

STATE OF EQUITY IN EDUCATION REPORT

NEWCOMER EDUCATION
COALITION



SEPTEMBER
2020

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1. EXECUTIVE SUMMARY

The purpose of the *State of Equity in Education Report* is to promote evidence-based strategies for the development and implementation of equity-based education programs and policies in Winnipeg. A key guiding principle of this initiative is based on the belief that in order to improve academic outcomes for newcomer students, they need to see themselves better reflected in the curriculum and teaching staff working in their schools. In order to expand the needed supply of newcomer/racialized teacher graduates, partnerships will need to be mobilized with faculties of education, school divisions and newcomer organizations to develop a broader range of teacher education program strategies and initiatives.

The *State of Equity in Education Report* was developed based on the themes of survey response data provided in the spring of 2019 by the six school divisions in the city of Winnipeg and the faculties of education at universities of Manitoba, Winnipeg, Saint-Boniface and Brandon. Calls to action were developed based on the themes identified from the survey response data. The findings of the report and calls to action will be presented to school divisions, faculties of education, provincial department of education, and released to the general public. Survey and report updates will be developed each year on the status of the calls to action, as well as data updates regarding employment equity and student representation questions identified in the annual surveys. The *State of Equity in Education Report* is based on an action research approach that will promote and monitor the progress made by education stakeholders on an annual basis with respect to the important issue of equity in education involving newcomers in the city of Winnipeg.

2. BACKGROUND OF ORGANIZATION

The Newcomers Education Coalition (NEC) was formed in 2014 to promote culturally and socially inclusive learning environments for immigrant and refugee students, with a focus on addressing the unique needs of newcomer K to 12 students in Manitoba.

NEC is a community-based coalition that draws its membership from various ethno-cultural communities, community development organizations, settlement agencies, academic institutions, school divisions, and government departments.

Based on consultations with community leaders, newcomer students and refugee parents, NEC has identified four priorities to focus on, including:

- Teacher training;
- Parental engagement;
- Mental health supports; and
- Appropriate models for older newcomer youth with interrupted schooling.

The Community Education Development Association is providing the research and administrative support to the Newcomer Education Coalition for this action research initiative.

3. CALLS TO ACTION

The underlying theoretical lens used by the *State of Equity in Education Report* is based on critical social theory and anti-racism theory. A key feature of a systemic racism lens identified by Sefa-Dei (2013) is to acknowledge that no policies are neutral and that the spoken and unspoken tensions regarding unbalanced power and social relations need to be brought to the forefront of initiatives to promote greater equity and change in our community. Young (1990) further brings attention to the impact of issues of inclusion and exclusion in

the decision-making structures, how these structures enact and reproduce their power, and how these decision-making structures causally condition the distribution of rights, opportunities and resources.

Research undertaken for the *State of Equity in Education Report* identifies limited representation of newcomer and racialized persons at decision-making tables of boards of school trustees. In 2018, of the 54 school trustees on the school boards of the six school divisions in the city of Winnipeg, only 3 are trustees who are persons from racialized communities. While the intent of the representatives at these decision-making tables undoubtedly have the best interests of all students in mind, the context regarding a critical social theory and anti-racism lens is based on the impact of their actions and not their intent.

The shortages of racialized teachers in public schools in the city of Winnipeg and the inadequate progress to date of the faculties of education addressing the racialized teacher shortage points to the urgent need for action that is based on accountability benchmarks and defined timelines. The key guiding principle of this *State of Equity in Report* is premised on the belief that in order for educational outcomes to improve for newcomer and racialized students, they must see themselves better reflected in the curriculum and teaching staff in their schools. This cannot be achieved without acknowledging and addressing the systemic barriers faced by racialized persons in the education system.

The following Calls to Action identify an alternative vision for educational stakeholders and the next steps that need to be taken in order to address the shortage of newcomer/racialized teachers in our community:

3.1 Call to Action – Community:

While many people who are newcomers are racialized, not all newcomers are racialized. As well, not all people who are racialized would

see themselves as newcomers. The terminology often used for newcomer/racialized people in existing human resource policies involving employment equity is “visible minorities.” A working group should be developed within the newcomer/racialized community networks to identify community-based approaches to:

- a) Identify the terms that should be used within employment equity policies and practices with respect to referencing persons from newcomer/racialized communities; and
- b) Make recommendations to the provincial government, school divisions and universities on options about how demographic data could be collected for newcomer/racialized students and teachers, including the precedents of how the provincial government and school divisions have data collection systems for Indigenous students and teachers.

