards the equity goals first delineated in the 'Report of the Employment Systems review Committee' tabled in 1997. Thus, the intent of this plan is to enhance and advance these existing initiatives and to develop and carry out new strategies of inclusion.

Acknowledging the burdens that marginalized³ groups carry requires also recognizing the entitlement that membership in dominant groups brings. We recognize that achieving

¹ In this document, diverse or diversity refers to ethnicity, culture, race, age, abilities, gender, sexual orientation, socioeconomic status and geographical location (CASSW Accreditation Standards and Educational Policy Statements).

² Wording drawn from CASSW Accreditation Standards and Educational Policy Statements, 'Assumptions underlying social work education' (EPB 1.1)

equity is sometimes a conflictual process, in part, because those who are dominantly located often prefer to believe that their achievements are unrelated to their privileged social position. Thus, consideration and implementation of measures designed to enhance equity may engender some discomfort.

Achieving equity requires the development and institutionalization of policies and practices that take into account historical, social, economic, educational, and political disadvantages experienced by persons as a result of their location. Recognizing that 'same treatment' rarely produces equality of results, we commit ourselves to an equity plan that recognizes and respects difference and content.

I. FACULTY MISSION STATEMENT

This statement is the philosophical and political foundation for our decision-making processes, course/curriculum development, interpersonal relationships and teaching practices. It incorporates and reflects our commitment to diversity, social inclusion, and the principles of social justice and anti-oppressive practice, as well as our commitment to Aboriginal peoples. The statement is a 'living document' that is reviewed and critically reflected upon on a regular basis.

1.1 Responsibility

- Dean, in collaboration with faculty, students, staff, alumni, and community.

1.2 Time Frame

- Collaborative review every three (3) years beginning in 2009

1.3 Indicators of Success

- Appears in calendar and handbooks
- Posted in faculty and on website
- Circulated to community groups
- Presented and discussed at orientations for students, field instructors, and new staff and faculty

II. RECRUITMENT, RETENTION AND SUCCESS OF ABORIGINAL STUDENTS, STAFF AND FACULTY

In order to move beyond our success at recruitment of Aboriginal students and some Aboriginal staff and faculty, we must develop a comprehensive strategy that ensures not only retention but success. Such a plan will have several components.

1 Develop a Vision

Develop a vision for Aboriginal social work education at the University of Manitoba

1.1 Suggested Strategies

³ Marginalization refers to the context in which those who routinely experience inequality, injustice, and exploitation lead in their. Being marginalized refers to experiences of injustice or discrimination or lack of access to resources, and also to how some knowledge is seen as legitimate while other ways of knowing are not.

- Apply for educational research grants to allow Aboriginal faculty, staff and students to engage in research with Manitoba Aboriginal communities and agencies
 - Survey past and present undergraduate and graduate Aboriginal students about what worked for them and what they would like to see changed
 - Hire Aboriginal researchers to consult with communities and field agencies etc.
- 1.2 Responsibility
- Dean, Associate Deans, undergraduate and graduate program committees
- 1.3 Time Frame
- Within the next three years (2006 – 2009)
2. Recruitment
- Increase the number of Aboriginal faculty, staff and sessional instructors.
- 2.1 Suggested Strategies
- Targeted recruitment of Aboriginal faculty, staff and sessional instructors
 - Pursue permission from University of Manitoba Administration and from Manitoba Human Rights Commission for targeted recruitment
- 2.2 Responsibility
- Dean, Associate Deans and Recruitment and Hiring Committee
- 2.3 Time Frame
- Immediate, to apply to a significant number of recruitments in these three categories over the next three years (2006 – 2009)
3. Curriculum
- (1) Increase Aboriginal content (knowledge, theories, and practice skills) in all courses as delivered by all instructors
- (2) Develop more Aboriginal specific courses (elective and required)
- (3) Faculty wide workshop on incorporating Indigenous knowledge, theory and practice into teaching and curricula.
- 3.1 Suggested Strategies
- Protect current course and curriculum content devoted to Aboriginal knowledge, theory and practice
 - Pursue grant funding for innovative educational programs to facilitate development of new courses and curricula
 - Develop inter-disciplinary and cross-disciplinary courses and curricula
- 3.2 Responsibility
- Sub-committees of the undergraduate and graduate committees
 - Grant applications: Individual faculty members or task groups responsible for grant applications (such groups might include associate deans, and/or the chairs of graduate and undergraduate programs, field instructors, students and community members)
- 3.3 Time Frame
- Next three years (2006 – 2009)

