

PREAMBLE:

The University of Manitoba's Faculty of Education recognizes the importance of providing the highest quality of education with a view to graduating a teaching force that represents the cultural, ethnic, regional and social diversity of Manitoba. As the largest teacher education institution in the province, the Faculty affirms its responsibility to facilitate the development of a diverse teaching force.

The Faculty aims to admit and support Bachelor of Education students who reflect the diversity of the communities we serve through, for example, processes of recruitment, selection, admission, support and reasonable accommodation. The Faculty, thus, recognizes the need to ensure that its policies and procedures for admission, as well as recruitment facilitate the achievement of such goals.

BACKGROUND:

The Faculty of Education currently employs a *special consideration* category to address issues of under representation of traditionally disadvantaged groups. The Bachelor of Education's (B.Ed.) admission policy pertaining to special consideration is intended to increase representation in the short term by facilitating the admission of special consideration applicants whose applications, while meeting minimum entrance criteria, were not sufficiently competitive for admission. The Special Consideration policy first came into effect in 1992-93. At that time, the policy provided for up to 5% of the annual intake to be assigned to Aboriginal applicants. The policy was later revised to include "Disabled" (2.5%) and "Visible Minorities" (2.5%) in addition to those who self-declare as "Aboriginal" (5.0%). All group members in the special consideration category are identified on the basis of self-declaration in one or more of these groups.

Given the University of Manitoba's commitment to the inherent dignity of all people and the belief that all who have the potential to succeed at the University of Manitoba should have access to it, the Faculty of Education's Committee on Initial Teacher Education Program (CITEP) has developed a revised Faculty of Education Diversity Admission Policy. This revised policy takes into account three key factors, which are:

As termed in the original Strategic Planning Committee "Special Considerations" Policy.

² University of Manitoba. (1998). The University of Manitoba Task Force on Strategic Planning, Building on Strengths.
Retrieved from http://www.umanitoba.ca/admin/task/build0.htm.

- 1. Canada's and Manitoba's populations are becoming more diverse,³
- 2. People with diverse backgrounds enrich the educational experiences of students, and;
- 3. The teaching workforce has not kept pace with the changing demographics of the general and student population in Canada.⁴

RATIONALE:

The Faculty of Education recognizes the importance of an initial teacher education program that respects and affirms the fundamental equality amongst people of all origins and abilities. Consistent with University of Manitoba policy and initiatives, The Faculty is committed to increasing diversity amongst its student population and to meeting the needs of diverse students and communities.

Diversity in the Faculty of Education strengthens our capacity to support students preparing to work and live in increasingly diverse communities and to address disparities that exist in access to and participation in education. The opportunity for interaction within and across diverse peer groups is part of a larger strategy to facilitate the meaningful and appropriate engagement of students, faculty, and staff with all aspects of diversity.

Diversity encompasses all the ways in which people are both similar and different. It means understanding, accepting, and affirming the uniqueness of individuals, as well as respectfully engaging with and working across differences.⁵ Diversity may include, but is not limited to:

- Ancestry, including colour and perceived race;
- Nationality or national origin;
- Ethnic background or origin;
- Religion, creed or religious belief;
- Gender identity or sexual orientation;
- Physical or mental disability; or
- Social disadvantage, which includes homelessness or inadequate housing, low levels of education or chronic low income, and/or chronic unemployment/underemployment.⁶

The Diversity Admissions Policy is based on a commitment to two broad principles:

- 1. Who we are and what we do should reflect the diversity of the communities we serve; and
- 2. Programs and services aimed at ameliorating socio-historical conditions of disadvantage in Canada are important and permissible.⁷

³ Manitoba Immigration and Multiculturalism. (2012). Ethnicity Series: A Demographic Portrait of Manitoba, Volume 3 Population Groups and Ethnic Origins. Retrieved from http://www.gov.mb.ca/immigration/pdf/manitoba-immigration-ethnicity-series-3.pdf

⁴ Ryan, J. Pollock, K. & Antonelli, F. (2009). Teacher diversity in Canada: Leaky pipelines, bottlenecks, and glass ceilings. Canadian Journal of Education, 32(3), 591-617.

It is understood that the "differences" listed in the Manitoba Human Rights Code are often contested and in flux.

⁶ Province of Manitoba. (2012). The Human Rights Code, C.C.S.M.c.H175. Retrieved from http://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php

⁷ Government of Canada. (1982). Canadian Charter of Rights and Freedoms, Section 15(2).

