

University of Windsor

## Scholarship at UWindsor

---

Electronic Theses and Dissertations

Theses, Dissertations, and Major Papers

---

2005

### A comparative critical discourse analysis of three preservice teacher education Access programs.

Cynthia Graydon  
*University of Windsor*

Follow this and additional works at: <https://scholar.uwindsor.ca/etd>

---

#### Recommended Citation

Graydon, Cynthia, "A comparative critical discourse analysis of three preservice teacher education Access programs." (2005). *Electronic Theses and Dissertations*. 537.  
<https://scholar.uwindsor.ca/etd/537>

This online database contains the full-text of PhD dissertations and Masters' theses of University of Windsor students from 1954 forward. These documents are made available for personal study and research purposes only, in accordance with the Canadian Copyright Act and the Creative Commons license—CC BY-NC-ND (Attribution, Non-Commercial, No Derivative Works). Under this license, works must always be attributed to the copyright holder (original author), cannot be used for any commercial purposes, and may not be altered. Any other use would require the permission of the copyright holder. Students may inquire about withdrawing their dissertation and/or thesis from this database. For additional inquiries, please contact the repository administrator via email ([scholarship@uwindsor.ca](mailto:scholarship@uwindsor.ca)) or by telephone at 519-253-3000ext. 3208.

A COMPARATIVE CRITICAL DISCOURSE ANALYSIS OF THREE  
PRESERVICE TEACHER EDUCATION ACCESS PROGRAMS

by

Cynthia Graydon

A Thesis  
Submitted to the Faculty of Graduate Studies and Research  
through the Faculty of Education  
in Partial Fulfillment of the Requirements for  
the Degree of Master of Education at the  
University of Windsor

Windsor, Ontario, Canada

2005

© 2005 Cynthia Graydon



Library and  
Archives Canada

Bibliothèque et  
Archives Canada

Published Heritage  
Branch

Direction du  
Patrimoine de l'édition

395 Wellington Street  
Ottawa ON K1A 0N4  
Canada

395, rue Wellington  
Ottawa ON K1A 0N4  
Canada

*Your file* *Votre référence*  
*ISBN: 0-494-09728-0*  
*Our file* *Notre référence*  
*ISBN: 0-494-09728-0*

#### NOTICE:

The author has granted a non-exclusive license allowing Library and Archives Canada to reproduce, publish, archive, preserve, conserve, communicate to the public by telecommunication or on the Internet, loan, distribute and sell theses worldwide, for commercial or non-commercial purposes, in microform, paper, electronic and/or any other formats.

The author retains copyright ownership and moral rights in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

#### AVIS:

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque et Archives Canada de reproduire, publier, archiver, sauvegarder, conserver, transmettre au public par télécommunication ou par l'Internet, prêter, distribuer et vendre des thèses partout dans le monde, à des fins commerciales ou autres, sur support microforme, papier, électronique et/ou autres formats.

L'auteur conserve la propriété du droit d'auteur et des droits moraux qui protègent cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

---

In compliance with the Canadian Privacy Act some supporting forms may have been removed from this thesis.

Conformément à la loi canadienne sur la protection de la vie privée, quelques formulaires secondaires ont été enlevés de cette thèse.

While these forms may be included in the document page count, their removal does not represent any loss of content from the thesis.

Bien que ces formulaires aient inclus dans la pagination, il n'y aura aucun contenu manquant.

  
**Canada**

## ABSTRACT

This paper analyzes and compares the discourse of three developing Access programs in teacher education. Discourse is described as ideology found within text such as websites, brochures and application packages. Critical discourse analysis reveals the difference between the suggested policy describing student services offered within the vision statement and the actual practices offering services within the brochures, website, and application packages. A variety of programs with a common vision of equity, have been implemented to promote diversity and more accurately represent the learning population within the diversity of the teaching population. The goals of these programs are commonly based on promoting social justice, enhancing equity of opportunity, and addressing policy and procedure barriers to maximize full participation (Hall, 1990; James, 1997; Solomon, 1996; Shapson, 1994). The findings of this study utilize a framework model that considers the discourse of each institution, beyond examining only the administrative policy itself. This further examination may promote the reflective evolution and future progression of Access programs unique to each Faculty of Education. Each Access program that develops according to its own discourse, towards a vision of equity, may help to maximize the academic potential of underrepresented students and strive to reflect the learning population.

## DEDICATION

This thesis is dedicated to my mom Betty Lou, my dad Brian, and my sisters Amanda and Briana who have always supported and encouraged me through my schooling. My family has always been by my side to offer me sound advice, a listening ear, or a sense of humor about the situation at hand. Also, to my best friend Lindsay, who has struggled with self identification and brought my understanding of diversity issues to a deeper level. I will never forget their love and caring that helped me to complete this thesis and encourage me to continue my studies in education.

## ACKNOWLEDGEMENT

I would like to recognize all the efforts of the Masters Committee involved in the reading and endless editing and revisions of this paper. Chair of the defense, Dr. Diffey, thank-you for continually supporting graduate research and encouraging a superior quality of academic work in the faculty of education at the University of Windsor. External reader, Dr. Ramcharan, thank-you for rearranging your schedule and for supporting my work, as an eager graduate student. I hope to carry forward your contributions to diversity and equity through my work. Second Reader, Dr. Crawford, you have not only been an important advisor to this project but a professional mentor to me. Finally, Dr. Andrew Allen the principal advisor, you will never fade in my mind as a man dedicated to education and his students. My growth as a teacher and as a professional, committed to academics are due to your positive influence and constant encouragement. Your loyalty to Graduate students and to the University of Windsor will not be forgotten by many students for years to come.

## TABLE OF CONTENTS

ABSTRACT.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
CHAPTER	
INTRODUCTION	
A. Background statement.....	1
B. Statement of the Problem.....	2
C. Purpose of the Study.....	3
D. Significance of the Study.....	4
E. Definition of Terms.....	8
II. REVIEW OF LITERATURE	
A. Review of Literature.....	11
B. History of Access Program Policy in Preservice Education.....	12
C. Development of Access.....	13
D. USA Conception of Access Programs.....	14
E. Canadian Interpretation of Access.....	17
F. Current Conceptions of Access.....	18
G. Contextual Influences Concerning Access.....	19
H. Future Advances in Access Research.....	22
I. Theoretical Framework.....	24
III. DESIGN AND METHODOLOGY	
A. Location.....	27
B. Design.....	28
C. Procedures.....	30
D. Data Analysis.....	32
E. Limitations of Design.....	33

IV. RESULTS

- A. Results.....35
- B. Table 1 .....37
- C. Analysis.....38
- D. Towards a Model of Analyzing Access Programs.....41
- E. Evaluation of Program 1: Reactive Stage .....50
- F. Evaluation of Program 2: Adaptive Stage .....53
- G. Evaluation of Program 3: Strategic stage .....56

V. SUMMARY

- A. Discussion.....59
- B. Implications .....62
- C. Recommendations.....63

REFERENCES.....67

VITA AUCTORIS.....81



# CHAPTER I

## INTRODUCTION

### A Background Statement

The recruitment, admission, retention and support of students underrepresented in teacher education programs, depict a history of social change. Access programs have been created to respond to the many changes within current equity program policies and procedures. The inherent social barriers have become a topic of concern discussed in faculties of education across Ontario as well as throughout Canada and other countries. A variety of programs have been implemented to promote diversity and more accurately represent the learning population within the teaching population. The goals of these programs are commonly based on promoting social justice, enhancing equity of opportunity, and addressing policy and procedure barriers to maximize full participation (Hall, 1990; James, 1997; Solomon, 1996; Shapson, 1994). Admission procedures, application packages, host website information, faculty guidelines, and program information that are based on a vision of equity and diversity are commonly a part of Access Programs.

The development of an Access program is illustrated further within the quality and participation debate within each institution. It is common to find that most commentators (Zuma, 1996; Mabokela, 1997) suggest that there is a tension between access and quality. For example, Pavlich et al, states that “Many institutions currently want to enroll more underrepresented students but in the process confront the commonly held belief that this may sacrifice academic quality” (1993). Richardson and Skinner (1991) warned that institutions need to “accommodate greater diversity without

relinquishing their commitment to high standards of achievement for all students” (p.13). This statement seems to beg the question of specifically what and whose academic standards they are referring to. It is evident that concerns with efficiency appear to be consistent with the need to restrict access, while at the same time inconsistent with the achievement of ‘quality’ (Mabokela, 1997). It is necessary, therefore, to enable a framework that considers the discourse of each institution beyond examining each Access policy in itself.

## B Statement of the Problem

With the wide range of Access or equity recruitment programs at various institutions, no two institutions are alike in the ways they interpret and operationalize Access. This is a result of the uniqueness of each institution’s history, policies and procedures. Due to the lack of acceptable agreement in the literature on the specific name or format of Access type programs including their; aims, vision, goals, and objectives, there is a need to continue the exploration of how admission and support, policy and procedures are used to define these programs.

To move beyond Access as participation and enrollment in the Reactive stage identified by Richardson and Skinner (1991) an institution must transform historical ideology and discourse to promote Access as full participation maximizing academic potential through graduation in the Strategic stage. This transformation of past ideology to maximize student potential requires recognition of past beliefs upon Access programming. For example, Akoojee (2002) identified a difference between ‘Access as participation’ and ‘Access as success’. ‘Access as participation’ may be concerned with strategies directed at inclusion or involvement of students from groups excluded in the

past. 'Access with success' is concerned with strategies that focus on the success of participatory initiatives to ensure that those who participate are provided with the opportunity to succeed in these programs. In the way that Access has been conceptualized in policy documents suggests two different outcomes for students. The 'Access as participation' description requires an absolute increase in number, while 'Access with success' requires that numbers translate into job placement and successful graduation (Akoojee, 2002).

### C Purpose of the Study

The purpose of this study was to analyze and compare the text outlining policies and procedures creating a discourse describing each institution's form of Access programs. For the purposes of this paper Access initiatives are divided into three stages including, the removal of entry barriers, support while attending, and finally support upon graduation (including employment). Implicit discourse will be further examined, such as the ideology perhaps taken into consideration when developing a conception of Access within a faculty of education. Access initiatives discussed in this paper will reflect policies and procedures which aim to promote diversity within the pool of enrolled teacher candidates within a faculty of education. A focus on discourse, will address issues of Access to teacher education programs in relation to diverse groups, including ethnic minorities, working class people, men in primary/junior programs, women applying to science and people with disabilities in various socio-cultural contexts.

Discourse can be described as relations among people participating in a conversation mediated by written and printed materials (VanDijk, 1983). The discourse and ongoing interactions can take place through open and explicit dialogue and

discussion, reading and writing or engaging academic theories, and through reflections on and in practice. Phelan & McLaughlin (1995) refer to discourse in teaching and education as patterns of thought and actions that are collective, active and historical. The purpose of this study was to compare discourse describing three Access initiatives, by placing each program within a model and further examining how past ideology may have impacted current and future changes to policy and procedures. Dowling (1999) states that, "Equity and redress is more than merely a matter of providing equal opportunities. It is an intervention that aims at getting rid of the historical deficits completely" (Dowling, 1999:10). Within this perspective, Access policy designers and administrators must seek to uncover the implicit and explicit messages which form the ideology and discourse surrounding the conception of Access within their institution. Through understanding the discourse and social context of this institution programs may begin to move beyond the Reactive and strategic stages towards an Strategic stage as described by Richardson and Skinner (1991) including graduation, job placement and retention.

#### D Significance of the Study

The comparisons of discourse in this study emphasize the need for researchers to further understand the language of policy and its relation to successful practice and implementation (LoBianco, 2001). With the drastic changes within the culture of the general classroom Faculties of Education in turn, need to begin to evolve and modify their Access admission procedures and programs to support a teaching population that matches the culture of the learning population. By altering admissions entry procedures, student support services upon enrollment and continual support through graduation the teaching population may begin to become increasingly diverse. Inequities in the diversity

of the student and teaching populations also impact the creation of schools that reflect a multicultural society (Calkings & Haselkorn, 1993). For example, the decreasing number of teachers from underrepresented backgrounds can limit the different perspectives that are considered when schools are making decisions regarding policies and practices that affect student assessment and learning, pedagogy, family involvement and the curriculum.

Discourse analysis can be used as a tool to describe and construct illustrations of power relations within education and its commitment to progressive social change. A clearer understanding of how social constructions of policy contribute to the evolution of Access programs may assist administrative/decision making personnel in the future. Programs may be constructed that consider these social and power relations and in turn programs may be able to more proactively foresee and predict student population needs.