3.2 Call to Action – School Divisions:

- a) School divisions in the city of Winnipeg need to be more intentional and accountable about addressing the shortage of newcomer and racialized teachers by establishing targets and monitoring results through the development and implementation of an employment equity policy and program in each of the school divisions in Winnipeg.
- b) Employment equity reports should be released publicly on an annual basis that are readily accessible to the public in order to promote transparency and accountability.
- c) Existing human resource policies and practices within school divisions should be reviewed to identify barriers and promising practices regarding the recruitment, hiring,

retention and promotion of racialized teachers.

- d) Employment equity policies should be modernized and based on targets proportionate to the student population of the school division in order that the number of racialized teachers working in schools better reflects the racialized student population being served.

3.3 Call to Action – Faculties of Education:

- a) The faculties of education should set equity enrollment targets for racialized students similar to the Diversity Admissions Policy established by the Faculty of Education at the University of Manitoba. An annual racialized student equity enrollment and graduation report should be released publicly that is readily accessible in order to promote transparency and accountability.
- b) The universities of Winnipeg, Manitoba, Saint-Boniface and Brandon should disaggregate or breakdown employment equity data for the respective universities as a whole to faculty levels and provide annual employment equity reports that include (1) targets for racialized faculty and staff; (2) self-identification form completion rates; (3) identification of employed faculty and staff by job categories, including number of self-identified racialized persons; (4) retention rates of racialized faculty and staff; and (5) promotion data of racialized faculty and staff. This annual faculty employment equity report should be released publicly on an annual basis that is readily accessible in order to promote transparency and accountability.

Call to Action – Provincial Government:

- a) The limited representation of racialized persons on school boards needs to be structurally addressed by establishing designated seats on governance structures, whether this is the board of trustees or appointed advisory councils, for racialized persons that reflect and is proportionate to the population of racialized students being served. In order to further address the issue of marginalization, consensus decision-making rather than majority-rule processes should be mandated to ensure all voices are authentically included around decision-making tables.
- b) The Department of Education of the Manitoba provincial government should collect and publish on a three-year period basis self-identification student and teacher data for racialized persons broken down by individual school divisions, with data collection strategies and approaches made in consultation with newcomer community organizations.

3.4 Call to Action – Stakeholder Collaboration:

The representation of newcomer and racialized persons' voice needs to be at the decision-making tables in order to confront systemic racism, imbalanced power and social relations for initiatives to address the shortage of newcomer and racialized teachers in the city of Winnipeg. Newcomer organizations, Manitoba School Boards Association, Manitoba Association of School Superintendents, Manitoba Teachers' Society, Deans of the Faculties of Education, and Ministry of Education should establish a *More Newcomer and Racialized Teachers Initiative* to:

- a) identify the barriers faced by racialized persons to become teachers;
- b) develop recruitment strategies to increase the pool of racialized persons to become teachers;
- c) develop and implement teacher education programs for newcomers and racialized persons that address their needs and aspirations, including: (1) transition programs for term contract teachers to permanent contract positions; (2) transition programs for substitute teachers to permanent contract positions; (3) transition programs for Internationally Educated Teachers; and (4) the development and implementation of retention and promotion initiatives within school divisions for racialized teachers and staff; and
- d) develop a 5-year action plan with clear benchmarks and timelines, including annual update reports that would be released publicly to promote transparency and accountability.

Winnipeg is rooted in systemic racism. Henry and Tator (2017) identify the distinction between individual racism, institutional racism and systemic racism.

Individual racism involves both the attitudes held by an individual and overt behaviour prompted by those attitudes. Individual racism has been defined as the attitude, belief or opinion that one's own racial group has superior values, customs, and norms, and, conversely, that other racial groups possess inferior traits and attributes. It involves not only prejudice but misjudgement as well. It is categorical thinking that systematically misrepresents the facts.

Institutional racism is manifested in the policies, practices, and procedures of various institutions, which may, directly or indirectly, consciously or unwittingly, promote, sustain, or entrench differential advantage or privilege for people of certain races.

Systemic racism involves the laws, rules, and norms woven into the social system that result in an unequal distribution of economic, political, and social resources and rewards among various racial groups. It is the denial of access, participation, and equity to racial minorities. (P.44)

4. LITERATURE REVIEW

4.1 Theoretical Framework

This report is based on a critical social theory and anti-racism lens. Leonard (1990) names three key features of critical social theory, including: (1) identifying sources of domination in society; (2) providing an alternative vision of social relations free from domination; and (3) communicating an alternative vision in a way that is easily understood in order that action can be taken to challenge the forces of domination in society.