This policy will necessitate the allocation of a number of admission places in the Teacher Education Program for applicants who self-identify. Self-identification in one or more of the diversity groups is voluntary.

ADMISSION CATEGORIES:

The Faculty selects applicants by Stream⁸ or specialized program. Given that the number of applicants may vary from one year to the next, every effort shall be made to admit qualified applicants through the following two categories:

1. Diversity

Approximately 45% of all available positions in each stream will be awarded on the basis of voluntary self-identification within one or more of the Diversity Categories cited in this policy. Applicants may identify themselves with as many categories as are applicable to them and will be considered in each of the categories.

2. General

Approximately 55% of all available positions in each stream will be awarded on the basis of highest admission score.⁹

All applicants applying under the Diversity categories must identify themselves by completing the voluntary disclosure of personal information in the Faculty of Education B.Ed. Admission Form. Those applicants who voluntarily identify for admissions under the Diversity categories will be given the opportunity on the "Self-Declaration for Admission to the Bachelor of Education" form to indicate if they would like to be considered under both the "Diversity" and "General" admission categories should they meet the admissions' standards in both.

DIVERSITY CATEGORIES:

For the purposes of self-identification, the Diversity Categories and their definitions are:

Canadian Indigenous Peoples: This includes Canadian First Nations, Métis, and Inuit peoples Allocation: 15% of each stream

Racialized Persons: Those who have been treated differently by people or institutions on the basis of their perceived racial backgrounds, colour, and/or ethnicity. This diversity category includes non-Canadian Indigenous peoples.

Allocation: 7.5% of each stream

⁸ In order to prepare teachers who are focused on learning to teach specific age groups, the B.Ed. program offers three stream options that allow applicants to choose an age group whom they wish to learn to teach. The three streams are:

[•] Early Years (K-Grade 4)

[•] Middle Years (Grade 5-8)

[•] Senior Years (Grade 9-12)

⁹ Admission score as calculated in the current admission bulletin. For the 2014-2015 academic year, admission score was calculated at 69.0% Admission GPA (most recent 30 credit hours completed by February 1 in the year of application to the Faculty of Education) and 31.0% on writing skills.

Persons with Gender Identity/Sexual Orientation Difference: Persons who self-identify as lesbian, gay, bisexual, transgender/transsexual, two spirit or queer (LGBTTQ).

Allocation: 7.5% of each stream

Persons With Disabilities: A person who has a physical, mental, psychological, sensory or diagnosed learning disability.

Allocation: 7.5% of each stream

Disadvantaged Persons: A member of the University of Manitoba ACCESS Program¹⁰ or those who have experienced systemic barriers and/or inequalities on the basis of their religion, creed, language or state of social disadvantage.

Allocation: 7.5% of each stream

The policy seeks to ensure that approximately 45% of all applicants admitted into the B.Ed. program represent these five diversity categories.

ADMISSION PROCESS:

- 1. Except where otherwise noted, to be considered for admission to any Bachelor of Education program, 11 successful applicants will be admitted either through the "Diversity" or "General" admission categories. All successful applicants must meet the minimum entrance requirements as outlined in the current admission bulletin.
- 2. The two admission categories will represent applicant "pools" for each annual admission intake. These two pools, representing the general admission category and the diversity admission category, will have a percentage of annual admission apportioned to them (55% and 45% respectively). Within the "Diversity" Category, in the case where there are insufficient qualified applicants who can be offered admission into the Bachelor of Education program within one of the five specific categories any unallocated spaces will be re-allocated, proportionately and competitively, to the other diversity categories so that the total percent reserved for admission through the overall Diversity category is approximately 45% of total admission.
- 3. When there are insufficient qualified applicants who can be offered admission into the Bachelor of Education program through one of the two admission categories, any unallocated spaces in one admission category may be re-allocated to admission applicants from the other category on the basis of competitive ranking.

11 Early Years, Middle Years or Senior Years Stream or Integrated Music program

¹⁰ For the purpose of admission, the Faculty of Education follows the University of Manitoba criteria for ACCESS Program applicants, that is: those who have not had the opportunity for university studies at the degree level because of social, economic and cultural reasons, lack of formal education or residence in remote areas.