Past research has identified the participation in and completion of teacher education programs by students from culturally and linguistically diverse backgrounds as one of the biggest challenges facing a very similar problem (Salend, Whitaker, Duhaney et. Al., 2003). Many institutions are beginning to address misconceptions by creating high school recruitment programs, preparation programs, mentoring programs, and counseling support to students. It is through an understanding of the language of policy, policy activists can help to keep social democratic discourses and language on policy agendas and ensure that they are not marginalized or silenced during the implementation process.

As these misconceptions are addressed groups that are traditionally underrepresented may begin to enter into the teaching profession. Low retention and

graduation rates are cause for awareness, recognition, and immediate change. Campbell and Davis (1996) identified minority students as at risk for drop out within institutions whose overwhelming majority of teachers were white Caucasian. Underrepresented students face personal, academic and institutional barriers to their success. Many of these barriers may only be visible to underrepresented groups that foresee the problems and may proactively prevent them (Campbell & Davis, 1996). Faculties of Education have begun to recognize these issues with the creation of Access support programs. The continual growth and evolution of these programs may assist to offset the lack of diversity currently found within the teaching profession.

The purpose of this project was to explore the discourse between preservice programs through examining the stages and progression of Access initiatives. Currently, there are no consistent stages or developmental structures to be utilized strictly for Access programs within faculties of education. A model could be used to assist Access program developers and committees to examine their program's stage of development as well as to highlight discourse that should be considered in planning for future development of the program. Planning staff may allow this model to indicate clearly their current situation, however, this understanding should be built on further by consideration of the discourse implicit and explicit within the program. The future planning stages and development of Access programs are, from both a research and an educational perspective, significant. This research project provides a higher level of understanding of how Access programs develop, a significantly improved level of how a model can be used to illustrate the stage of an Access program. This higher level of understanding and examination will bring an increased level of student support, diversity, opportunities for

maximum academic achievement and possible future impact on the level of diversity in the teaching population.

While there is clearly a need to enable Access by improving student success (access with success), as opposed to simply ensuring their participation (access as participation), the adequacy of these initiatives needs to be evaluated in the context of institutional transformation (Akoojee, 2002). Conceptions of Access, therefore need to be situated within appropriate definitions of equity and diversity. This would enable insititutions to track the responsiveness of measures to achieve transformational objectives. A comprehensive student support systems at the Reactive, Adaptive and Strategic stages enable a quality assurance framework to achieve maximum academic potential (Akoojee, 2002).

## E Definition of Terms

For the purpose of this thesis, the following terms will be defined as:

### *Access*

The term Access refers to an entrance and student support program within an institution promoting a vision of equity. These programs seek to help reduce, remove, and overcome institutional barriers and promote proportional enrolment and comparable achievement and graduation of people that are traditionally underrepresented in universities (James, 1996; Solomon, 1996). Admissions procedures may be altered to increase participation from underrepresented groups such as; ethnic minorities, native peoples, people with disabilities (Orfield, 1998). Each of the identified underrepresented groups targeted are unique to the faculty of education and the institution. Programs may offer a number of student support services such as academic support, financial assistance, mentoring program and much more.

### *Associate Teacher*

The term associate teacher sometimes referred to as mentor teacher describes the participating teacher whose classroom in which teacher candidates are placed for their practice teaching experience. The associate teachers traditionally require at least 5 full years teaching experience and are recommended by their principal for this position. Host teachers do not receive specific training to date although some Faculties of Education are considering this possibility in the near future. Associate teachers are required to monitor the progression and learning of the teacher candidate (University of Windsor, 2005).



### *Discourse*

The term discourse attends to the linguistic features of text which are examined in this study within brochures, faculty of education websites, and application packages (Fairclough, 2001).

### *Minority*

The term minority refers to a sub-group of people who self-identify to a smaller group within the population. For example, people belonging to smaller ethnic groups, often, self-identify with a minority group.

### *Practicum*

The practicum refers to the actual practice teaching experience for teacher candidates. They spend two days a week practice teaching in the schools during the year of the program along with five block practice teaching periods during the year (York University, 2001).

### *Teacher Candidate*

Teacher Candidates may be referred to as the students at the faculties of education accepted and enrolled in the teacher education programs of colleges and universities to become teacher are called teacher candidates. They are also referred to as student teachers or preservice students (University of Windsor, 2005).

### *Teacher Education*

The formal education or training provided by Faculties of Education is called teacher education or preservice program, the successful completion of which results in being granted the Bachelor of Education degree. In Ontario, the teachers training program

is an eight month training period including practicum placements in school settings (University of Windsor, 2005).

### *Underrepresented*

The term underrepresented refers to a discrepancy between the number of peoples belonging to a certain group within an organization in comparison to the general population. More specifically, the discrepancy lies between the cultural representation of enrolled students in pre-service education, and the representation of the learning population including race, gender, ethnicity, and cultural background.

For example, The University of Windsor, faculty of education identifies the need for equity for individuals who are qualified for the teaching profession without regard to race, colour, national origin, or those who have a handicap. Students who self-identify as belonging to any one of these groups are traditionally underrepresented in the teaching profession.

## CHAPTER II

### REVIEW OF LITERATURE

#### A Review of Literature

This section will briefly review literature of key importance to the discourse surrounding Access initiatives. Many researchers have examined the success and retention of students enrolled in Teacher Education programs through an Access programs, to monitor and change the program to suit student needs (Linke, 1991). While resources are being invested, policy advisers and evaluators have identified the need for a strategy that can develop a framework for equity of access and clarity of purpose and direction towards diversity (Osborne and Leith, 2000; Skilbech and Connell, 2000; Action Group 2001; Equality Review Team to the HEA, 2004). There are indications that resources are not being used to maximum potential. Lack of adequate data and indicators of progress have hindered the evaluation of program effectiveness. Suggestions have been made that go beyond simply recruiting more underrepresented groups of teacher candidates into teacher education programs (Hurtado, Milem, Clayton-Pederson, & Allen, 1999; Musil et al., 1999; Wilds, 2000). For example, increasing the structural diversity of an institution, or the ethnic/racial diversity among faculty, students, administrators is an integral first step toward achieving a healthy, warm and welcoming campus climate for all students (Hurtado, Milem, Clayton-Pederson and Allen, 1999; Smith et al., 1997).

## B History of Access Program Policy in Preservice Education

Recent approaches to policy analysis in education have been influenced more generally by discourse theory perspectives (Ball 1994; Yeatman 1990; Taylor 1997, Rizvi, Lingard and Henry 1997). From such a perspective, policy making can be seen as an arena of struggle over meaning or as the 'politics of discourse (Yeatman 1990), and policies are seen as the outcomes of struggles between competing objectives, where language or more specifically discourse is used tactically (Fulcher 1989:7). There is no one uniform Access policy for institutions to follow as a baseline measures. In contrast, Access programs develop sometimes in isolation with the expertise of only a small group of individuals. By comparing competing objectives the politics of discourse in policy arenas and in exploring the relationship between policy texts and their historical, political and social and cultural contexts a compromise may be met. A minimal amount of work has been published on education policy analysis in education utilizing discourse analysis. Access policies have far reaching effects allowing some students admission and others are left to make alternative career plans. Fairclough has analyzed policy documents (1993) and political speeches (2001, 2003), in addition a few Australian researchers such as Falk (1994), Luke (1997) and Sue (2002, 2003) have published educational policy analysis using discourse analysis. The current study utilizes discourse analysis to describe Access programs whose aims and objectives strive for equity and representation of underrepresented peoples within Faculties of Education.

## C Development of Access

The historical content of each institution may be built within each Access policy and procedure and reflects in the aims and vision. Access programs originated in the Canadian federal and provincial human rights and equity legislative pressures from the early 1970's. These programs were most often created in an attempt to promote diversity within higher education (Orfield & Kurlaender, 2001). This view is problematic as it focuses on diversity as being an admission problem and does not examine the systemic and institutional policies that reduce the full participation of under represented groups throughout the pre-service programs of study. Comparisons of student support services as well as faculty and curriculum initiatives may reveal a combination of services that may help to meet the academic needs of students.

The historical context of an institution impacts policy in addition to this the struggles met to create a program also impact the future of that program. The creation of an Access program has been explored by researchers Galligani (1984) and Bensimon (1993). They found that as a first step, many institutions have conducted studies on their own population's climate and culture. Assessments were used to determine what parts of the organizational structure may hinder or help the process (Bensimon, 1993) by determining where different departments or groups within the university were, in their approach to diversity issues. Initial assessment involved actions such as; student surveys, focus groups (Harris and Kayes, 1997) and interviews with various people and departments on campus. Initial assessments also included a study of the history, traditions and current values (Harris, 1992), Many questions in these initiatives were asked about the desires and commitment levels of the faculty, the institution's mission and goals, and

relationships between administrators and faculty (Harris, 1992). These questions were found to help develop an understanding of where the institution was in the evolution of the process and of its current climate and culture. In this thesis a purposeful selection of programs provided a wide range of immediate student population surrounding the institution. The comparison of the discourse describing the formation of each of these programs contributes to the clarification and further explanation of how and why Access programs are formed and created.

#### D Conception of Access programs Within the USA

When equity issues are discussed and explored it is important to consider other areas in which the same topic is highly researched. Researchers from the USA identified that equity programs often fall short of their goals by addressing a single concept within Access. For example, an institution may provide entry into the Teacher Education program recognizing a certain minority status, without further support such as academic and language counseling throughout the program. Successful programs reaching their goals and vision for their Access program, with a high number of graduates representing a diverse population, were found to provide a variety of support initiatives throughout the application, participation and graduation of the program .

In the mid 1980's researchers identified declining numbers of African American citizens joining the teaching profession in the USA (Franklin, 1987). At the time the cause of this problem were identified to be the strict test requirements for admission to teacher education or for licensure (Garcia, 1986; Gillis, 1990-1991; Smith, Miller, & Joy, 1988). As a result of court litigation and public unrest, the aims and objectives of the tests evolved from professional knowledge into basic skills based tests (Haney, Madaus, &

Kreitzer, 1987). Further research in the 1990's explored possible explanations for low participation by African Americans in the teaching profession throughout the USA (Fordon, 1994; King, 1993; Mack, Smith, & Jackson, 1996; Siddens, Kearney, & Yarbrough, 1997; Su, 1996; Wong, 1994). The results of this growing area of research indicated many African American and other minority students avoided teaching as a career due to low salaries offered as compared to other jobs with a similar educational requirement. Other reasons stated were low perceived job prestige and an unappealing work environment. Educational Testing Services (ETS) quickly responded to these findings by expressing that teacher testing should not be blamed for the low African American participation in teaching, but that social and economic forces are to blame (Latham, Gitomer, & Ziomek, 1999, p.26). The modification of teacher licensure has continued to change throughout Ontario to adjust tests accounting for cultural differences and systematic barriers. Most recently the Ontario provincial government has passed legislation removing the requirement for the province wide teacher entrance test with the intention of moving towards a more equitable one year mentoring procedure. A more diverse student population may begin to emerge with the removal of the teacher entrance test along with the removal of other systematic barriers to admission.

Equity programs in the USA originated as Affirmative Action programs and at present are more commonly referred to as "affirmative admissions" (Berger, Coelen, Wilson, Smith, Forest, & Mendoza, 2003). Extensive media coverage along with court litigation has fueled constant evolution and policy changes of these programs. Most recently a case involving the Universities of Michigan, Georgia, and Texas were given approval from the Supreme Court to use race and other qualitatively-oriented factors

during the application process (Joint Statement of Constitutional Law Scholars, 2003). It is common for a program to require a single page written proposal describing the merit of the applicant's belongingness to the program. In contrast other programs require a single check mark in a box on the application stating their representation of a minority group. A recent study conducted by the National Association for College Admission Counseling, found that minority students received less help than their non-minority counterparts. Students reported less parental involvement (38 percent) on the college application essay than white students (73 percent). This study did not examine the success of these applicants. Careful consideration of the most successful and effective application procedures may also remove systematic barriers increasing student population diversity.

A recent survey of admission officers by the National Association for Institution Admissions counseling in the USA (2003) indicated that only about one third of institutions and universities considered race/ethnicity in admissions processes. Three-quarters of the respondents in the same study indicated extreme commitment to diversity and therefore, use recruiting tools to diversify the admissions process. Thus, other recruiting tools may help produce enhanced admission rate outcomes for under-represented minority students. Underrepresented peoples who have the potential of relating well to children as well as non minority students, are often turned down because of entrance test scores (Haberman, 1988). Alternative criteria might include past accomplishments or a competencies model (Mercer, cited in Spellman, 1988). Items such as personal statements, essays, as well as other factors outside of GPA are becoming common practice by many higher education institutions throughout Ontario and the USA.