The sources of domination which impact the limited representation of newcomer and racialized teachers in schools in the city of

The concept of non-distributive justice further illustrates the identification of sources of domination of the systemic racist relations which impact the issue of the limited representation of racialized teachers in our community. Young (1990) brings attention to the importance of inclusion and exclusion in the decision-making process and looks at how decision-making structures enact and reproduce their power. Existing justice perspectives that focus on the distribution rights, opportunities and resources fail to bring issues of decision-making power and representation under evaluation. These non-distribution dynamics causally condition the distribution of resources.

In response to the impact of systemic racism on persons from racialized groups, Henry and Tator (2017) advocate the importance of an anti-racism approach that provides an alternative vision to address institutional and systemic racism.

Anti-racism identifies that racist institutional policies and practices are the locus of the problem of racism in contemporary society. Anti-racism refers to measures and mechanisms designed by the state, institutions, organizations, groups and individuals to counteract racism... Anti-racism situates power relations at the centre of the analysis of race and social difference. It focuses on the urgent need for a social system that is more representative, equitable, inclusive and capable of responding to the concerns and aspirations of marginalized communities. (P.30)

Sefa-Dei (2013) maintains that there are no neutral policies and that critical anti-racism theory (CART) requires us to revisit policy frameworks through the critical lens of race that focuses on the importance of acknowledging the tensions that need to be addressed in order to authentically confront the impact of entrenched dominant power and social relations in our community.

A raced policy analysis is necessary for deep understanding. CART provides a critical approach for racing policy, particularly in terms of asking key questions: For whom is this policy developed?; what are the social, economic, and political implications of this policy?; how is this policy locally embedded and representative of those it governs? Answers may not be simple or easily forthcoming: however, in guiding the critical engagement of policy, CART offers the possibility for greater policy ownership and community connections.

Race contributes to how communities are occupied, change and perceived. One cannot omit race from community-based analysis. Communities become key stakeholders in the ongoing negotiation of race. CART provides a framework: a way of seeing, speaking about,

and acting upon race. It demands a community that is complex and active in its engagement of race: asking who comprises our community, what are the spoken and unspoken tensions within it, what it means to think about race as a core element of every community, and how race is – or is not – part of the tensions within a community. (P.185)

Finally, an alternative vision needs to be communicated in a way that is readily understood in order that concrete action can take place to change the existing power and social relations that form the foundation of systemic racism. The Calls to Action identified in the *State of Equity in Education Report* seek to provide an alternative vision with concrete steps that can be taken to address the limited representation of newcomer and racialized teachers in the schools in our community.

4.2 Representation Matters

Santoro (2008) maintains that the teaching profession remains overwhelmingly white and middle class. Some white, middle class teachers feel unprepared to effectively address the needs of the students from backgrounds different from their own (Causey et al, 2000). This disconnect between the teaching profession and the populations it serves can further marginalize learners and their families from the educational system (Santoro, 2008). Putman, Hansen and Walsh (2016) have called the difference in the proportion of racialized teachers and racialized students in public schools the “diversity gap.”

Dee (2004) explores the role of same-race teachers and increased math and reading scores for students. Gershenson and Hart et al (2018) link further impacts of same-race teachers and educational attainment, including: (1) high school graduation; (2) enrollment in post-secondary education; and (3) the important role of the non-academic hidden curricula which involves self-esteem

and pride in your identity, cultural solidarity, affiliation and connectedness to the broader same-race identity community. According to Gershenson and Hart et al (2018), having at least one black teacher in third through fifth grades reduced a black student's probability of dropping out of school by 29%, and for low-income black males, the results are even greater – their chance of dropping out fell 39%.

Putman, Hansen and Walsh et al (2016) identify that (1) same-race teachers are more likely to view students' behaviours and prospects in a positive light; (2) black teachers have higher expectations for black students' academic futures than do white teachers; (3) students that have a teacher from a different race have higher odds of being rated as inattentive than students of same-race teachers; (4) black students in classrooms with black teachers are three times more likely to be assigned to gifted services than those classrooms with non-black teachers; and (5) students assigned to a same-race teacher have significantly fewer absences and suspensions, and are less likely to be chronically absent.

Joshi et al (2018) found that same-race teachers possess a better understanding of their students' abilities, experiences and beliefs, and also better understand students' culture and family life serving as "cultural translators" by using teaching practices, mannerisms, language and curriculum that better connect with same race students.

In order to address the "diversity gap" or the shortage of same-race teachers, Putman, Hansen and Walsh (2016) conclude a long-term policy goal must be established involving a wide range of strategies. They further point out that district level strategies alone will not successfully close the "diversity gap" and must include a broader set of partners than just school districts.