REPORTING ON PROGRESS:

The Committee on Initial Teacher Education Programs will report annually to Faculty Council on the implications of the Diversity Admission Policy. The report will include such recommendations as to ensure that the B.Ed. policies on admission, procedures, and programs progress toward preparing qualified teacher candidates who reflect the diverse population

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Aboriginal Student Centre

Migizii Agamik 114 Sidney Smith Street Winnipeg, MB R3T 2N2

204-474-8850 christine.cyr@umanitoba.ca umanitoba.ca/student/asc

Dr. Jerome Cranston
Associate Dean (Undergraduate Programs) & Associate Professor
Faculty of Education, University of Manitoba
237 Education Building
Winnipeg, MB R3T 2N2

March 2, 2015

Dear Dr. Cranston,

On behalf of the Aboriginal Student Centre at the University of Manitoba, I submit this letter in support of the Faculty of Education Diversity Admission Policy.

The mission of the Aboriginal Student Centre is to provide student support in a manner that is consistent with the culture and values of Aboriginal peoples for the purpose of increasing and enhancing the accessibility and retention of Aboriginal students. We are dedicated to the creation of an educational environment that includes the affirmation of Aboriginal cultures, values, languages, history, and way of life by virtue of increasing the knowledge foundations offered at the University of Manitoba. The Faculty of Education has demonstrated, both in policy and in commitment to offering Indigenous curriculum, that it, too, is committed to creating a culturally-safe and affirming environment.

The University of Manitoba has over 2,100 self-declared Aboriginal students enrolled in full and part-time studies. Our goal is to increase the number of Aboriginal students who enter, thrive, and graduate from our institution. In order to do this, we must "ameliorate socio-historical conditions of disadvantage in Canada..." as described in the policy's principles. Only when the playing field has been leveled and the whole environment is built on respect and humanity will significant change and empowerment occur. This policy seeks to create that balance and that space of respect and humanity.

I have been connected with the Faculty in various capacities for the last 15 years and I am repeatedly impressed and proud of the leadership role that the Faculty takes in creating environments and policies that support the University of Manitoba's commitment to the inherent dignity of all peoples.

The proposed Diversity Admission Policy is thoughtful, comprehensive, and equitable in nature, and I am very optimistic and pleased that the Faculty of Education is leading the larger University into a positive and socially-just era.

With respect, Christine Cyr, Director







Student Advocacy and Accessibility Student Services

Student Accessibility Services

520 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
204-474-7423 (voice)
204-474-9790 (TTY)
204-474-7567 (fax)
http://umanitoba.ca/student/saa/accessibility

February 25, 2015

Dr. Cranston Associate Dean Faculty of Education

Dear Dr. Cranston,

Student Accessibility Services is pleased to support the proposed University of Manitoba Faculty of Education Diversity Admissions Policy. It is wonderful to see the principles of inclusion and equity used to broaden the diversity of Faculty of Education students.

Traditionally, people with disabilities have a more difficult time to obtain appropriate career employment. Statistics Canada found that, "The employment rate of Canadians aged 25 to 64 with disabilities was 49% in 2011, compared with 79% for Canadians without a disability. Among those with a 'very severe' disability, the employment rate was 26%." Allowing students with disabilities who are academically qualified to be included amongst the "Diversity" category allows for the possibility of a higher employment rate and the inclusion of people with disabilities in the field of education.

Student Accessibility Services meets with approximately 500 new students each year, most coming directly from the secondary school system. The potential increase of teachers with disabilities also allows students in the school system to see themselves in the field and to consider higher education.

Please let me know if you require any further information and support for this initiative. Thank you.

Sincerely,

Carolyn Christie

Coordinator

Student Accessibility Services

¹ http://www.statcan.gc.ca/daily-quotidlen/141203/dq141203a-eng.htm



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Associate Dean
Faculty of Education

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http://www.statcan.gc.ca/daily-quotidlen/141203/dq141203a-eng.htm



Education and Advanced Learning

Aboriginal Education Directorate 510 Selkirk Avenue, Winnipeg, Manitoba, Canada R2W 2M7 T 204-945-7886 F 204-948-2010 www.manitoba.ca

December 12, 2014

Jerome Cranston, PhD Associate Dean (Undergraduate Programs) & Associate Professor Room 214 Education Faculty of Education University of Manitoba

RE: Letter of support for the University of Manitoba Faculty of Education Diversity and Equity Admissions Policy

The Aboriginal Education Directorate (AED), Manitoba Education and Advanced Learning is submitting this letter of support in principle regarding your University of Manitoba, Faculty of Education Diversity and Equity Admissions Policy. The AED was pleased to engage as partners in discussing and providing feedback for this policy. There are strong indicators that relate to the Aboriginal Teacher population through the work of the AED as well as in the Strategic Plan of the University of Manitoba which are congruent with the Diversity and Equity Admissions Policy.