## E Canadian Interpretation of Access

Canadian based research has re-conceptualized interpretations of Access that can be applied specifically to Ontario Faculties of Education. Access within Ontario has been defined as encompassing initiatives that seek to help remove institutional barriers and promote proportional enrollment and comparable achievement and graduation of people that are traditionally under represented in universities or other post secondary institutions (James, 1997; Solomon, 1996). Continuing change and recent revisions to Access programs along with the recognition of student concerns by Faculties of Education indicate the increased attention to and priority of diversity within teacher education programs.

Although student diversity in Ontario has greatly increased in recent times, racial composition of the province's teaching staff has altered only slightly, remaining predominantly white Caucasian (Carr, 1995). At the elementary school level there are 4.35 female teachers to every male teacher. At the secondary school level the proportion of female teachers has dropped substantially to 1.03 female teachers to every male (Statistics Canada, 1998). In Toronto, where almost 50% of secondary students are of racial minorities, only 10% of teachers are of racial minorities (Carr, 1995). Statistics in the USA have illustrated a similar trend stating the number of African-American teachers at about 5% of the teaching population (Ladson-Billings, 1994). To address this situation programs to recruit and prepare teachers have appeared in various forms including Access and Affirmative action since the late 1980's (Quiocho & Rios, 2000). In Canada during the 1990's, pre-service teacher training reforms lead to substantial change within teacher training institutions, as well as within schools, where an increasing

proportion of practical training now takes place (Tardif et al., 2001). For example, pre-service students spend more time apprenticing in an elementary or secondary classroom with an associate or mentor teacher. One major reform has been the increasing number of partnerships and involvement between faculties of education and schools, and between university trainers and teachers. Unfortunately, these partnerships were implemented up to now without clear goals, and knowledge of their impact on participation and learning for both training teachers and students (Tardif et al., 2001). Outreach programs may be defined as any programs that promote teaching and teacher education to students that are not yet enrolled in the post-graduate program. For example, high school visits from the university, and information sessions relaying information about the program and the profession itself.

#### F Current Conceptions of Access

Most college administrators agree that creating student bodies that are ethnically diverse, as well as best suited to the school, require admissions committees that are ready and able to perform full file reviews on their applicants. Furthermore, as a response to attacks from anti-affirmative action groups, more and more colleges are inviting White students to ethnically themed orientation meetings. Rather than disregard such orientations, administrators have extended invitations to White students to allow all students to gain a better perspective of the world around them. Given the choice between either losing these orientation programs or inviting White students to them students in the focus groups agreed that inviting White students was fine as long as the integrity of the program did not become eroded.

Well developed Access programs described in the Strategic phase (Richardson and Skinner, 1991) are designed to support students at all stages of their participation including application, enrollment, participation, graduation and employment. Flanagan, Howard and Whitla (2004) examined how recruitment and admissions efforts at specific colleges employ creativity and flexibility to achieve a desired level of diversity among their student bodies. It was found that at the undergraduate level, schools that made a concerted effort to educate White students in the need for understanding multiple perspectives typically had students who were more satisfied overall with campus climate and campus life. The admissions process was found to be extremely important to creating a diverse college campus and beneficial to all students on the college campus. These findings may express to administrators at predominantly white institutions a number of ideas for improving campus diversity through their recruitment and admissions strategies (Flanagan, Howard & Whitla, 2004). Access programs are influenced by and must take into account not only the historical context of the university, the history of the program itself but also the campus climate and student composition that may or may not be receptive to new initiatives.

#### G Contextual Influences Concerning Access

Individual Access programs have found to be influenced decidedly by the tradition of the institution's selection process and academic standards as well as the institution's proximity to urban and/or minority communities. For example, institutions that take extreme pride in their applicant's high grade point average (GPA) cut off average, frequently unattainable for applicants, may be interpreted as sacrificing the pride of the institution itself by accepting students below the deemed GPA average. The use of

alternative assessment to predict performance was encouraged by several researchers (Gallegos, 1984; Valencia & Guadarrama, 1995; Williams & Wakeford, 1995). A cautious approach was suggested by these researchers in that, using GPA or other scores as predictors of future performance does not exempt the institution from providing support services for prospective teachers. In Ontario Access programs tend to reflect the general culture and surrounding values of the population surrounding the institution. Most programs were formed based on external pressures and struggle, and institutional or internal response, negotiation, adaptation, accommodation and even resistance. Thus, each institution's Access program and its students are as unique and individual as the institution itself.

Some equity recruitment programs are grounded in more liberal altruistic goals and ideals aimed at promoting social justice, enhancing equality of opportunity, addressing the barriers to educational access and participation and providing an opportunity structure for the inclusion of more minority students in post-secondary institutions (Hall, 1990; James, 2000; Solomon, 1996; Shapson, 1994). Critiques of affirmative action admissions have identified the possible disadvantages to students participating through the Access program students. For example, Monture-Okanee (1995), Carthy (1991) discussed the alienation, disrespect, humiliations and racism these individuals expressed which they felt undermined their credibility in the institutions. Bellamy and Anisef (1994) observed that perceptions of a changing society and culture threatened the status of the dominant group. The community culture, faculty support and history of the conception of the Access program within each institution may be as important as the wording that is used within the policy itself.

Research has rarely supported claims expressing that institutions and universities tend to use an enhanced rate strategy in the institution admissions process to ensure academic quality and broad diversity among the student body for any particular campus (Bowen & Bok, 1998). This strategy has also been criticized for treating white students unfairly by providing a higher rate of admission to students of color (Healy, 2001). However, this claim can be refuted by further examining admissions policy wherein decisions are made using a wide range of criteria in ways that contribute to the mission and vision of the particular institution. For example, Access application packages commonly include a more detailed personal profile outlining teaching and volunteer experience that may prove to be held in high regards by a particular institution.

Continually changes and modifications are made to application packages to target a slightly different audience, or clarify language among other reasons. Peterson (1997) outlines that in situations where the external environment is changing rapidly, where the industry is undergoing massive changes, and where the institution will need to examine its own mission, external relationships, organizational structures and processes, and the culture of the institution. Among these challenges was the changing pattern of diversity found in the population, and the increased rate of change projected over the following decades (Tarbox, 2001). Teachers and administrators are working with an increasingly diverse student body with various academic and emotional needs. These concerns were suggested to be addressed through the creation and evolution of Access programs to create a more representational teaching population that reflects the diversity of the learning population.

## H Future Advances in Access Research

According to Chang (2001) researchers studying diversity initiatives agree that organizational culture holds the key to long term success of organizational diversity efforts. It has been found that the environment the institution provides will have a direct relationship to the level of achievement (persistence and graduation rates) of minority students (Tarbox et.al. , 2001). Further, admitting a larger number of racially diverse students, without changing educational practices, priorities and values, has resulted in higher student dropout rates. The environment of the institution is the observable product of the invisible culture (Richardson, 1989) of the institution.

Richardson (1989) began to describe a structure that would be supportive to the drastic changes that needed to occur in order to begin to restore the culture balance between the teaching population and the learning population. Higher education institutions have established outreach initiatives encouraging high school students with minority backgrounds to enter into teacher education through a variety of approaches, such as offering university credit for courses geared around teaching as a career, financial aid, faculty mentorship, and peer group support (Quiocho & Rios, 2000). These outreach initiatives focus on Access as a form of admission however, this narrow focus can be criticized. Common milestones to the creation of an Access program were identified, however, there was no consideration of why concerns were initially voiced and then responded to.

There was minimal academic research found on the sources of support students draw on that help them cope with teacher education and practicum related stressors. Murray-Harvey, Silins, and Saebel (1999), noted that students utilized several strategies

to cope with practicum stressors. However, one that emerged of critical importance was the student/supervising teacher relationship for student success in the practicum. Within the study, differences emerged between the most and least stressed students in terms of their reported use of coping strategies. By continually researching and contributing to understanding the ways students cope with the stresses of learning to teach, as a result teacher educators may be better informed how to assist students.

In past research, harsh criticism has been expressed toward teacher education curriculum and the attitudes of educators toward students from underrepresented groups. Studies (Alladin, 1996; Dei et al, 1997; Martin and Warburton, 1998) have emphasized the extent of racism and prejudice in educational institutions. Those studies demonstrate that pre-service programs are excessively Eurocentric since they have presented only specific aspects of one culture, and lead further into issues of ethnicity and discrimination. Birell (1993) and Paine (1989) have shown that future teachers consider the cultural diversity of the school population as a problem rather than resources. Despite more than two decades of multicultural reform, little has changed in the ways teachers are prepared in teacher education programs (Grant & Secada, 1990; Ladson-Billings, 1995; Zeichner & Hoefft, 1996). These findings should be considered as new Access initiatives are being designed so as to not repeat past mistakes. For the developers of Access programs this means understanding and recognizing the Eurocentric origins of their program and shifting this to a vision which encourages equity and diversity.

Curriculum is developed and delivered by many different contributors such as; administrators, teachers, students, parents and many more. The faculty who conduct research on education rarely focus on their own beliefs and pedagogical practices, thus

there is a void of research directly on pre-service educators. Despite the lack of research in this area studies have focused on teacher education curriculum. Rather, it was suggested that inclusiveness should be found in the policies and the purposes of teacher training programs and in the pedagogical practices of education faculties and practicum settings. From this perspective, the task of reaching and supporting the vision of equity may be no longer the sole responsibility of the educator, it becomes the shared responsibility of all parties involved in and employed in the faculty (Berger, 1995).

Teacher education is understood to be an important mechanism for promoting social justice, enhancing equity of opportunity, and providing citizens with the knowledge and skills that enable to teach a diverse population of students (James and Mannette, 2000). Research indicates that classism, sexism, racism and ethnicism operate as major barriers to access into higher education more specifically teacher education (Fleras 1996; Henry and Tator 1995; and Haggar-Guenette 1994). Conscious shifts in law and policy have initiated Access programs to address the needs of underrepresented groups who are not gaining entry to teacher education (James, 1994).

## I Theoretical Framework

The above literature review has emphasized the need to clarify the discourse surrounding the development and uses of an Access program within Faculties of Education. The language analyzed in each of the text resources (brochures, host website, application packages) discussing Access has been combined to create a unique interpretation of the discourse to describe the Access program in each institution. The research focus of this study was to analyze and compare the established discourse referring to Access programs.



Discourses can be used to highlight the distance between the written forms of aims and objectives within policy and the actual carried out procedures. Discourse may be characterized in three different ways to be used to analyze text. Firstly, discourses in broad terms serve two related purposes, to make sense of the environment, and to order it accordingly (Walters and Williams, 2003). This process can be completed as an interpretive grid to reach a heightened understanding of discourse but it may also be used as a conceptual apparatus that furthers the understanding of an ideology. Secondly, it may be used as an interpretive lens to examine a certain ideology through several different points of view or discourses. Finally, the best intentions set out in policy do not always work out in practice and procedure. Discourse may be described as first and foremost, about what actually happens. This might relate only ironically or paradoxically to what was intended (Walters and Williams, 2003).

Access program discourse was analyzed utilizing a modified model developed by Richardson and Skinner (1991) to classify equity programs at the higher education level. The model was modified to specify teacher education and the student support services offered within each Faculty of education. Fairclough (2001) described 'discourse driven' social change, which has in turn lead to an increase in the use of various forms of discourse analysis in policy analysis. This paper compares the discourse of three Access programs to create a clarified vision of social change within Faculties of Education. The analysis has a focus on Ontario application in order to maximize applicability of this thesis to future social change within University of Windsor. Each program's discourse was compared and contrasted, to find similarities and differences between them. The following areas of discourse were used in the study;

1. The written goals and vision of each of the three institutions' faculty of education Access program.
2. All student support services listed in the modified Richardson and Skinner (1991) model, were explored through brochures, the faculty of education's host website, and application packages.
3. Policies and procedures specifically carried out by the faculty of education in regard to the Access program's application, enrollment and graduation steps.

Each of these areas of discourse possess implicit and explicit messages that impact the development, effectiveness, and progression of Access programs. Upon placement in the model each of the three areas of discourse may be further examined for relationships between the stage of Access reflected in the model and the discourse that is portrayed through the three areas of information describing the program.

## CHAPTER III

### DESIGN AND METHODOLOGY

#### A. Location

Discourse analysis was used in this study to analyze text within brochures, host websites and application packages to prepare a proper data analysis (Silverman, 2000). Faculties of Education within Ontario as well as one program in the USA were analyzed to explore and place along a continuous model modified from Richardson and Skinner (1991). The program located in the USA was purposely chosen to represent an example of a well developed Access program. This program offered student support in each of the three stages in the model providing comparison and contrast to the other Access initiatives examined. This model was modified and altered from the original more general undergraduate model to best fit the support programs offered to students within in pre-service programs.