4. Support

Financial and institutional support to assist Aboriginal faculty and staff to complete PhD programs

4.1 Suggested Strategies

- An extended reduced workload eligibility
- Negotiate with Financial Aids and Awards for fellowship money
- Explore other possible sources of financial assistance

4.2 Responsibility

- Dean, Associate Deans and Graduate Program Committee

4.3 Time Frame

- To begin ASAP

5. Course Instruction

Aboriginal courses to be taught by Aboriginal instructors to the extent possible

5.1 Suggested Strategies

- Faculty philosophical commitment
- Targeted recruitment of Aboriginal faculty and sessional instructors
- Recruitment of Aboriginal practicum placements and field instructors

5.2 Responsibility

- Entire faculty
- Recruitment and Hiring Committee
- Field Education Coordinators and Field Advisory Committee

5.3 Time Frame

- Within the next five years (2006 -2011)

6. Cultural Support

Active support for Aboriginal cultural practices within the faculty

6.1 Suggested Strategies

- Faculty philosophical commitment
- Regular and consistent involvement of Elders in programs on all campuses
- Instructors devote class time to Elder involvement
- Undergraduate and graduate orientations involve Elders
- Mentorship Program develops and institutionalizes Elder involvement

6.2 Responsibility

- Faculty council
- Mentorship Program
- All instructors
- Undergraduate and graduate orientation committees

6.3 Time Frame

- Beginning immediately and ongoing

7. Aboriginal Student Supports

Develop strategies to support Aboriginal programming such as the Southeast cohort and the AJI Aboriginal Child Welfare Initiative

7.1 Suggested Strategies

- Ask students about what is working for them and what they would like to see changed
- Develop and implement changes based on this feedback

7.2 Responsibility

- Mentorship program
- Educational Equity Committee
- Social Work Faculty council

7.3 Time Frame

- Over the next year (2006 – 2007)

7.4 Indicators of Success

- More Aboriginal students, staff and faculty apply to study and/or work in the faculty
- Faculty is able to retain close to 100% of applicants to successful graduation
- Increasingly positive relationship with Manitoba Aboriginal communities
- Substantial increase in research activity among Aboriginal faculty, staff and students
- Survey of past and present undergraduate and graduate Aboriginal students completed
- Increased number of Aboriginal faculty, staff and sessionals on staff
- Increased number of Aboriginal courses offered throughout the BSW and MSW
- Aboriginal content evident throughout the curricula
- Financial supports and reduced workloads in place for Aboriginal PhD candidates
- Increased number of courses taught by Aboriginal faculty and sessionals
- Increased number of Aboriginal field instructors and field placements
- Institutionalization of Elders' involvement in all programs

III. RECRUITMENT, RETENTION AND SUCCESS OF GLBTT EQUITY STUDENTS, STAFF AND FACULTY

In order to ensure success of GLBTT students, staff and faculty, we must develop a comprehensive strategy that ensures not only retention but success. Such a plan will have several components.

1. Recruitment

Increase the number of GLBTT students, faculty, staff and sessional instructors

1.1 Suggested Strategies

- Add GLBTT as a designated equity category for all social work admissions
- Take a lead role, in concert with the Diversity Network and the Rainbow Coalition, in adding GLBTT as a designated equity category at the University of Manitoba

- Encourage applications from GLBTT community for faculty, staff, and sessional instructor positions
- 1.2 Responsibility
- Social Work Faculty Council
 - Educational Equity Committee
 - The Diversity Network, the Rainbow Coalition, and University Equity Office in consultation with the Educational Equity Committee
 - Dean, Associate Deans, Recruitment and Hiring Committee
- 1.3 Time Frame
- Immediate (2006 – 2009) to apply to some recruitment in these three categories over the next three years