4.3 Internationally Educated Teachers

Schmidt, Young and Mandzuk (2010) document the challenges of Internationally Educated Teachers (IET) in Manitoba and the structural issues involved in developing and implementing initiatives to address the "diversity gap." They identify the need to "challenge the dominance of a mainly white, middle class, monocultural, monolingual teaching force in educational settings comprised of students from a wide range of students and families from a wide range of socioeconomic, linguistic, cultural, and ethnic backgrounds" (P. 440). This view about the need to have a teaching force that better reflects the diversity of school student populations has also been identified as a concern of the Canadian Teachers' Federation (2006).

Schmidt (2007) identifies that immigrant teachers comprise a disproportionately low number of permanent teaching staff in urban schools in Winnipeg. This concern was also raised in the Kindergarten to Grade 12 Ethnocultural Equity Action Plan for Manitoba (2006). The Ontario College of Teachers (2007) also documented that immigrant teachers had much lower rates of job success than Canadian born graduates. Whereas 41% of Ontario teacher education graduates were in regular teaching positions by spring of their first teaching year, only 8% of newly certified teachers who completed their teacher education outside the country were able to secure similar contracts.

The University of Manitoba developed an Internationally Educated Teachers (IET) Pilot Project in 2006 in an effort to begin to bridge the "diversity gap" in the teaching workforce in Manitoba. According to Schmidt, Young and Mandzuk (2010), the IET Pilot Project was based on a set of three inter-related assumptions:

- 1) An advocacy and advisory component related to credential assessment and anti-discriminatory work at the systemic level, a curriculum component related to the Manitoba/Canadian educational context, a school experience component, a mentorship and employment search component, and a language component focussing both on academic and professional language skills as well as tools for addressing linguistic discrimination in the workplace;
- 2) a collaborative approach involving Manitoba Education, the Professional Certification Branch, the university, one or more school divisions to provide the practical settings in which teachers could demonstrate their abilities and receive supportive mentoring, and provincial department of immigration funding to support the program, including student tuition, student living allowances, childcare and program staff; and
- 3) that for the program to be effective it needed to be flexible, that internationally educated teachers came to the program with a broad range of backgrounds and skills, and that effectively meeting these needs would necessitate tailoring the program to the participants' unique circumstances (P. 445).

Unfortunately, once the pilot project funding expired from the provincial government, the IET initiative was not able to secure sustainable support from the university and the Province of Manitoba to continue. Schmidt, Young and Mandzuk (2010) reflect that these type of programs are "challenging to establish and sustain, faced as they are by reluctance from some faculties to add such programs into an already well-established set of teacher preparation programs, resistance from some parts of the school system to value the unique

characteristics of the IETs, and from government departments to fund and support the integration of teachers into the Canadian workforce" (P. 450).

Schmidt, Young and Mandzuk further conclude, "the kind of collaboration that underpins the IET Pilot Project, with its emphasis not simply on certification requirements and becoming employment ready, but on challenging the systemic discrimination that bars immigrant teachers from their profession, could usefully inform collaborative projects between immigration and education sectors. Working across sectors could better ensure that economic and equity agendas complement rather than exclude one another" (P. 450).

5. DATA COLLECTION PROCESS

The survey instrument was developed by the Newcomers Education Coalition Research Committee. Representatives from the Newcomers Education Coalition (NEC) met with the Metro Superintendents Committee in January, 2019 to present the purpose and goals of the initiative, as well as to get feedback from the superintendents of the school divisions in the city of Winnipeg that was incorporated into the final draft of the survey. NEC also met with the Executive Director of the Manitoba Association of School Superintendents (MASS) in January, 2019 to provide information and get further feedback about the initiative.

In the months of March and April, 2019, NEC made presentations to the board of trustees of the six school divisions in the city of Winnipeg to invite them to complete the employment equity and student representation profile survey. (see attached survey – Appendix A).

As well, NEC met with the Deans of Education from the universities of Winnipeg, Manitoba, Saint-Boniface and Brandon in March, 2019 to invite them to complete the employment equity and

student profile survey. (see attached survey– Appendix B).

The surveys were completed by all six school divisions and the four faculties of education and returned to the *State of Equity in Education Report* research working group in August, 2019.

6. FINDINGS – SCHOOL DIVISION SURVEY

6.1 School Trustee Profile and Representation

Three of the six school divisions in the city of Winnipeg completed the school trustee self-identification question of the *State of Equity in Education Report*. These included the Louis Riel School Division, the River East Transcona School Division, and the Winnipeg School Division. The school divisions that did not provide a response to the question of school

trustee self-identification included the Pembina Trails School Division, the Seven Oaks School Division, and the St. James-Assiniboia School Division.