The print examined from each institution included specific websites, brochures, application packages (both general and separate conditional on the type of application procedure) describing the policies and procedures used to create and support an Access program. Text printed in academic journals and host websites sites were examined for Access policies, procedures, goals, aims and objectives. In addition to this, discourse including new initiatives and visions expressed in the website, and research examining past difficulties expressed by both students and staff (James, 1997) were examined to clarify the social history of the conception of Access initiatives. All of these text sources were combined to comprise a single understanding of the discourses describing each institution's program which. Through reading each text including how the Access

program emerged, why it was created, the student population it serves, administrative guidelines, one can gain an understanding of the discourse of the Access program. Each of these discourses were compared to form a description of three preservice Access programs in Faculties of Education. Each institution was placed within the model shown in Table 1, which illustrates the support systems and development stage (Reactive, Adaptive, and Strategic) found. This model illustrates the student support programs of each institution across the columns as well as to provide the basis of comparison for the three institutions following the rows (see Table 1).

## B Design

This study followed the research method, discourse analysis outlined in the Handbook of Narrative Analysis (Herman, 2005). There are many different versions of discourse analysis, drawing on a wide range of theoretical traditions in social theory (Van Dijk 1997, Titscher, Meyer, Wodak and Vetter, 2000). Fairclough (2003) distinguishes between those approaches which attend to the linguistic features of text which are referred to as 'textually oriented discourse analysis' and which do not. The latter approaches, often influenced by Foucault, generally focus on the historical and social context of texts and usually give little attention to the linguistic features of text. Within the current research project no specific references were cited to describe the discourse of the three programs. However specific references were given to describe and illustrate a clear definition of Access within Ontario. These specific citations were made to help the reader gain a clearer understanding of how Access may be written with slightly or possibly drastically different wording in policy, however, still maintaining the identity of a program whose aims and objectives are to encourage equity.

Within the social and historical purpose of this thesis the non-textually oriented discourse analysis was used to create a deeper understanding of the support services provided. Discourse analysis, then aims to explore the relationships between discursive practices, events and text; and wider social and cultural structures, relations and processes. This method explores how text constructs and represents social relationships and social identities with an emphasis on how such practices and text are shaped by relations of power (Fairlough 1992, 1993, 2001).

Text can be described as being surrounded or enclosed by ideology, explicit or implicit beliefs, discourse describes such text. Discourse Analysis has been described neither as a qualitative nor a quantitative research method. This method does not provide tangible answers to problems using statistics or common themes found in narrative studies. Discourse analysis provides information about common assumptions and procedures behind a project, statement, or method of research. To provide an example, a system of classification is suggested to more clearly describe Access programs within Faculties of Education. This method of analysis does not provide absolute answers to one identified problem, instead it enables the researcher to understand the conditions behind a research objective, bringing with it further understanding of the project being researched. Discourse Analysis is meant to provide clarification of implicit and explicit messages in text and thus, enable further qualitative or quantitative research to address identified issues.

## C Procedures

The data collected in this study are displayed in Table 1, each of the three Faculties of Education selected were placed along the Columns to indicate a continuum of growth along the modified version of the Richardson and Skinner (1991) categories (see Table 1). Each of the three Richardson and Skinner (1991) stages are described in the data analysis as well as the sub-categories that further specify each of the faculty's support programs offered. Table 1 offers a useful graphical organizer that allows for efficient interpretation. It does not illustrate the effectiveness of a program nor does it indicate a level of progression it simply displays the presence or absence of a program.

Specific guidelines were used when collecting data in this study. For example, only support services that were directly offered to faculty of education students were included. Thus, data analysis described below may seem to indicate that an institution did not offer a support system. Conversely, Table 1 does not indicate services offered by the University as a whole it simply indicates the support system was not easily accessible to faculty of education students. This guideline was included in the data collection process of this study for two reasons. First, students attending the program may have attended a different institution for their undergraduate degree and thus, they may be unfamiliar with the support services offered beyond their faculty of education website and brochures. Many of the support programs examined in the data were not specific to the faculty of education itself; therefore they are easily overlooked and not utilized by students to their full potential. Secondly, students attending the faculty of education program may have returned to their host undergraduate institution many years after they have graduated with their degree. Table 1 may not indicate that the program offers a specific support initiative,

if extensive research beyond the faculty webpage and brochures was required to access the support program.

Archival data was collected from multiple sources to ensure triangulation of the information. Data was collected through reading brochures, application packages and online information from university websites. The data were analyzed to develop a framework for constructing a detailed comparative profile of "Access" programs offered at three faculties of education. This framework was adapted and modified from Richardson and Skinner's (1991) as well as Solomon's (1995) models which demonstrated the development of an Access program along a continuum. This continuum began with describing Access as removal of entry barriers, to Access as support upon entry, Access as support while participating in the program and finally support upon completion of the program and employment. Each of these stages was further divided into at least three sub categories which specified the type of support offered. Each of the print mediums was analyzed for the existence of each of the support systems listed under the continuum.

Following the careful examination of each print media described above, each faculty of education were strategically placed along the adapted continuum stages outlined by Richardson and Skinner (1991). Data collection were carried out in the study with specific attention paid to maintaining the highest academic research standards outlined by the University of Windsor and the faculty of education, including, thorough triangulation of data as well as comparisons between media distributed within the same institutions to find the most up to date material. For example, a definition of Access used in a brochure may not have been as up to date or recent as the definition on the

institution's website. For each institution the most recent information was included in the data analysis.

#### D Data Analysis

To compare and contrast the discourse of each institution Access programs were placed along a continuum in the revised model. These stages of participation were further divided into sub categories to describe the specific programs of student support offered. The programs were applied to a modified version of Richardson and Skinner's model describing the three stages of an evolving admission policy (1991). These stages reflected evolving and developing change of policy and procedures along a continuum. Each stage was dependant on the previous, each one constantly building a list of procedures and support systems, which helped to reach the goal of maximum participation by each individual student.

Seven programs were examined and three were applied to the modified model to present an overall picture of the development of each program. Three programs were chosen purposefully to depict a well developed program, a program with a few support aspects still missing, and an emerging program with several support systems not yet implemented. Each program was named differently however; they all had visions and goals similar to the Access goals discussed in the above section outlining the definition of Access. For example, the program within Queens University, faculty of education program was titled 'Equity' however, it has the same program goals and vision of the 'Access' label that was used in the current study.

Each of the three programs identified had a specific target student population that was well defined and identified within their website and also in application package



information. The target population was defined by stating specific ownership to a group, ethnic origin, or presence of a disability. This target population varied depending on the location of the university and the cultures in the population surrounding that institution. For example, some Faculties of Education specified recruitment for native peoples over other underrepresented group due to their proximity to a native reserve. Program 3 was located within the USA thus the target population was different from the target population of an Ontario institution.

An analysis of each individual program will convey and describe the discourse of each faculty of education. Comparisons made between of each of the three programs highlights major differences between the three programs. Seven programs were analyzed but only three were applied to Table 1. These three programs were chosen to represent three stages of the creation and development of an Access program. Of the seven programs examined many offered similar student support systems and did not provide rich data for comparison. Each of these methods of analysis critically describes and explores the discourse regarding Access as well as helps to make suggestions for future improvements to existing programs.

#### E Limitations of Design

Each of the three programs identified indicated a noteworthy differing number of years of development. The years a program has to develop may contribute to the complexity and comprehensiveness of each support service. Thus, the absence of a program in the data may not reflect a lack of need in the population. Conversely, it may simply indicate a lack of development due to early developing stages of the program. With this statement in mind the number of years a program has been developing may

speak to the direct needs and resources of the population. Further examination of the initial stages of Access programs may help to clarify this limitation.

The placement of support services within the modified Richardson and Skinner (1991) Table 1 provide a graphic organization that may be useful for a committee or administration. The table displays all of the student, faculty, staff, and curriculum design elements that make up an Access program. These elements placed in one model display a picture of what stage of development the Access program was in and where it may need to develop to support students further. Access program designers and/or committee members should firstly place each one of the support programs offered into the table. Next, members can identify in which of the three Reactive, Adaptive and Strategic stages their Access program will lie. The Table should not, however, then be used to simply create new support programs in the stages that support is absent. Discourse regarding the student population, student needs, and history of the program should all be taken into consideration to suggest future development of the program.

This table does not provide a means of interpretation or description of the progression of the program. To assess the development and success of a program Access program developers should examine a number of discourses including indicators as well as to engage in discussions with students, faculty and school boards to properly gauge future changes within the program. Although these programs are designed to address barriers, responses by individual universities are based on the way equity and target groups are identified. Access programs are and should be unique to individual universities and social contexts in which Access may be defined and implemented.

## CHAPTER IV

### RESULTS

#### A. Results

Discourse was analyzed to find common themes as well as discrepancies which may conjure up awareness to the difficulties encountered by institutions modifying existing programs, as well as giving direction to those programs designing expansions to an equity policy. Seven Access programs are described at the beginning of the results section making clear the differences in policy wording and text of each program, however, simultaneously outlining the similar overall goal of Access. The identified common themes between the goals and vision statements should not be understood as common discourse. Each of the seven programs likely have very different discourse reflecting its own identified population and social contextual history specific to that university. The differing conceptions of an Access program will be described at the beginning of the results section followed by individual program comparisons and finally discourse describing and comparing each programs will be discussed. There were limitations as well as encouraging elements within each policy examined.

Each of the three program comparisons were described using the structure of the modified Richardson and Skinner (1991) model. The comparisons were explained in a chronological manner following the stages described along the top of Table 1. This table will be utilized only as a graphical description of the programs, comparisons were made

based on the discourse within the text examined. The implications of the absence or presence of a support service will be discussed for each program. Following this the programs were compared describing their progression within each stage and how this progression may lead to the strengths or weaknesses of the program.

B. Table 1

**Comparison of Access Programs Within Three Faculties of Education**

<b>The Reactive Stage: Outreach and Recruitment</b>				<b>The Strategic Stage: Curriculum and Pedagogy</b>											
<b>The Adaptive Stage: Changing the Environment</b>															
<b>Gaining Entry - The Admission Process</b>															
<b>Access as Remediation, Access as Removal of Entry Barriers, Access as Enabling Full Participation</b>															
<b>University Programs</b>	<b>High School Outreach - Future Teacher Club, Advanced Credits</b>	<b>Transitional Programs (Language, Writing, Study Skills)</b>	<b>College Articulation Programs</b>	<b>Special Considerations &amp; Recruitment Selective Admissions</b>				<b>Student Support Counselling, Advisory Guidance &amp;</b>			<b>Staff/ Faculty Development</b>			<b>Teacher Development</b>	
				Gender, Division (P/U, M, I/S), Specialty	Underepresented Groups (race, ethnicity, culture)	Aboriginal Peoples, Refugee Status	Disability	Financial Support	Mentor program	Academic Support	Equity Officers/ Admin	Proactive Faculty recruitment	Relevant/ Diversified Curriculum	Special Certification	Career Development
<b>Program 1</b>															
<b>Program 2</b>															
<b>Program 3</b>															

37

Allen & Graydon, 2005

### C. Analysis

As stated earlier each institution's discourse will be slightly if not drastically different however, in order to gain an understanding of how policy makers define Access, seven vision statements and goals will first be examined. Although the phrasing and specific targeted populations change between policies the vision and goals seem to overlap slightly. For example, within the official website of York University ([www.yorku.ca](http://www.yorku.ca)), the faculty of education vision stated specific goals, "Encouraging students to grow as individuals and thrive within the greater population, allowing them to reach their creative potential. Also, to provide an environment for the conduct of innovative scholarly research on a wide range of educational issues. Beyond knowing the subject matter, teachers need to understand their students and the methods of teaching in a changing world." This section reflected a similar message to the official website of the Ontario Institute for Studies in Education (OISE/UT) at the University of Toronto ([www.oise.utoronto.ca](http://www.oise.utoronto.ca)), which "Emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds." Building on what seemed to be a vision of inclusiveness and equity the official website of Queens University ([www.queensu.ca](http://www.queensu.ca)), which stated that, "Fair opportunity, to participate in and enjoy the benefits of an education, including the opportunity to experience success and human dignity while developing the skills, knowledge and attitudes necessary to contribute as leaders and citizens in their society. The scope of equity in education includes and is not limited to equity in access and benefits; curriculum and instruction materials and practices; assessment and evaluation materials and practices; inclusive

education.” In comparison to this, the University of Ottawa ([www.education.uottawa.ca/welcome.html](http://www.education.uottawa.ca/welcome.html)), which utilized a strict quota system that identified each underrepresented group by name, emphasizing the importance of confidential and optional self disclosure. Each of these definitions established a clear cut vision for their equity policy; however, these statements do not necessarily suggest clarity for specific goals and procedures for the pre-service administration, faculty members and curriculum.