2. Curriculum

Increase GLBTT content (knowledge, theories, and practice skills) in all courses as delivered by all instructors

- 2.1 Suggested Strategies
- Protect current course and curriculum
 - Faculty wide workshop on incorporating GLBTT content into curricula
 - Faculty sponsored education for students, staff and faculty concerning homophobia, heterosexism, and heteronormativity
- 2.2 Responsibility
- Subcommittees of the BSW and MSW Committees
 - GLBTT task group (could include associate deans, and/or chairs of graduate and undergraduate programs, faculty, field instructors, students and community members)
- 2.3 Time Frame
- Next three years (2006 – 2009)

3. Support

Create a welcoming and supportive climate for GLBTT students, faculty, staff, and sessional instructors

- 3.1 Suggested Strategies
- Faculty and staff attend “Safe Space/Allies” training offered by the university
 - Develop in-house “Safe Space/Allies” training program
 - More designated ‘safe space’ and allies
- 3.2 Responsibility
- Educational Equity Committee
 - Mentorship Program
 - Faculty and staff
- 3.3 Time Frame
- To begin ASAP and extend over the next three years (2006 – 2009)
- 3.4 Indicators of Success

- GLBTT exists as a designated equity category for BSW/MSW admissions
- GLBTT exists as a designated equity category at the University of Manitoba
- Increased GLBTT content in the curriculum
- Increased number of allies and safe spaces within the faculty
- Increased recruitment and retention of GLBTT students, staff and faculty
- Faculty experiences an enhanced reputation among GLBTT communities

IV. RECRUITMENT, RETENTION AND SUCCESS OF IMMIGRANTS, REFUGEES, AND VISIBLE MINORITIES (IRV) STUDENTS, STAFF AND FACULTY

We need to develop a comprehensive strategy that ensures the success and retention of IRV students and faculty members.

1. Curriculum

- (a) Increase cultural and racial diversity content (knowledge, theories, and practice skills) in the courses as delivered by instructors.
- (b) A course on immigrant, refugee and anti-racism for BSW and MSW offered every year.

1.1 Suggested Strategies

- Develop a new course and protect curriculum content in current courses
- Provide faculty wide workshop on incorporating cultural, ethnic and anti-racism knowledge, theory and practice into teaching and curricula
- Explore inter-disciplinary and cross-disciplinary courses and curricula for linkages
- Organize intercultural forums at the faculty on Aboriginal, immigrant and refugee issues in social work on a regular basis
- Encourage practicum studies and research projects at the undergraduate and graduate levels in the areas of immigration and refugees.
- Develop a future project for the promotion of international social work and students' immersion experiences in refugee areas (refugee camps, refugee organizations, refugees welcome services etc.) by having in place international social work field placements and practicum.
- Explore the feasibility of setting up a Centre for Refugees Studies

1.2 Responsibility

- Dean's office
- BSW and Graduate Program Committees

1.3 Time Frame

- Two years (2006 to 2008).

2. Recruitment and Support for IRV faculty, staff, sessionals, field instructors

- (a) Increase hiring and appointment of IRV faculty, staff, sessionals, and field instructors.

2.1 Suggested Strategies

- Increase recruitment of IRV faculty, staff, sessional and field instructors.

2.2 Responsibility

- Dean, Associate Deans and Recruitment and Hiring Committee.