In order to supplement the data collection regarding the school trustee profile representation component of the *State of Equity in Education Report*, a biographical review of each of the 54 school trustees in Winnipeg was undertaken with respect to gender, Indigenous peoples representation, and racialized persons representation. The *State of Equity in Education Report* looks forward to responses from the Pembina Trails School Division, the Seven Oaks School Division, and the St. James-Assiniboia School Division to clarify any inaccuracies of the biographical review analysis regarding school trustee representation that is summarized in Table 1.

Table 1: School Trustee Profile and Representation – 2018

School Division	Number of Trustees	Women Trustees	%	Indigenous Peoples Trustees	%	Racialized Persons Trustees	%
Louis Riel	9	5	56%	0	0%	0	0%
River East Transcona	9	3	33%	0	0%	0	0%
Winnipeg	9	7	78%	2	22%	1	11%
Pembina Trails	9	6	67%	0	0%	0	0%
Seven Oaks	9	5	56%	0	0%	2	22%
St. James - Assiniboia	9	5	56%	0	0%	0	0%
Total	54	31	57%	2	4%	3	6%

The school trustee profile and representation based on the results of the 2018 school board elections in the city of Winnipeg indicates that Indigenous peoples and racialized persons are not adequately represented at the highest level of policy and program decision-making

within the public school system in our community. Only two of the six school divisions, the Winnipeg School Division and Seven Oaks School Division, have racialized persons who are school trustees on their respective school boards. The impact of this

imbalanced representation issue means that racialized and newcomer voices are not present in the deliberation of program and policy decisions.

Sefa-Dei (2013) would identify this lack of representation in decision-making structures as a form of systemic racism in that the policy development process is not neutral and is the product of unbalanced power and social relations. The concept on non-distributive justice (Young, 1990) further illustrates how the issue of representation impacts decision-making structures which enact and reproduce their power with respect to issues that relate to the newcomers community. The decision-making process is flawed when voices are missing from the decision-making table. While this may not be the intent of the school trustees in decision-making positions, the impact of the lack of racialized persons' representation is experienced by the newcomer community in terms of the distribution of rights, resources, opportunities, and sense of urgency involving the prioritization of equity-centred education issues.

6.2 Development and Implementation of Employment Equity Policies

Of the six school divisions in the city of Winnipeg, only the Winnipeg School Division (WSD) indicated in the *State of Equity in Education Report* survey that it has an employment equity policy, produces an annual report that is presented to the Board of Trustees, and posts the annual report on-line. The WSD has been a pioneer and leader in the practice of employment equity since the division first initiated its policy and program in 1993. A brief overview of the lessons learned and challenges of developing and implementing an employment policy and program is provided based on review of the existing WSD employment equity policy,

annual report, and interview with the Chief Human Resources Officer of the Winnipeg School Division.

Key issues learned:

- Importance of clearly defining a purpose for the employment equity policy and program.
- Importance of building a culture of safety for employees regarding the role of the employment equity policy and program within the school division.
- Importance of communicating and consulting with employees about how the collected employment equity information will be used.
- Importance of developing support from employee groups and communities of interest prior to implementing initiative.
- Importance of providing accessible platforms on-line for employees to self-identify, including the ongoing opportunity to complete self-identification forms and regular reminders to complete employment equity surveys.
- Completion rates of employment equity self-identification forms for the Winnipeg School Division have increased from 40% in 2009/2010 to 77% in 2017/2018.
- Need to be mindful of the biases of traditional methods for setting employment equity targets that are based on labour market availability and availability of designated workers by occupational groups which can serve to restrict racialized persons' participation when using these employment equity target methods.
- An alternative method for setting employment equity targets could be more

directly linked with the guiding principle that educational outcomes for racialized students will improve if they see themselves better reflected in the curriculum and teaching staff within their schools by setting the employment equity target proportionate to the number of students being served by the school division.

- The WSD experience regarding the development and implementation of an employment equity policy and program could serve as a model for other school divisions in the city of Winnipeg to adopt without having to “reinvent the wheel”.
- The WSD has identified that the cost of purchasing custom tables for census data from Statistics Canada in order to develop workforce analysis data for employment equity benchmarks is \$1,000 for basic data and up to \$5,000 for generating more sophisticated and detailed data. The WSD has demonstrated that the cost of accessing workforce analysis data is not excessive and should not be a barrier for other smaller size school divisions who are interested in establishing an employment equity policy and program within their respective divisions

Key challenges:

- Decisions made by the provincial government in the spring of 2021 regarding school governance, whether it is through school board amalgamation or abolishing school boards, will potentially

impact the leadership role that the WSD has played in pioneering employment equity policies, programs and practices for school divisions, including the very existence of a presence of an employment equity program within the city of Winnipeg.