The AED provides leadership and co-ordination for departmental initiatives in Aboriginal education and training. The Aboriginal Education and Employment Action Plan includes the following four goals:

- 1: Student engagement and high school completion
- 2: Access to and success in adult learning, including post-secondary education and training
- 3: Meaningful participation in the labour market
- 4: Family and community engagement and educational stewardship.

The first goal of the Education and Employment Action Plan targets increasing the number of Aboriginal teachers in the province. One of the key priorities in the work of the AED is to track the numbers of Aboriginal Teachers in the province through the Aboriginal Teachers Questionnaire (ATQ). The data of the 2013 ATQ indicates the need for a definite increase in the number of Aboriginal.

As well the University of Manitoba's Strategic Plan 2015 – 2020 indicates as part of its goal in building *Indigenous Student Success*:

A great strength of the University of Manitoba is the diversity of its student body, particularly its growing population of First Nations, Métis and Inuit students. There is a shared view among faculty, staff and students that one of the key elements to enhancing Indigenous student success is the availability of academic and student supports that are relevant, culturally affirming and innovative.

Within the Faculty of Education itself the Diversity and Equity Admissions Policy itself, there is recognition of "...the importance of providing the highest quality of education to all students in Manitoba via a teaching force that is fully representative of cultural, ethnic and racial diversity in the province." Since the representation of Aboriginal teachers in Manitoba has not reached its full potential, a policy such as the Faculty of Education is proposing would certainly increase the possibilities for achieving the goal of a fairer representation of Aboriginal teachers in our province.

The importance of University of Manitoba's goal on Indigenous Student Success, is that it sits at the center of the work between the AED and the Faculty of Education's aspirations in the Education Diversity and Equity Policy. Integral to the discussions related to the increase of Aboriginal teachers in Manitoba is the approval and implementation of the policy itself.

The AED is committed to working in collaboration with the Faculty of Education to advance diversity and equity through policy that has a strong and inclusive implementation process.

If your require more information about this letter please contact Myra Laramee, Aboriginal Education Consultant at 204-945-2338 or Myra.Laramee@gov.mb.ca

Sincerely,

Helen Robinson Settee

Helen Sette

Aboriginal Education Directorate



Education

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Letter of Support

University of Manitoba, Faculty of Education Diversity Admissions Policy December 15, 2014

Jerome Cranston, PhD
Associate Dean (Undergraduate Programs) & Associate Professor
Room 214 Education
Faculty of Education
University of Manitoba

Re. Diversity Admissions Policy

Manitoba Education and Advanced Learning is pleased to have been invited to participate in the discussions and drafting of the proposed Diversity Admissions Policy for the Faculty of Education, University of Manitoba. The proposed policy will replace the existing Special Considerations Admissions Policy and significantly enhance and expand the Faculty's efforts and commitment to create a more representative and inclusive teaching force.

The need to build a more representative and inclusive teaching force aligns directly with several aspects of Manitoba's educational policies and priorities. One example is the Department's Mission, Vision, and Overarching Goals, as quoted below.

Mission

To ensure that all Manitoba's children and youth have access to an array of educational opportunities such that every learner experiences success through relevant, engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.

Vision

That every learner will complete a high school education with a profound sense of accomplishment, hope and optimism.

Overarchina Goals

- 1. To ensure education in Manitoba supports students experiencing and learning about what it means to live in a sustainable manner.
- 2. To ensure that education practice and policy in Manitoba is guided by the principle of inclusion.
- 3. To significantly increase achievement levels of those students who have been historically less successful.
- 4. To continue to increase the overall provincial graduation rate.

http://www.edu.gov.mb.ca/edu/mandate.html

Other examples of how the proposed policy aligns well with the Province's educational policies and priorities include:

 It is consistent with the Bridging Two Worlds: Aboriginal Education and Employment Action Plan (2008-2011) vision of the "Full participation of Aboriginal peoples in society through education, training, and labour market participation" and its mission, which is "To support Aboriginal peoples' success in education, training, and labour market participation."