Each of the seven visions do not define the discourse of the institution rather, they indicate only the direction and possible student services offered. To explain this further the goals and vision statements of each Access program do not indicate at which stage in the modified model they may be categorized. The policy itself does not indicate practice nor does it indicate how these goals and visions are to be carried out. The practice including student support services, administrative support, admissions procedures, social context and more all help to comprise the discourse of an Access program.

The vision and goal statements defining an Access seem to overlap slightly however, the way that each institution defines and describe underrepresented groups may further define and distance its vision from another Access program. There were specific discrepancies found between the ways that various faculties of education define an underrepresented group. The details of what defines this group of people varied according to the population living within the vicinity of the institution (James, 1996). Beyond this, the composition of the faculty influencing the equity policy and procedure for the Access program, including age, gender and ethnicity should be considered as well. Each faculty seemed to be targeting a slightly different population. For example, some

faculties specified for more aboriginal candidates rather than ethnic minority groups. Therefore, no one single description of the term underrepresented peoples was currently universally applied to equity policies examined in this study.

Each Access program's definition of underrepresentation, along with their description of the program goals and vision help to illustrate their target population. Of the seven Faculties reviewed, common themes were identified within the descriptions of the target population of each Access program. The University of Ottawa clearly defined their target admission population as "86% of admissions from the general application pool ([http://www.ouac.on.ca/teas/pdf/supp/o\\_eng\\_access.pdf](http://www.ouac.on.ca/teas/pdf/supp/o_eng_access.pdf)). As well, 14% were offered to individuals selected from groups who were underrepresented within the teaching profession. Of these, 14% should have been Aboriginal applicants that maintained the right of first refusal to 2% of the placements. Persons with a disability held the right with regard to 3% of the places and persons who were members of visible minorities would have a similar access right to 9% of the available places." These percentages were found on the official website of the University of Ottawa as well as within the application packages for the faculty of education at Ottawa. Queens University official website stated that, "An equitable setting recognizing diversity included those designated groups from the Employment Equity Legislation (women, aboriginal peoples, persons with disabilities, and visible minorities) as well as groups designated in Human Rights legislation (including individuals belonging to various faiths, sexual orientations, and social classes) and those groups recognized in institutional agreements. "(Equity seeking groups is the term this document uses henceforth to include all these various groups)" (<http://educ.queensu.ca/~cewl/ourplan.htm>). Overall, it was found that an



attempt was made in print by all institutions to recognize the need for a higher participation rate from teachers originating from minority groups to represent the diverse learning community in Ontario.

Access may first be categorized in the Reactive stage described by Richardson and Skinner (1991), in terms of removing entrance barriers; however, the vision and goals of the program should quickly evolve and reach further than simply removing barriers. Such a view of Access is limited in that it tends to focus on diversity as being the problem and not the systemic and institutional structures that limit the entry and participation of underrepresented groups in preservice programs. Emerging views of Access expressed in the second and third Adaptive and Strategic phases (Richardson and Skinner 1991) identify systemic and institutional barriers inherent in the policies or practices of institutions that disadvantage certain racial or ethnocultural groups (Anisef, Bertrand, Hortian & James, 1985; Fleras, 1996; Hall, 1990; Henry, Tator, Mattis & Rees, 1995; Solomon, 1996). Through focusing on Access students' needs, support services may be developed that move beyond entry to maximize student academic potential.

D. Towards a Model of Analyzing Access Programs

The model illustrated in Table 1, will be described in the following results beginning with each one of the three categories along the continuum (see Table 1). Each of the three categories will then be applied to each of the three institutions and further examined for its significance to teacher education as a whole. The aim of this research was not to identify any one specific program as superior or inferior; thus, they are not identified by name. Rather, the objective of the research was to examine the discourse

around common themes as well as discrepancies which help to bring awareness difficulties encountered by institutions when implementing an Access program.

The initial stage of the model (Richardson & Skinner, 1991) was described as, Reactive. It occurs upon the initial identification and creation of an Access program within an institution. This stage includes an attempt to remove entry barriers such as offering a supplemental form for underrepresented students, as well as modifying the grade point average (GPA) or courses required to enter the program of choice. Following this, the second Adaptive stage emerges when institutions provide further support to students helping to maximize their full participation. For example, support systems such as language classes and academic assistance are offered to help students through the transition into an Ontario classroom. The third and final Strategic stage focuses specifically on pedagogy and curriculum in the required and additional classes. For example, faculty may be instructed to deliberately diversify the images presented in a classroom to properly represent the composition of the learning population. Slight changes to the delivery of a program, as well as major modifications are made to curriculum and content to ensure the highest level of inclusiveness.

The three categories described by Richardson and Skinner (1991) were further modified and described from; Access as removal of entry barriers, to Access as support upon entry, and finally, to Access as support while participating in the program and through completion of the program. The modifications to the model were made specifically to adapt to the one year preservice teacher education program commonly utilized. Owing to the short, eight month, two term nature of the program models used to

describe student support systems utilized, four year undergraduate degree programs were not applicable for this study.

*Gaining access: Outreach and recruitment initiatives.*

There are outreach programs available to elementary, high school, and undergraduate university students encouraging people to consider teaching as a career in the USA; namely, future teacher clubs, interest groups, volunteer initiatives, advanced class credits and more. Research on urban teacher recruitment shows that monetary bonuses in the form of money, mortgage assistance, and academic supplies for teachers in high-need subject areas are offered by a number of cities studied (Johnson, 2000; Recruiting New Teachers Inc., 2000). For example, the goals of one Center are,

“To enhance the quality of the teacher education program, particularly by supporting the recruitment and preparation of students from minority groups (e.g., linguistic, cultural, racial and/or ethnic) into teaching. The practices and programs of the TEAC model meet the criteria of the four "Cs" of recruitment: concern for the various aspects of the issue and readiness to tackle them; commitment by the highest leadership to the recruitment program; collaboration among all those concerned about the problem; and creativity in program development (American Association of Colleges for Teacher Education, 1987)”.

Teacher outreach programs do not seem to be offered within Ontario Faculties of Education. Two of the three programs analyzed offered outreach programs to high school students. By identifying likely teacher education students before their senior year in high school, possibly as early as the middle grades, students may begin to develop their interest in teaching (Clewell & Villegas, 1995). A goal of each of these programs was to promote the teaching profession and to encourage students who had not yet chosen a specific career path to consider teaching.

Two of the programs examined out of three offered some type of outreach program specifically promoting their teacher education program (see Table 1). Universities that were found not to offer an outreach program specifically for the teacher education program often offered applicants a more general recruitment to the university itself. This type of general orientation did not necessarily promote teaching as a suggested profession to students. Many faculties examined were found to provide a combination of more than one type of outreach program. For example, volunteer opportunities and information sessions were offered to a variety of ages and levels of interest (willingness to be involved and volunteer time).

Outreach programs offer an important resource to young students because they allow planning time to occur between the time when they may begin signing up for post secondary education and the time when they begin applying to Faculties of Education. This planning time may be used to choose a teachable subject like math or science. Without this planning time students may complete their undergraduate degree without the proper qualifications to apply to a teacher education program.

*Access as removal of entry barriers.*

Many institutions begin development of an Access program by removing specific entry barriers to potential applicants (James, 1991). This was often done by increasing the number of spots reserved for students whose entry form indicated their belonging to a specific underrepresented group. However, institutions were found to vary widely regarding how they categorized students to a specific group or category. Some institutions had a supplemental form in the application package requesting a description of how they may fit into an underrepresented group. Other institutions simply provided a

box to check that indicates you qualify for this group. Some institutions even went as far requested specific proof of identification to a group, such as a native status card. For example, Ottawa University faculty of education requested this specific information to be sent in with the student's application package. Each of the methods described above can be defined as a form of self-identification, each faculty of education examined in this study chose a different type of self-identification used in the application procedure.

Research conducted on self-identification of minority status, has found that this identification may allow students to utilize the support they may require, thus maximizing participation (Paris, 1995). Solomon (1995) found that self-identification may marginalize a small underrepresented group from the whole forcing students to feel inferior and frustrated (Solomon, 1995). These conflicting ideologies begin to explain why each program examined in this study may have used a different form of self-identification. In addition to this research one must consider the history of each Access program within the institution. For example, if an Access program was previously developed and used improperly, former students may have had negative views on the support systems in place and thus, on the new students enrolled in the program.

Some programs examined in this study, but not included in Table 1, did not identify students as belonging to a specific separate program. The self-identification in the application package was used only upon initial identification and kept confidential upon enrollment. Throughout the rest of that program students were not identified as Access students and thus could not be identified as specifically belonging to that group. If students may be identified quickly as 'Access' a negative identity may begin to develop. Another disadvantage arises when students admitted under the Access program

attempt to blend in with the other students, but are not receiving the support they need to be successful throughout the program. In addition, faculty may not be able to provide students with supplemental support when they may need it owing to the unidentifiable nature of their enrollment.

*Access as removal of entry barriers: Participation and orientation.*

Access as removal of entry barriers moves beyond enrollment and entry into the preservice program and is focused on maximizing the participation and successful orientation of each student. Transitional programs such as language acquisition may help to maximize participation and support orientation to the program. In previous research it has been found that many students rely and value these support and transitional systems (Grayson and Williams, 1994). For example, services such as language transition programs into teacher education are widely used by teachers attempting to communicate with ease to their students their teaching practicum placements. Pavel (1999) suggested that teacher candidates benefit from optional support services offered with the condition that the services respected and attempted to honor and combine the participating student's culture. This finding was further supported by Cleary and Peacock (1998), who, in addition, conveyed the need for issues of racism to be addressed in the classroom.

The data from Table 1 indicates these types of transitional language and articulation support programs are not offered by Program 1 or 2. Through all three host universities offered language transition programs to the undergraduate level they were not well communicated through the post graduate faculty of education information offered to applying students. To maximize the use of these programs Faculties of

Education could ensure that applying students receive information about the student services offered within the application package, brochures and website.

*In the Pre-Service program: Access as student support.*

Student support services can be offered in several ways to students enrolled through an Access program. Among learning support practitioners there is increasing recognition that discipline or context-specific intervention programs early in a course can have a lasting positive impact on learning outcomes (Chanock, 1994; Cootes, 1994; Garner & Edwards, 1994; Hicks, Irons, & Zeegers, 1994; Johnson & Hanley, 1994; Zeegers & Martin, 1999). For example, financial support, mentor programs, administrative representatives and academic support all help to maximize the participation of each student. Financial support may help students to pay tuition and housing costs and in turn, it may help to increase the number of students enrolled with a low income background. Mentor programs allow students to build self confidence in their teaching and academic skills while at the same time allowing them an accessible experienced person to confide in and seek answers. Administrative representatives can be important to the Access program since they act as a legitimate resource for information and concerns surrounding the program. Finally, students need academic support which varies far beyond simply lowering the GPA for entry, including a variety of programs to increase study skills, neat printing practices, and math foundations.

Support programs were offered to students in a variety of ways such as optional services, enriched programs, remedial assistance, and mandatory attendance. Each institution seemed to introduce these programs in a different way. However, most faculties had responded offering these support programs in a very retroactive way rather

than proactively, there by avoiding difficulties. For example, a mentor program offering advice may have been created to avoid the problems encountered by students in previous years while in their practicum placements. By promoting these services positively as professional development opportunities students may be more apt to partake in them increasing their chances of successful teaching practicum placements (Caskey, Peterson and Temple, 2001).

All but one program examined in this study had a designated person, or board available to students enrolled through the Access program who was responsible for equity or support issues. However, the person designated in each faculty often had many other time consuming job duties above their responsibilities to the Access program. It is important to have administrative support and organization for the Access program in order to reach goals, grow and develop as a cohesive program.

*In the Pre-Service program: Access as staff, faculty and curriculum development.*

Along with any new initiative or program introduced to a faculty the most important people involved are the people introducing the program such as administrative staff and teachers (Caskey, Peterson and Temple, 2001). For example, proper planning the implementation of a new initiative will include important training and information sessions for staff and administration (Fullan, 1991). It is not known if new reforms in teacher education have brought with them real change in educators pedagogical beliefs and practices, or if they have continued to teach as they previously did. Thus, it may be important to continue research in this area focusing on university pre-service educators in order to achieve an increased understanding of their practices, and views on the reform process (Tardif, Gerin-Lajoie, Anderson et al., 2001).



Each faculty examined had set goals and visions for teacher education as a whole, as well as for individual students. Each of these visions was written in the application packages, brochures, and website homepages. However, not all faculties had a written document explaining specific procedures and steps to achieve these goals and vision of their Access initiatives. Each faculty did have a written explanation of their program and a detailed description of the underrepresented groups that are targeted.