6.3 Selected Staff Profile

The Winnipeg School Division completed the distribution of staff within job categories section of the *State of Equity in Education Report* survey and included a profile of self-identified visible minorities in each job category. The Louis Riel School Division, River East-Transcona School Division, and St. James Assiniboia School Division completed the distribution of staff within job categories section of the *State of Equity in Education Report* survey, but, because they do not collect self-identification data for their staff, were not able to include a profile of self-identified visible minorities in each job category. The Pembina Trails School Division and Seven Oaks School Division did not complete the job categories section of the *State of Equity in Education Report* survey, and because they, too, did not collect self-identification data of their employees, were not able to include a profile of self-identified visible minorities in each job category.

The following table provides the response by the six school divisions for data regarding the representation of racialized persons in leadership roles within the respective school division.

Table 2: Selected Staff Profile – Superintendents/Senior Administration, Principals and Vice-Principals

School Division	Superintendents / Senior Administration	Visible Minority	Principals	Visible Minority	Vice Principals	Visible Minority
Winnipeg	22	0	91	6 (6.6%)	67	10 (14.9%)
Louis Riel	38	Data not collected	40	Data not collected	37	Data not collected
River East Transcona	33	Data not collected	42	Data not collected	32	Data not collected
Pembina Trails	Data not provided	Data not collected	Data not provided	Data not collected	Data not collected	Data not collected
St. James Assiniboia	9	Data not collected	28	Data not collected	14	Data not collected
Seven Oaks	Data not provided	Data not collected	Data not provided	Data not collected	Data not collected	Data not collected

The following table provides the response by the six school divisions for data regarding teachers and educational assistants. These employee groups are important potential sources of people to increase the pool of racialized teachers through initiatives to

transition term teachers to permanent contracts, substitute teaching positions to permanent contracts, and educational assistants to become teachers with teacher laddering education programs.

Table 3: Selected Staff Profile – Teachers and Educational Assistants – 2017/2018

School Division	Permanent Teachers	Visible Minority	Term Teachers	Visible Minority	Substitute Teachers	Visible Minority	Education Assistants	Visible Minority
Winnipeg	2,534	259 (10.2%)	190	45 (25.7%)	909	183 (20.1%)	1,829	446 (24.3%)
Louis Riel	1,039	Data not collected	136	Data not collected	632	Data not collected	498	Data not collected
River East Transcona	1,004	Data not collected	191	Data not collected	524	Data not collected	466	Data not collected
Pembina Trails	Data not provided	Data not collected	Data not provided	Data not collected	Data not provided	Data not collected	Data not provided	Data not collected
St. James - Assiniboia	567.5	Data not collected	56	Data not collected	247	Data not collected	319	Data not collected
Seven Oaks	Data not provided	Data not collected	Data not provided	Data not collected	Data not provided	Data not collected	Data not provided	Data not collected

6.4 Student Profile – 2017/2018

The Winnipeg School Division, Louis Riel School Division, River East-Transcona School Division, Pembina Trails School Division, and St. James-Assiniboia School Division completed student profile section of the *State*

of Equity in Education Report survey. While Seven Oaks School Division (SOSD) did not directly respond to the student profile section of the *State of Equity in Education Report* survey, data from SOSD was sourced from the Province of Manitoba.

Table 4: Student Profile of Racialized Students – 2017/2018

School Division	Total Students	Racialized Students	%
Winnipeg	33,223	Data not collected	
Louis Riel	15,354	Data not collected	
River East Transcona	15,294	Data not collected	
Pembina Trails	14,437	Data not collected	
St. James - Assiniboia	8,440	Data not collected	
Seven Oaks	11,523	Data not collected	
Total	98,271		

7. FINDINGS – FACULTIES OF EDUCATION SURVEY

7.1 Student Enrollment Equity Targets

The Faculties of Education at the universities of Manitoba, Winnipeg, Saint-Boniface and Brandon completed the *State of Equity in Education Report* survey. Of the four universities, only the Faculty of Education at the University of Manitoba sets student enrollment equity targets for applicants to their Bachelor of Education program.

In 2016, the University of Manitoba Senate approved “an aggressive new policy that seeks to ensure a more diverse student population in the Faculty of Education program...the goal of the policy is to ensure that graduates of the U of M education program help to create a more

diverse teaching force...that better reflects the students and families served by teachers across the province” (UM Today News, 2016).