3. Support

- Suggested Overall Strategies:
 - Maintain a respectful and non-discriminating environment
 - Create a warm welcoming environment that is culturally sensitive and respectful of differences (e.g. use appropriate language level and pacing when speaking with individuals with ESL; aware of use of popular slang/idioms that may not be meaningful for people from other cultures).
 - Ensure frequent checking regarding difficulties and adjustment at the beginning; understand their strengths and use them to build their confidence (they might feel uncomfortable to say it because of the strange environment to them)
 - Create an orientation program for new immigrants and refugees to help them to adjust to the university and the faculty of social work environment.
 - Ensure access to resources regarding grievance channels (e.g. appropriately worded pamphlets on equity service, Ombudsmen office, Unions, etc.) are available and put in conspicuous places in case of discrimination.
 - Refer or promote assistance services for immigrants' and refugees' psychosocial problems
 - Organize workshops or seminars on cross-cultural understanding and anti-racist practice for all personnel to join.
 - Assist new IRV faculty members who need assistance with the language and culture of the university and the province.
 - Organize informal gatherings to facilitate inter-cultural understanding.
- A. Assist new IRV faculty members needing assistance with language and culture of the Faculty
- A.1 Suggested Strategies
- Connect new members with a faculty/senior scholar as a ment
 - Provide assistance with English publications e.g. proofreading
 - Provide assistance with oral presentation, protocol, and teaching philosophy
- B. Assist new IRV support staff needing help with language and culture of the Faculty
- B.1 Suggested Strategies
- Connect individuals with a peer staff (could be from a different faculty) as mentor
 - Provide assistance with English, e.g. proofreading, help with oral conversation, and provide opportunities for new staff to practice English in a supportive environment.
 - Learn to recognize the kind of support that is needed for IRV staff given the different cultural context.
- C. Assist new IRV sessional and field instructors
- C.1 Suggested Strategies
- Connect the new instructors with a mentor, if needed
 - Provide orientation of the instructors to teaching methods and culture of the Faculty
- 3.2 Responsibility
- Dean's office/General Office
 - EE Committee

3.3 Time Frame

- Two years (2006 to 2008)

4. Recruitment of IRV students

Review the admission and progress of IRV students in the BSW, pre-MSW, MSW, and PhD program.

Respond to the reviews and recommendations.

4.1 Suggested Strategies

- Conduct a review on the IRV recruitment and progress in the BSW, pre-MSW, MSW, and PhD programs in two years
- Explore with IRV communities on more proactive strategies for recruitment of this group of students
- Review the definition of immigrant and refugee in terms of their respective rights, in light of their different political categorization in Canada
- Explore with IRV students regarding preparatory needs and training, and support they need.
- Designate within the admission services of our faculty to provide information and services regarding immigrants and refugees academic rights, which include:
- Developing procedures to assist and refer IRV students to assess previous credentials
- Working with PLAR (Previous Learning Assessment and Recognition) staff person on campus to assess and recognize previous experiences
- Ensuring a process is in place for the admission committees of all programs to respond to the reviews and recommendations of IRV admission.

4.2 Responsibility

- BSW Admission Committee
- Graduate Program and PhD Committee
- EE Committee

4.3 Time Frame

- Two years (2006 to 2008)

5. Support for IRV students

To ensure retention and success of IRV students

5.1 Suggested Strategies

- Connect students with a peer mentor, e.g. a professional social workers or senior students
- Develop initiative with other faculties to provide peer support on ESL
- Create an orientation program for new immigrants and refugees to help them adjusting to the university and the faculty of social work environment
- Establish a study/support system where students can review class notes and study contents on a regular basis so that things such as slang terms/idioms may be explained in a way that is meaningful to a student that has ESL or is from a different culture (in an attempt to avoid awkward/embarrassing moments in class that could also be potentially time consuming for instructors)
- Refer or promote assistance services for immigrants' and refugees' psychosocial problems

- Explore resources to establish additional financial assistance e.g. bursary, scholarship and emergency funds for IRV students
 - Explore teaching or research assistantships for graduate students
 - Organize workshops or seminars on cross-cultural understanding and anti-racist practice
 - Ensure resources on grievance channels (e.g. pamphlets on equity service, student advocates etc) are available and put in conspicuous places in case of discrimination.
- 5.2 Responsibility
- Faculty members/instructors of courses
 - Student Advising Office
 - EE Committee
 - Mentorship Program
- 5.3 Time Frame
- Two years (2006 to 2007)
- 5.4 Indicators of Success
- Faculty mission statement changed to include cultural sensitivity towards ethnic minorities
 - Anti-racism and cultural sensitivity incorporated into social work curriculum at all levels of program
 - Specific targets and strategies set for recruitment of IRV faculty and student
 - Support for IRV faculty, staff and students in place according to the time line.