http://www.edu.gov.mb.ca/abedu/action_plan/index.html

- It supports the implementation of action 12 of the Department's Diversity and Equity in Education: An Action Plan for Ethnocultural Equity (2003), which was to "Consult and work with faculties of education to develop a common strategy to increase diversity and representation of the underrepresented in teacher education programs."
- It aligns well with the recent amendments to the Public School Act which require school
 divisions and funded independent schools to develop and implement Human Diversity Policies
 and to enhance safe schools policies and practices by allowing for student led social justice
 groups, addressing bullying, and LGBTQ exclusion.
- Lastly, it recognizes the increasing diversity of Manitoba's peoples and learners and the need for teachers and schools that can provide an inclusive and appropriate education for such a diverse population. In 2006, Aboriginal and 'Visible Minority' learners represented approximately 32% of children in Winnipeg schools. However, since 2003 to 2012 approximately 120,000 immigrants made Manitoba their home. The vast majority of which are immigrants from the southern hemisphere. In 2012, 63% of Manitoba's new permanent residents arrived from the Asia and Pacific region, followed by Africa and the Middle East (20%), Europe and the United Kingdom (10%), South and Central America (5%) and the United States (2%). https://www.gov.mb.ca/.../immigration/.../manitoba_immigration_facts_report_2012.pdf

We note that other faculties at the University of Manitoba and elsewhere have developed policies that have similar goals of increasing the representation and inclusiveness of the student population and faculty. The Faculty of Medicine's Diversity Policy is one example. It recognizes that:

Diversity in the health professions workforce strengthens our capacity to provide care and to address disparities in health status and access to health care education and services. The opportunity for interaction within a diverse peer group is important for students, faculty and staff to effectively manage cross-cultural issues and impact on health outcomes.

umanitoba.ca/faculties/medicine/media/Diversity Policy.pdf

The importance and success of diversity/equity admissions policies in building more inclusive and representative student bodies is well established in Canada. In **UBCs** A Compilation of Case Studies on Equity Processes and Practices (2012), the report identified 5 university case studies, including Manitoba's Faculty of Social Work, which provided promising models for such policies.

socialwork.ubc.ca/.../Equity Case Studies Report Final Oct 2012.pdf

The proposed Diversity Admissions Policy is ambitious and innovative. While we recognize that admission policies are just one aspect of creating institutions and organizations that welcome diversity and are committed to equity, they are nevertheless a critically important aspect. We commend and congratulate the Faculty of Education for developing the proposed Diversity Admissions Policy and wish you well as you proceed with the formal approval and implementation of the policy in the future.

Sincerely,

Tony Tayares

Consultant for Diversity Education and International Languages



170 Scott Street—Winnipeg, MB—R3L 0L3

Dr. Jerome Cranston
Associate Dean (Undergraduate Programs) & Associate Professor
Faculty of Education, University of Manitoba
237 Education Building
Winnipeg, MB, R3T 2N2

January 20, 2015

Dear Dr. Cranston,

Re: Faculty of Education Diversity Admissions Policy

On behalf of the board and staff at the Rainbow Resource Centre, it is our pleasure to support the proposed University of Manitoba Faculty of Education Diversity Admissions Policy. The Rainbow Resource Centre supports the principles of inclusivity and equity; recognizing the strengths, resilience, capacities, and invaluable contributions from individuals and populations that have been historically, traditionally, and systematically underrepresented. From a critical and social justice perspective, the proposed policy acknowledges these histories and endeavors to better and fully represent Manitoba's diverse population within the Faculty of Education, schools, and communities. Within educational contexts, inclusivity allows for rich opportunities for growth and differentiation so that learners are better prepared to be socially engaged and responsive to our evolving world and worldview.

All learners, their families and caregivers, as well as school communities benefit from cross cultural diversity. The unique experiences of a diverse teaching force — including teacher candidates that self-identity as lesbian, gay, bisexual, transgender, transsexual, two spirt, or queer — strengthen learners' capacity to bring their whole selves to school allowing for more meaningful conversations, cross cultural engagement, learning opportunities, teachable moments, and wider curricula outcomes representing our pluralistic society.

We at the Rainbow Resource Centre recognize the leadership, courageousness, and critical lens which frames the proposed policy. We trust that the University of Manitoba Senate will too recognize and support diversity throughout the education sector; positively impacting current and future faculty, teachers and educators, learners, schools, communities, and our society.

Sincerely,

Mike Tutthill Executive Director

Dr. Reece Malone

Education Program Coordinator