The Diversity Admission policy strives to ensure 45 per cent of applicants to the Faculty of Education are from one of five self-identified diversity categories, including:

- a) Canadian Indigenous Peoples: Canadian First Nations, Métis and Inuit peoples – target: 15%;
- b) Racialized persons: Those who have been treated differently based on their perceived racial backgrounds, colour and/or ethnicity. Includes non-Canadian Indigenous peoples – target: 7.5 %;
- c) Persons with gender identity/sexual orientation difference: those self-

identifying as lesbian, gay, bisexual, transgender/transsexual, two spirit, queer (LGBTQQ) – target: 7.5%;

- d) Persons with disabilities: those who have a physical, mental, psychological, sensory or diagnosed learning disability – target: 7.5%; and
- e) Disadvantaged persons: members of the University of Manitoba ACCESS Program (those who have not had the opportunity for university study at the degree level because of social, economic or cultural reasons, or residence in remote areas) or those who have experienced other barriers because of their religion, creed, language or state of social disadvantage – target: 7.5%.

If there are not enough applicants in either of the admission categories, unallocated spaces from one admission category can be re-allocated to admission applicants from the other based on competitive ranking.

7.2 Overview of Student Population in B.Ed. Programs

The University of Winnipeg and Brandon University completed the overview of the student population section of the *State of Equity in Education Report* survey, including the number of students that completed the self-identification form for the equity target groups. At the University of Winnipeg, the

total number of students in the Bachelor of Education for 2017/2018 was 1,586 students and 1,586 students completed the self-identification form for a completion rate of 100%. At Brandon University, the total number of students in the Bachelor of Education program for 2017/2018 was 445 students and 215 students completed the self-identification form for a completion rate of 48.3%. The Université de Saint-Boniface asks all students to complete the self-identification forms but did not provide data regarding form completion rates. They were able to provide information about the number of racialized persons registered and graduating from the faculty in 2017/18.

The University of Manitoba did not respond to the student self-identification section of the *State of Equity in Education Report* survey.

While the University of Manitoba did not complete the student self-identification data requested for the *State of Equity in Education Research Report*, they subsequently released data to the media (CBC News, February 24, 2020) which indicated that the average enrollment of self-identified racialized persons over the 3-year period of 2016 to 2019 was 7.8%. For the 2019 school year, 8.4% of the students enrolled self-identified as racialized persons which exceeds the established target of 7.5% of all students enrolled in the Faculty of Education.

Table 5: Overview of Self-Identified Racialized Students in B.Ed Programs 2017/2018

Category	U of W Registered	U of W Graduates	U of M Registered	U of M Graduates	U St B Registered	U St B Graduates	Brandon Registered	Brandon Graduates
Total Students	1,586	386	341	172	113	40	445	95
Racialized Persons	Data not collected	Data not collected	Data not provided	Data not provided	1	0	Data not collected	Data not collected

7.3 Employment Equity Initiatives at the Faculties of Education

Under the Employment Equity Act and Statistics Canada visible minorities include ten groups: persons who are Arab, Black, Chinese, Filipino, Japanese, Korean, Latin American, South Asian, Southeast Asian and West Asian descent. The Academic Women’s Association (2018) report identifies that, based on 2016 census data, visible minorities represent 22% of the Canadian population but constitute only 6.2% of the total number of professors employed in universities in Canada.

Ahmed (2012) is concerned that “formal commitments to equality and the language of diversity in academic institutions is often more about changing only the perception of whiteness than it is about changing the culture and organization of the institution” (P. 34).

The 2018 Human Resources Annual Report of the University of Manitoba states that of its 9,300 total number of employees, 670 or 7.2% self-identify as racialized persons. The University of Winnipeg conducted an employee equity census in 2016 which found that of the 846 total number of employees,

70.2% completed the self-identification forms, and 16.5% self-identify as racialized persons. The Faculty of Education at Université de Saint-Boniface collects self-identification data and indicated that of the 34 employees, 2 of the staff (5.8%) identify as persons from racialized communities.

Brandon University did not respond to the request for employment equity data for the university as an organization.

The faculties of education at the University of Winnipeg, University of Manitoba, Université de Saint-Boniface and Brandon University responded to the employment equity section of the *State of Equity in Education Report* survey by indicating: (1) each respective faculty of education does not have an employment equity policy; (2) each faculty does not set employment equity targets for racialized persons; (3) each faculty does not maintain a data base of self-identification form completion rates; and (4) while the respective universities have employment equity policies and collect employment equity data, this data is not disaggregated for each faculty at the faculty level for the universities of Winnipeg, Manitoba and Brandon.