Faculty Mission Statement

The faculty mission statement should address *cultural sensitivity* in addition to diversity, social inclusion, human rights and social justice. [to be reworded in the faculty mission statement]

V. RECRUITMENT, RETENTION AND SUCCESS OF STUDENTS, STAFF AND FACULTY WITH DISABILITIES

Accessibility and accommodation for students, staff, and faculty with disabilities require the removal of all barriers (both attitudinal and structural) that restrict or prevent opportunities for education and employment.

1. Recruitment

Increase the number of students, faculty, staff and sessional instructors with disabilities

- 1.1 Suggested Strategies
 - Develop policies for the recruitment, retention and support of faculty, students, and staff with disabilities.
 - The policies directed to recruitment and hiring of faculty must include a commitment to challenge current institutional standards for tenure and promotion
- 1.2 Responsibility
 - Educational Equity Committee
 - Social Work Faculty Council
 - Recruitment and Hiring Committee
- 1.3 Time Frame
 - Within the next three years (2006 -2009)

2. Curriculum

Include material in all courses that address disability

- 2.1 Suggested Strategies
 - At the BSW level the expectation should be towards the development of a generalist base about disability
 - At the MSW level there is an expectation for more advanced courses and research in the area of disability
 - Course work pertaining to people with disabilities at either the BSW or the MSW levels to incorporate a social model of disability as a central aspect of course content.
 - Incorporate disability content that emphasizes a critical theoretical and practice model of disability
 - Disability awareness education for faculty, staff, students, sessional and field instructors
 - Disability awareness education for all community organizations which agree to be field settings for students to assist them in determining how to effectively support students
- 2.2 Responsibility
 - Individual instructors (curriculum, syllabi, teaching practices, self-audit)
 - Educational Equity Committee
 - Faculty Council
 - Field Education Coordinators
 - Field placement agencies
 - Field instructors
- 2.3 Time Frame
 - Within the next three years (2006 – 2009)

3. Supports and Accommodation

Increase access, accommodation and comfort for faculty, staff, and students with disabilities

- 3.1 Suggested Strategies
 - Audit access and available accommodations on all campuses and implement necessary changes to increase access and accommodations

- Audit access and available accommodations in all practicum placement agencies and implement necessary changes to increase access and accommodations. This could involve work with Disability Services, community organizations and government departments to ensure appropriate funding is in place to provide needed accommodations
 - Develop a disability policy that addresses issues of accommodation and inclusion for people with disabilities. This policy would establish our commitment to students, faculty and staff with disabilities, and would endorse the principles of inclusion, accommodation, accessibility and acceptance
 - All instructors review and examine their teaching practices, assignments, time lines, etc. to ensure accessibility
- 3.2 Responsibility
- Educational Equity Committee
 - Faculty Council
 - Field Education Coordinators
 - Field placement agencies
 - Field instructors
 - Disability Services and Student Affairs
 - Dean and associate Deans
 - University Administration
- 3.3 Time Frame
- Within the next three years (2006 – 2009)
- 3.4 Indicators of Success
- Increased recruitment, retention and success of students, staff and faculty with disabilities
 - Increased access, accommodation and comfort for faculty, staff, and students with disabilities
 - Disability policy in all student handbooks, posted at all campuses and on the website
 - Meet or exceed CASSW Accreditation Standards and Educational Policy Statements
 - Increased recruitment, retention and success of students, staff and faculty with disabilities

MEMORANDUM

Date: May 25, 2006

To: All Faculty and Staff

From: Gwen Gosek, Educational Equity Chair

Subject: Educational Equity Plan: Submission for Faculty Council

Please find attached a final draft of the Educational Equity Plan with the suggested changes from Faculty Council and some format changes. The goal was not to change the intent of the document's wording so if you have any questions or concerns, please feel free to address them.

The document will be brought forward to Faculty Council on Friday, May 26th. At that time I will be presenting a motion from the Educational Equity Committee regarding a friendly amendment to page 2 of the Equity Plan. The amendment involves the adding the following sentence at the end of the second paragraph on page 2:

“The Equity Plan is a living document that is to be reviewed and critically reflected upon on a regular basis.”