Faculties may have to do more than supplement and reorganize their curriculum in order to support the Access program. The administration and faculty may have to meet as a cohesive group to rethink the theoretical framework and base of the curriculum to embrace the new vision and goals of their Access students. This in turn, may help to maximize academic participation from students and commitment from faculty.

*Access as graduation: Special certification and career development.*

Teacher education programs in Ontario consistently conclude with professional development seminars that attempt to link the university program with the realities of the working environment and job conditions. Professional development has shown to be very important to student's commitment to the profession and ease of transition to the classroom. Cochran-Smith (1991) suggest that collaboration within professional development seminars promotes beneficial reflective practices. This research suggests the usefulness of support systems such as collaboration in the workplace with the: principal, guidance counselor and peers, the assignment of a resource person, and sponsorship or mentorship. However, researchers have yet to extensively study how these resources are utilized and adequately offered to new teachers.

#### E. Evaluation of Program 1: Reactive Stage

Program 1 indicated in the first row in Table 1, illustrates the beginning of an Access program in its initial developing Reactive stage (see Table 1). Emerging Access programs often begin with the conception of Access as removal of entry barriers, described by Richardson and Skinner (1991) as a Reactive stage. Program 1 increased the number of enrolled students through this removal of entry barriers and alternative admissions (James, 1991). These applicants may have self identified as male in primary/junior program, a female in a science or math intermediate/senior division, various underrepresented groups (race, ethnicity, and culture), aboriginal peoples or refugee status, as well as students who struggle with a disability in their application package. The removal of entry barriers begins the process of diversifying the student population, however, upon participation in the program students may struggle academically without proper support services.

In the initial stages of Access program creation the policy goals may provide a promising vision for the future, however, this also begins the evolution of a long process. As an Access program is first created and evolving in the program's first years in transition students may suffer through many unpleasant experiences as part of being in the program. James (1999) documented through small focus groups of students enrolled through Access the hardships that may still exist including implicit forms of racism, and inadequate support systems. Endicott & Mukherjee (1992) examined the role of teacher education in recruiting and training minority teachers. It was found that the training opportunities for teachers were essential, acknowledging that "teaching is a demanding profession and each year teachers are asked to take on additional responsibilities

previously the providence of the home.” Without adequate support systems, adding these demands was found to frustrate an already exhausted profession (Blades, et.al., 2000:47). Extra resources are needed to work effectively toward more equitable education certainly requiring allocation of funding to this area. In an influential book entitled *Successful School Improvement*, Michael Fullan (1992, p. 87) wrote: ‘The implementation perspective stresses that the starting point for improvement is not system change, not change in others around us, but change in ourselves.’ Not only do policy and practice need time to evolve, beyond this, faculty, administration, students, and curriculum all need to adapt to and support Access initiatives. Although it may be important for institutions to begin the process of creating an Access program, faculties of education need to foresee some of the difficulties that a new program may face including the consequences for students.

The Discourse of Program 1 suggested an emerging conception of Access in the Reactive stage, in which policy and procedures did not address issues beyond enrollment. Program 1 did not provide support services upon gaining entry through admission while in the pre-service program, or upon graduation. This lack of support does not provide resources to build towards maximizing student’s academic potential. Students may require support such as; language/articulation programs, and writing and study skill development. The teacher education curriculum was not modified to match the goals and vision of the beginning Access program that has not yet developed all of its envisioned support services. Without considering specific policies and procedures to support students upon entrance, support while participating in the program, and upon graduation, the goals and vision of the program outlined in the brochure may be very difficult to meet. However,

with these difficulties identified well developed and evolved programs take years to implement properly and effectively and follow through many stages of restructuring, reflective practice and change. In order to begin implementation of an Access program, the beginning stage of removing entry barriers can prove to be a turning point indicating the future of a developing program.

Through Program 1's removal of entry barriers there may be a noticeable increase in the diversity of the student population within the Faculty of education. An increase in the number of acceptance offers sent to Access students may not necessarily be reflected in the number of Access students enrolled in the program. Further research needs to be conducted on the variety of reasons that Access students may reject an offer of acceptance into a program. Reactive discourse may be described as thoughts specifically relating to enrolment and admissions, along with concerns of academic sacrifice to achieve diversity. There was an implicit belief among some professionals in higher education that institutions providing good Access will have poor quality (Seneca, 1987).

To move beyond Reactive discourse to the Adaptive discourse in stage two, Access programs must first recognize and adapt to research that suggests a plateau in academic grade point average (GPA) (Micki, Caskey, Peterson, et al. 2001). Findings indicate a heightened point after which, other measures such as supplemental forms further describing the applicant may signify a more successful teaching candidate (Micki, Caskey, Peterson, et al. 2001). Taking this research into consideration as well as the current surplus of applications that teacher education programs are receiving, it may be possible for Access programs to set the GPA acceptance to promote diversity while at the same time maintaining academic integrity. However, careful consideration and research should go

into the number of applications received in previous years to not set the GPA cutoff too high for Access students to apply. Solomon (1996) supports this argument by suggesting that diversity and quality are not necessarily in conflict with one another. Both goals can be accomplished through the adaptation of the environment to the institution to accommodate greater diversity while maintaining high academic standards for students. Solomon (1996), suggested moving beyond looking exclusively at GPA and quantifiable indices in admissions decision making. Once a program has solved concerns and discrepancies in the first Reactive stage, progress can be made to the Adaptive stage wherein the discourse evolves from concerns regarding participation and enrolment in the types of student support services offered and the method of participation in these services.

F. Evaluation of Program 2: Adaptive Stage

Program 2 is indicated in the second row of Table 1. It illustrates the changes and developing aspects of an Access program in the second Adaptive stage described by Richardson and Skinner (1991). Program 2 mirrors the Adaptive stage as it has gone beyond removing entry barriers for identified underrepresented groups and moved into providing student support systems. This program showed continuing development of its support programs to help maximize the academic potential of students as well as to reach the program goals and vision and maintain academic integrity. Program 2 began developing support systems throughout gaining entry, while in the pre-service program and upon graduation. This finding may indicate that development of an Access program within a faculty of education may not evolve as chronologically as Richardson and Skinner (1991) indicated. Program 2's support services developed in response to student need as indicated in the website. Thus, student support systems may emerge while the

ideology and discourse surrounding minority participation and academic integrity are still being debated.

An emerging Access program of this nature may benefit from a 'Discourse Community', comprised of a group of people enrolled in the Access program who meet frequently to discuss future changes and improvements in the program. It has been found that when diverse groups of teachers with different types of knowledge and expertise come together in discourse communities, community members can draw upon and incorporate each other's expertise to create rich conversations and new insights into teaching and learning (Putnam & Borko, 2000). The existing cultures and discourse communities in many schools, however, do not value or support critical and reflective examination of teaching practice (Putnam & Borko, 2000). Discussions in many staff development sessions as "style shows" that provide few opportunities for meaningful reflection and growth (Ball, 1994). The discourse community could in turn influence the discourse within the faculty of education regarding the Access program as a whole, providing a positive source of feedback as well as a productive outlet for change.

The stages of progression and development of an Access program are likely to be different in every faculty based on the response to student needs. For example, there may be a higher number of students who need financial support admitted in one program than in another, therefore, their support services may develop differently. Program 2's support services upon entrance indicate outreach programs, and transitional programs, but an absence of college articulation programs. A support program could be absent for any number of reasons, not simply because students have not displayed a need for it. For example, although students may have displayed a need for academic support, faculty may

already have a full course load and therefore, cannot provide the resources for this student service. When designing and making changes to the Access program each faculty must balance a number of external and internal influences such as; available resources, amount of planning time, willingness of faculty and administration, and University policy. Each of these identified influences as well as some transitional influences such as current community and global issues all play an important role in how quickly, effectively and efficiently an Access program may develop.

The idea of equal access to admission and student support is in itself an incomplete equity principle. Access may be interpreted as it is divided in the model (Table 1) in terms of the support systems for students, staff, faculty and administration. If equity requires that services go only to those who need them, then access (in the sense of "gaining admission" to the program in order for needs to be assessed) is plainly implied, so that needs can be assessed. Any barriers that discriminate between general admission and Access admission or that prevent such assessment will create inequity (Tobin, 1970). Equitable access is not an end in itself. Access by way of gaining admission, is influential so that needs can be assessed and then met equitably. However, access beyond the assessment stage is also important if needs are to be met. Admissions for assessment would require equality for all who have a capacity to benefit (one doesn't know until the case has been assessed). Further access, which would depend upon the assessed needs, should be related to needs. How access should be related to needs depends, of course, on how needs are to be equitably met.

G. Evaluation of Program 3: Strategic Stage

Program 3, located in row three (Table 1) within an institution in the USA in contrast to programs 1 and 2 which were located in Ontario. This teacher education program held similar policy statements to programs offered in Ontario, however, their practices and student support was much different. The largest noticeable difference between this program and Program 1 and 2 was the needs expressed by the immediate student population area. Located immediately surrounding the university is a very diverse population whose income was identifiably lower than that of the other two programs analyzed. It depicts an effective, evolved, and successful Access program in its final stages of development (see Table 1), which are reflected in student satisfaction, graduation rates and job placement cited in the brochures and discourse examined. Although an Access program may never cease to evolve and adapt to its new participants, there may come a point when the program seems to be reaching and superseding its goals and vision. Program 3 offers all of the student services and support identified in each of the subcategories through out: entrance, participating in the preservice program, and through graduation. Each of these services has one or more administrative personnel responsible for the steps and procedures encompassed in each program. However, having identified these superior programs, one must appreciate that the Access program within this institution, along with all of its student services took years (just beyond a decade) to develop. It has been stated as well that this institution faced fewer pressures to address the achievement side of Access including graduation and job placement rates because it has had high minority participation rates (Richardson and Skinner, 1990). Program 3



possesses a unique discourse that reflects the high minority population surrounding the institution.

The population surrounding this institution is extremely diverse including many different ethnicities, cultures of origin, economic backgrounds, academic histories, and needs of persons with disabilities. Thus, the need for these support systems to be available for the participating students was immediate and desperate to successfully introduce students to the program. The needs of the immediate population participating in Access Program 1, and Program 2 did not seem in comparison to Program 3, as diverse or immediate. For example, the university as a whole surrounding Program 3 had discourse within the website and other application packages that indicated a desperate need and utilization of these services. To further illustrate the need of the student population surrounding Program 3, the support service program brochures indicated a cut off number of participants, as well as frequent overflow of students requesting entry into the support services.

Beyond population need, program 3 also had a large number of administrative personnel available as well as financial aid. These two supporting factors seemed to be scarce for program 1 and 2. The resources available to create a program may limit or complete the program's ability to reach the goals and vision conveyed through discourse in brochures, websites, as well as explicit and implicit messages communicated by faculty and students. A reoccurring statement made in all of the support services examined in Program 3 was the need for administrative and human support for students. Brochures for each student support service stated confident graduation rates helping to maximize student potential. Successful elements may be drawn from all three programs at differing stages of

evolution. Each of the common themes and discrepancies continue to contribute to the growing amount of research available to Faculties attempting to create, modify or evolve their Access program to suit the needs of their student population. Through continual reflection and examination of Access programs changes can be made to attempt to reach and execute the vision and goals of these programs.

Comparisons of the discourse for Programs 1, 2 and 3 illustrate differences between their target populations, services offered, administrative personnel available. However, all three programs suggest similar goals and visions in that they all express the need for more underrepresented students to be enrolled and the need for teaching to match the learning population. Critical discourse analysis in this study has helped to reveal the difference between the suggested services offered within the vision statement and the actual services offered within the brochures, website, and application packages. The student services displayed in Table 1 may help to maximize student academic potential if offered in an optional yet supportive way that continues to encourage student success. The practice of providing a wide variety of optional student services developed within an access program may also promote the policy of social justice and equity within the faculties of education.

## CHAPTER V

### SUMMARY

#### A. Discussion

The findings of this study contribute to the discourse surrounding the definition, policies, procedures, goals and vision of Access. Findings in this study are in agreement with and build upon research suggesting a lack of agreement on the specific name or label of Access type programs including aims, vision, goals, and objectives. Thus, there is a need to continue the exploration of how admission and support policies and procedures are used to define these programs.

The text analysis of discourse has contributed to clarification of the misconceptions encompassing equity issues and admissions policy. For example, findings of the current study suggest that the policies and procedures of Access programs are not adequate to support and reach the goals and set vision conveyed through the discourse found within brochures and application packages. The goals set out by Access programs may be more easily attained with funding to support staff, and development meetings needed to provide student services. Personnel to provide services throughout the application, enrollment, participation and graduation of the Access program are vital in order to attain the goals and vision set out.