Table 6: Job Categories of Faculty Employees – 2017/2018

Job Category	U of W Total Number of Employees	U of W Total Number of Racialized Employees	U of M Total Number of Employees	U of M Total Number of Racialized Employees	U of St. B Total Number of Employees	U of St B Total Number of Racialized Employees	Brandon Total Number of Employees	Brandon Total Number of Racialized Employees
Faculty members with tenure	20 (No data provided by tenure)	Data not provided	27	Data not provided	8	0	16.4	Data not provided
Faculty members without tenure	Data not provided	Data not provided	7	Data not provided	5	0	12	Data not provided
Contract Instructors	9	Data not provided	Data not provided	Data not provided	19	1 (5.2%)	24 (or 4 FTE)	Data not provided
Support staff	1	Data not provided	19	Data not provided	1	0	1	Data not provided
Clerical/Admin Staff	15	Data not provided	Data not provided	Data not provided	1	1	5	Data not provided
Total	45	Data not provided	Data not provided	Data not provided	34	2 (5.9%)	38.4	Data not provided

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APPENDIX A

STATE of EQUITY in EDUCATION

School Division Survey

Newcomers Education Coalition

1. Name of School Division

2. Board of Trustees

2.1 How many trustees on your school board self-identify as visible minorities _____

2.2 Does your school division have an employment equity policy _____ Yes _____ No

2.3 Does your school division collect employment equity data _____ Yes _____ No

2.4 Does your school division have an employment equity policy with targets for:

Category	Set Targets (Yes/No)	Identified Target (%)
Visible Minorities		

2.5 What is the methodology used to calculate the targets _____

2.6 Will the school division provide a copy of your employment equity policy

_____ Yes _____ No

3. Overview of Student Population for 2017/18

3.1 Total number of students in your school division _____

3.2 Number of students that complete self-identification form _____

3.3 Number of students that self-identify as visible minorities _____

4. Overview of Employees for 2017/18

4.1 Total number of employees in your school division _____

4.2 Number of employees that complete self-identification form _____

4.3 Number of employees that self-identify as a visible minorities _____

5. Job Categories of self-identified visible minorities employees for 2017/18:

Job Category	Total Number of Employees	Number of Visible Minorities
Superintendants		
Senior Administration		
Principals		
Vice- Principals		
Teachers – Permanent Contract		
Teachers – Term Contract		
Teachers – Substitute		
Non-Teacher Professionals		
Semi-Professionals and Technicians		
Educational Assistants		
Clerical/Admin Support		
Custodial		
Maintenance		
Total:		

6. Current Strategies and Partnerships

What are the current strategies and partnerships of your school division to address the need to have more teachers who are visible minorities working in your school division?

APPENDIX B

STATE of EQUITY in EDUCATION

Faculty of Education Survey

Newcomers Education Coalition

1. **Name of University**

2. **Overview of Faculty**

2.1 Does your faculty have an employment equity policy ____Yes ____ No

2.2 Does your faculty collect employment and student equity data ____ Yes ____No

2.3 Does your faculty have an employment equity policy with targets for:

Category	Set Targets (Yes/No)	Identified Target (%)
Member of Racialized Group		

3. **Overview of Student Population in B.Ed. program for 2017/18**

3.1 Total number of students in your B.Ed.program _____

3.2 Number of students that complete self-identification form _____

3.3 Number of students that self-identify as Member of Racialized Group _____

3.4 Does your faculty have a student representation equity policy?
____Yes ____No

3.5 If yes, what is the target (%) for students that are Members of Racialized Group _____

3.6 Number of students that are internationally educated teachers _____

8. Student Graduation Profile in M.Ed program for 2017/18

- 8.1 Total number of students in Masters of Education program _____
- 8.2 Total number of graduates in Masters of Education program _____
- 8.3 Total number of self-identified students that are Members of Racialized Group _____
- 8.4 Total number of self-identified graduates that are Members of Racialized Group _____

9. Overview of Employees in Faculty for 2017/18

- 9.1 Total number of employees in your faculty _____
- 9.2 Number of employees that complete self-identification form _____
- 9.3 Number of employees that self-identify as Member of Racialized Group _____

10. Job Categories of Employees for 2017/18

Job Category	Total Number of Employees	Number of Members of Racialized Group
Faculty members with tenure		
Faculty members without tenure		
Contract Instructors		
Support Staff		
Clerical/Admin Support Staff		
Total:		

11. Current Strategies and Partnerships

What are the current strategies and partnerships of your faculty to address the need to have more members of racialized groups enrolled and graduating from your education degree programs?