Furthermore, a comparison of the discourse highlighted areas of inconsistency between policies outlining goals of the Access programs and practices that outline the practices or lack of student support procedures set into place to attain these goals. These inconsistencies support research findings that have identified low retention rates,

satisfaction rates and participation rates of underrepresented groups within Faculties of Education (Solomon, 1991).

As supported by Richardson (1989), the current discourse analysis examined institutions expressed the importance of improving the participation of minorities and underrepresented peoples. It was outlined that a successful program needed ample allocation of resources including finances and enrollment space for Access students in addition to active support by leadership. This research illustrates that senior administrators can set examples for faculty and students by adopting policies and putting them into practice to increase the pool of potential minority faculty and administrative candidates. By using their position of power as a faculty member to distribute information and support through publications, speeches and workshops the institution goals and visions can be reached (Richardson, 1989).

Access support services may not develop in rigid chronological stages as Richardson and Skinner (1991) once suggested. In contrast, within the discourse analyzed in this study Access programs seem to be a socially reactive in response to student and immediate population needs demanding policy change. To describe this further, all of the text analyzed which described the conception of each of the Access programs, illustrates a struggle to build and evolve a program to suit the needs of the student population. Access Programs developing in the chronological stages that Richardson and Skinner (1991) suggest should all follow a similar pattern of development. This pattern of chronological steps should indicate common milestones to attain the aims and objectives initially set out. The current study found inconsistencies regarding how support programs were developed in relation to student needs, between the method of program

development and the three stages of development. Future research may seek to explore the development of student support systems within Access programs, and how program development progresses and evolves.

Richardson and Skinner (1990), suggested that the model be utilized to suggest context-relevant strategies for improving access and achievement in all institutions. It was recommended that selective institutions enrolling fewer than their proportional share of students from underrepresented groups place a greater emphasis on strategies for increasing diversity as well as maintaining achievement. The current study suggests that in order increase participation from underrepresented groups institutions should not only place an emphasis on strategies but also on analyzing the discourse within their institution. This discourse may reflect a single stage or combination of stages including Reactive, Adaptive or Strategic. The discourse may then lead the institution to reflect and build on their program with certain strategies for student support. Accounting for the unique discourse of the institution Access programs may develop support networks that provide sufficient diversity. In accordance with Richardson and Skinner (1990) Access programs should seek to ensure that their students gain the necessary experience with underrepresented groups to replace stereotypes about equity and diversity with views more representative of the learning population they will be instructing in the future.

Available resources and student population needs may fuel the need for support services offered through each faculty. For example, in the current findings illustrate that successful programs that meet their goals and objectives had a consistent source or multiple sources of funding specifically intended for the support of the Access program aims and goals. Further research should seek to examine the development of, and

relationship between the sources of funding which feed the structure and guidelines for Access programs within institutions.

The relationships examined between the three Access programs in this study lend support to previous literature suggesting the need for specific support services to underrepresented groups. For example, the development of language programs, mentoring programs, and curriculum development initiatives all work towards the success of Access' goals and vision. The contribution of such student support services may facilitate involvement and in turn, create a sense of belonging and satisfaction which have been shown to maximize student academic potential.

#### B. Implications

While some professional schools and Faculties of Education have adopted various forms of Access programs, the academic discourses surrounding the rationale, effectiveness, and consequences of such programs suggest that the issues involved are more complex than was originally anticipated (James, 1997; 1995; 1994; Proudfoot, 1996; Saini, 1994; Schenke, 1993). Recent studies and ongoing monitoring of students in Access programs have identified many tensions and contradictions for participating students that suggest implications that go beyond simply recruiting a higher number of underrepresented candidates into teacher education programs (Allen, 1996; Dilworth, 1990; 1992). Through the examination of other policies, the administration of the University of Windsor's faculty of education identify issues concerning Access with increased clarity allowing future revision and expansion to the Access and equity policies and procedures for students of the future.

The discourse describing the goals and vision of Access programs, in comparison to the policies and procedures analyzed in the current study indicate that text itself does not signify the success or failure of a program. The policies and procedures carried out commonly through student support services, by each institution to reach these goals have been identified as integral indicators of success. The importance of appointing administrative personnel to facilitate each support service should not be overlooked. The success or failure of an Access program to reach its aims and objectives cannot be dictated by the political correctness of the language used to describe the program or by title used to indicate its members. A well planned and researched brochure is not an Access program without personnel to implement it and faculty along with administration to support it. There are many aspects that contribute to an effective program such as student support services displayed in all three stages of the model (Table 1) that student's potential. Each one of the aspects identified such as a variety of student support systems contributed to the comprehensiveness and complexity of the program.

C. Recommendations

This study may assist Faculties of Education considering implementing an Access initiative program in the future. Careful consideration of the complexities of identified issues, as well as discourses discussed in this paper about Access may help to avoid common pitfalls as well as achieve points of success within a program. Limitations and discrepancies identified in the paper suggest a need for future research and examination of existing programs and a critical review of the literature on the experiences and lessons learned from faculties of education that have implemented an equity recruitment project.

Faculties of Education must make structural changes if they wish to make their resources and services available to maximize the participation of underrepresented students. Jacullo-Noto (1991) provided recommendations to open paths to teachers education for minorities including encouraging the community and school districts to get involved in the teacher education recruitment effort, providing financial assistance, and recruiting faculty to properly represent minority students. Institutions must engage in a review and restructuring of their policies and procedures including established entry requirements, merit, and pedagogical practices including curriculum content. Restructuring must go beyond recruitment all students should benefit from inclusive strategies, curricula and pedagogy (James, 1999). If equity is to be achieved and participation maximized than students who are traditionally underrepresented must be welcomed into an environment that is supportive of and encourages learning for all.

The modified Access model shown in Table 1 may be utilized by faculties to assess the progression of their Access program. By noting the student services offered in the table committee members and administration may be able to more easily begin to analyze and interpret the graphical representation. The model clearly displays the gaps or absent programs that may be developed in the future. For example, after placing the available student services in the table it will be apparent that the Access program may not be supporting students beyond graduation. Recommendations may then suggest the development of this supporting program to support the progression of the Access program.

By placing the support services of an Access program along the continuum model one can then begin analyzing what stage of development the Access program is in by



examining the discourse. A program in the Reactive stage may have policies and practices into place that remove entry barriers and allow an increased enrollment of traditionally underrepresented students. Beyond this, new plans and policies may be put into place to move to the Strategic stage building on discourse that supports faculty recruitment, a modified curriculum, and mentor support for students. Programs that are developing in the Adaptive stage should reexamine the discourse, implicit and explicit discourses of all the support systems offered including the social context and history of how each support was developed and implemented. Development in each of the three Reactive, Adaptive and Strategic stages will be unique in each faculty of education reflecting their enrolled student population, historical struggles for Access and available resources.

When support systems are developed and offered at each one of the three states the faculty may then reevaluate the effectiveness of the program. A successful program should display support throughout all three Reactive, Adaptive and Strategic stages found. Within the discourse of brochures, the host website, curriculum documents, faculty recruitment, and support systems offered. The student population should reflect the general learning population representing each minority and traditionally underrepresented group. Access programs will always be evolving reacting to changes in the enrolled student population needs, available resources, and the learning population. The continuum model allows each one of these stages to be evaluated at one point in time based on the student services provided. Further evaluation by administrative committees examining discourse including implicit and explicit messages allow important consideration for historical and geographical context. It is through a higher understanding

of the language of policy that administrative personnel can help to keep social democratic discourses and language on policy representing a diverse population. Agendas to ensure that students are not marginalized or underrepresented during the implementation of the policy process will help to support Access initiatives and maximize student potential.

## REFERENCES

- Adams, J. S. (1963). Toward an understanding of inequity. *Journal of Abnormal and Social Psychology*, 67, 422-436.
- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (pp. 267-299). New York: Academic Press.
- Akoojee, S. (2002). Access and quality in South African Higher Education: The challenge for transformation. HERDSA. Online.  
<http://www.ecu.edu.au/conferences/herdsa/main/papers/nonref/pdf/SalimAkoojee.pdf>
- Alladin, M.I. (1996). *Racism in Canadian Schools*. Toronto: Harcourt Brace.
- Allen, K. (1999). The Transitional Year Programme at the University of Toronto: A Life-line for Blacks Seeking a University Education. In K.S. Brathwaite & C.E. James (Eds.), *Educating African Canadians*. Toronto: James Lorimer.
- Anisef, P., Bertrand, M., Hortian, U. & James, C. (1985) *Accessibility to Post-secondary Education in Canada: A Review of Literature*. Ottawa: Department of the Secretary of State.
- Ball, S. (1994) *Politics and Policymaking in Education. Explorations in policy sociology*. London: Routledge.
- Bellamy, L.A., & Anisef, P. (1994). Post-secondary education and visible minorities: Racial intolerance on Canadian campuses. Unpublished paper, York University, North York.
- Bensimon, E. (1993). Creating an institutional identity out of differences: A case study of multicultural organizational change. Paper presented at the Annual Meeting of the

College Reading and Learning Association, Kansas City, MO, April 1993. ERIC  
358777.

Berger, J.B., Coelen, S.P., Wilson, B., Smith, S., Forest, R.L. & Mendoza, P. (2003).

“Beyond Race and Affirmative Action: Documenting Multiple Enhanced Rates in the College Admissions Process.” Paper presented at the Annual Meeting of the College Board, New York.

Birrell, J. (1993). A case study of the influences of ethnic encapsulation on a beginning secondary teacher. Paper presented at the annual meeting of the Association of Teacher Educators, Los Angeles.

Braybrooke D. Meeting needs. Princeton: Princeton University Press, 1987.

Bowen, W. G., & Bok, D. (1998). The shape of the river: Long-term consequences of considering race in college and university admissions. Princeton, NJ: Princeton University Press.

Calkins, A., & Haselkorn, D. (1993). Careers in teaching handbook. Belmont, MA: Recruiting New Teachers.

Canadian Education Association (1992). Teacher Recruitment and Retention: How Canadian School Boards Attract Teachers. Toronto: Canadian Education Association

Campbell, A. R., & Davis, S. M. (1996). Faculty commitment: Retaining minority Nursing students in majority institutions. *Journal of Nursing Education*, 35, 298-303.

Carr, P. R. (1995). Employment equity for racial minorities in the teaching profession. *Multicultural Education Journal*, 13(1), 28–42.

- Carr, P. R., & Klassen, T. R. (in press). The role of racial minority teachers in anti-racist education. *Canadian Ethnic Studies*.
- Carthy, L. (1991). Black women in academia: A statement from the periphery. In H. Bannerji, L. Carty, K. Dehli, Toronto: The Women's Press.
- Caskey, M., Peterson, K., Temple J. (2001) Complex Admission Selection Procedures for a Graduate Preservice Teacher Education Program. *Teacher Education Quarterly*.
- Chang, M. J. (2001). "The positive educational effects of racial diversity on campus." Orfield (Ed.) *Diversity Challenged: Evidence on the Impact of Affirmative* Cambridge, MA: Harvard Education Publishing Group, pp. 175-186.
- Chanock, K. (1994, November). Disciplinary subcultures and the teaching of academic writing. Paper presented at the Conference Integrating the Teaching of Academic Discourse into Courses in the Disciplines, La Trobe University, Melbourne.
- Cleary, L. M., & Peacock, T. D. (1998). *Collected wisdom: American Indian education*. Needham Heights, MA: Allyn & Bacon. (ERIC Document Reproduction Service No. ED 422 138)
- Clewell, B. C., & Villegas, A. M. (1995). *Ahead of the class: A handbook for preparing new teachers from new sources*. Washington, DC: The Urban Institute.
- Cochran-Smith, M. (2001). Reforming teacher education: Competing agendas. *Journal of Teacher Education*, 52, 263-265.
- Cootes, S. (1994, November). Issues in collaboration between academic skills teachers and subject teachers: two approaches to integrating academic skills teaching with subject tutorials. Paper presented at the Conference Integrating the Teaching of

Academic Discourse into Courses in the Disciplines, La Trobe University,  
Melbourne.

Dei, G. J., Muzza, J., McIsaac, E. & Zine, J. (1998) *Reconstructing 'Dropout': a critical ethnography of Black students' disengagement from school*. Toronto: University of Toronto Press.

Duhaney, D., Salend, S., and Whittaker, C.R. (2001). *Creating Instructional Rubrics for Inclusive Classrooms*. Council for Exceptional Children. 34, 2. 8 – 13.

Dilworth, M.E., (1990). *Reading Between the Lines: Teachers and Their Racial/ethnic Cultures*. Washington DC: ERIC Clearinghouse on Teacher Education and American Association of Institutions for Teacher Education.

Dilworth, M.E. (1992). *Diversity in Teacher Education: New Expectations*. San Francisco: Jossey-Bass.

Dowling, D. (1999). *The policy of equity and redress and the problem of quality in research*, in *Bulletin – News for the Human Sciences*. 5 (2) ISSN 1017-6135) Pretoria: HSRC Centre for Science Development.

Fairclough, N. (2001) 'The discourse of New Labour: critical discourse analysis', in M. Wetherall, S. Taylor and S. Yates (eds) *Discourse as Data. A Guide for Analysis*. London: Sage/Open University, pp. 229 - 226.

Fairclough, N. (1993) 'Critical discourse analysis and the marketisation of public discourse: the universities', *Discourse and Society*, 4, 2, pp. 133 - 68.

Fairclough, N. (2003) *Analysing Discourse and Text: Textual analysis for social research*. Unpublished manuscript.

Falk, I. (1994) 'The making of policy: media discourse conversations', *Discourse*, 15, 2,

pp. 1 – 12.

- Flanagan, Howard, Whitla. (2004). *Recruitment and Admissions Strategies for Diversifying the Student Body*. The Journal of Higher Education, 73(2), 189-236.
- Fleras, A., (1996). Behind the Ivy Walls: Racism/Anti-Racism in Academe. *Racism in Canadian Schools*, M.I. Alladin, Toronto: Harcourt Brace & Co., pp. 62-89.
- Franklin, J. H. (1987). The desperate need for Black teachers. *Change*, 19(3), 44-45.
- Fulcher, G.(1989) *Disabling policies? A comparative approach to education policy and disability* (London: Falmer Press).
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Galligani, D. (1984). Changing the culture of the university. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 23- 27, 1984. ERIC 244530.
- Garcia, P. A. (1986). The impact of national testing on ethnic minorities: With proposed solutions. *Journal of Negro Education*, 55, 347-357.
- Garner, M., & Edwards, H. (1994, November). Integrating academic discourse - what can we learn from experience? Paper presented at the Conference Integrating the Teaching of Academic Discourse into Courses in the Disciplines, La Trobe University, Melbourne.
- Gallegos, A. M. (1984). The negative consequences of teacher competency testing. *Phi Delta Kappan*, 65 (9), 631.
- Gillis, M. K. (1990-1991). Impact of testing on minorities entering teaching. *Teacher Education and Practice*, 6(2), 23-27.
- Grant, C. A., & Secada, W. G. (1990). Preparing teachers for diversity. In W. R. Houston

- (Ed.), *Handbook of research on teacher education* (pp. 403-422). New York: Macmillan.
- Greenberg, J. (1993). "Allocator-Recipient Similarity and the Equitable Division of Rewards." *Journal of Research in Personality*.13: 337-341.
- Haberman, M. (1988). Proposals for recruiting minority teachers: Promising practices and attractive detours. *Journal of Teacher Education*. 39:38-44.
- Hall, J. (1990). Proceedings of the Conference on Strategies for Improving Access and Retention of Ethno-Specific and Visible Minority Students in Ontario's Post-Secondary Institutions. Toronto: Ryerson University.
- Haggar-Guenette, C. (1992). Mature students. *Canadian Social Trends*, Autumn. pp.26-29.
- Harris, Z. (1992). Creating a climate of institutional inclusiveness. *Community Technical and Junior College*, 63 (1), 38-40.
- Harris, Z. and Kayes, P. (1997). Multicultural and international challenges to the community college: A model for college-wide proactive response. Paper presented at the Annual Convention of the American Association of Community Colleges, Minneapolis, MN, April 22-25, 1997. ERIC 387173.
- Hall, J. (1990). Proceedings of the Conference on Strategies for Improving Access and Retention of Ethno-Specific and Visible Minority Students in Ontario's Post-Secondary Institutions. Toronto: Ryerson University.
- Haney, W., Madaus, G., and Kreitzer, A. (1987). Charms Talismanic: Testing Teachers



- for the Improvement of American Education. In E. Rothkopf (Ed.), *Review of Research in Education* (pp. 169-238). Washington, DC: American Educational Research Association.
- Henry, Tator, Mattis & rees (1995). *The Colour of Democracy: Racism in Canadian Society*. (See Chapter 8 Racism in Universities) Harcourt Brace Co.
- Herman, L. (2005). *Handbook of Narrative Analysis*. Nebraska: Nebraska Paperback.
- Hicks, M., Irons, E., & Zeegers, P. (1994). Academic and communication skills taught in science And engineering courses. Paper presented at the Integrating the Conference Teaching of Academic Discourse into Courses in the Disciplines, La Trobe University, Melbourne.
- Hurtado S, Milem J, Clayton-Pedersen A, Allen W. (1999). Enacting diverse learning environments: improving the climate for racial/ethnic diversity in higher education. *ASHE-ERIC Higher Education Report*, 26(8). Washington, DC: George Washington University, Graduate School of Education and Human Development.
- James, C.E. & Manette, J. (2000). *Rethinking Access: The Challenge of Living with Difficulty Knowledge*. (in Press).
- James, C.E. (1997). Contradictory tensions in the Experiences of African Canadian in a Faculty of Education with an Access Program. *Canadian Journal of Education*. 22(2). pp. 158-174.
- James, C.E. (1995). "Reverse Racism": Students' Responses to Equity Programs. *Journal of Professional Studies*, 3(1). pp. 48-54.
- James, C.E. (1994). "Access Students": Experiences of Racial Minorities in a

- Canadian University. Paper presented at the Society for Research into Higher Education's Annual Conference, 1994 - The Student Experience, at the University of York, York, England.
- Joint Statement of Constitutional Law Scholars. (2003). Reaffirming diversity: A legal analysis of the University of Michigan affirmative action cases. Cambridge, MA: The Civil Rights Project at Harvard University. Retrieved August 6, 2004, from <http://www.civilrightsproject.harvard.edu/>
- Johnson, A., & Hanley, P. (1994). Study skills assistance to first year engineering students at James Cook University. Paper presented at the Integrating the Conference Teaching of Academic Discourse into Courses in the Disciplines, La Trobe University, Melbourne.
- Johnson, S. M. (2000). Teaching's next generation, [web site]. *Education Week*. Available: <http://www.edweek.org> [2000, 7/5/2000].
- Kress, G. and T. van Leeuwen (2001). Multi-modal Discourse: The Modes and Media of Contemporary Communication. London, Arnold.
- King, S. H. (1993). The limited presence of African-American teachers. *Review of Educational Research*, 63, 115-149.
- Latham, A. S., Gitomer, D., & Ziomek, R. (1999). What the tests tell us about new teachers. *Educational Leadership*, 56(8), 23-26.
- Ladson-Billings, G. (1995). The dream keepers: Successful teachers of African-American children. San Francisco: Jossey-Bass.
- Linke, R.D. et al. (1991) Performance Indicators in Higher Education, Canberra: AGPS.
- Lo Bianco, J. (2001) 'Policy literacy', *Language and Education*, 15, 2&3, pp. 212 - 27.

- Luke, A. (1997) 'The material effects of the word: apologies, stolen children and public discourse', *Discourse: studies in the cultural politics of education*, 18, 3, pp. 343-68.
- Mabokela, R. O. (1997). The Evolution of Admissions and Retention Policies at an Historically White South African University, *Journal of Negro Education*, 66 (4), 423-433.
- Mack, F. R.-P., Smith, V. G., & Jackson, T. E. (1996). Perceptions of minority middle school students in regard to teaching as a career choice: 1995 Gary, Indiana survey. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Chicago, IL.
- Martin, Y.M. & Warburton, R. (1998). Voices for change: Racism, Ethnocentrism and Cultural Insensitivity at the University of Victoria. A report submitted to David Strong, President, University of Victoria.
- Monture-Okanee, P. (1995) Introduction-Surviving the contradictions: Personal notes on academia. In the Chilly Collective (Eds.), *Breaking anonymity: The chilly climate for women faculty* (pp.11-28). Waterloo, ON: Wilfrid Laurier University Press.
- Murray-Harvey, R., Silins, H. C., & Saebel, J. (1999). A cross-cultural comparison of student teacher concerns in the practicum. *International Education Journal*, 1, 32-44.
- Musil, C., Garcia, M., Hudgins, E., Nettles, M., Sedlecek, W., & Smith, D. (1999). To form a more perfect union: Campus diversity initiatives. Washington, DC: Association of American Colleges and Universities.
- Orfield, G., Kurlaender, M., & Civil Rights Project (Harvard University). (2001).

- Diversitychallenged : evidence on the impact of affirmative action.* Cambridge, MA: Civil Rights Project Harvard University Harvard Education Pub. Group.
- Osborne, R.D., & Leith, H (2000). Evaluation of targeted initiatives on widening access for young people from socio-economically disadvantaged backgrounds. Dublin: Higher Education Authority.
- Paine, L. (1989). Orientation towards diversity: What do prospective teachers bring? Research report. 89-9. East Lansing, MI: National Centre for Research on Teacher Learning.
- Pavel, D. M. (1999). Schools, principals, and teachers serving American Indian and Alaska Native students (ERIC Digest). Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ED 425 895).
- Peterson, M. W. and Dill, D. 1997. Understanding the competitive environment of the postsecondary knowledge industry. In Planning and management for a changing environment: a handbook on redesigning postsecondary institutions, eds. M. W. Peterson, D. D. Dill, and L.A. Mets, 3-29. San Francisco: Jossey-Bass.
- Phelan, A. M., & McLaughlin, J. H. (1995). Educational discourses, the nature of the child, and the practice of new teachers. *Journal of Teacher Education*, 46 (3), 165-174.
- Proudfoot, M. (1996). Access? Sure, But into What? In K.S. Brathwaite & C.E. James (Eds.), *Educating African Canadians* (pp. 234-250). Toronto: James Lorimer.
- Putnam, R. T. & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher*, 29(1), 4-15.

- Quioco, A., & Rios, F. (2000). The power of their presence: Minority group teachers and schooling. *Review of Educational Research*, 70(4), 485-528.
- Recruiting New Teachers Inc. (2000). The Urban Teacher Challenge: Teacher Demand and Supply in the Great City Schools, [web site]. Recruiting New Teachers Inc., Council of the Great City Schools, Council of the Great City Colleges of Education. Available: <http://www.rnt.org/publications/policies.html> [2000, May 1]
- Richardson R.C. & Skinner, E.F. (1991). *Achieving Quality and Diversity: Universities in a Multicultural Society*. Toronto: Collier MacMillan Canada.
- Saini, B. (1994). *Who Teaches the Teachers*. Excalibur. Toronto: York University.
- Schenke, A. (1993). *Being "access"/doing change: Confronting Difference in Teacher Education A reading of Teacher Candidates' Experiences of the Faculty of Education Access Initiative and Consecutive program, 1992/93: A Report*. North York ON: York University, Faculty of Education.
- Seneca, J. J., and M. K. Taussig, (1987) "Educational Quality, Access and Tuition Policy at State Universities." *Journal of Higher Education*, 58 (January/February), 25-37.
- Shapson, S. (1994). *Emerging Images for Teacher Preparation*. In D'Oyley (Ed.) *Innovations in Black Education in Canada*. Toronto: Umbrella Press.
- Silverman, D. (2000), *Interpreting qualitative data: Methods for analysing talk, text and interaction: 2nd edition*, London: Sage. [cited].
- Skilbeck, M & Connell, H (2000). *Access and equity in higher education: An international perspective on issues and strategies*. Dublin: Higher Education Authority.

- Solomon, R. P. (1996). Creating an Opportunity Structure for Blacks and Other Teachers of Colour In K.S. Brathwaite & C.E. James (Eds.), *Educating African Canadians*. Toronto: James Lorimer.
- Spellman, S. S. (1988). Recruitment of minority teachers: Issues, problems, facts, possible solutions. *Journal of Teacher Education*. 39 (4), 19-23.
- Siddens, S. K., Kearney, J. M., & Yarbrough, D. B. (1997). Qualitative evaluation results of a national program to recruit precollege minority students for teaching careers. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Smith, G. P., Miller, M. C., & Joy, J. (1988). A case study of the impact of performance-based testing on the supply of minority teachers. *Journal of Teacher Education*, 39(4), 45-53.
- Su, Z. (1996). Why teach: Profiles and entry perspectives of minority students as becoming teachers. *Journal of Research and Development in Education*, 29(3), 117-133.
- Tarbox, S. (2001). Promoting diversity in colleges and universities: a contextual planning approach. Occasional papers on institutional change and transformation in higher education. Ann Arbor: Center for the Study of Higher and Postsecondary Education, University of Michigan.
- Tardif M. et al. (2001). "Pre-service Teacher Training Programs: Outcomes of recent reforms and new trends towards effective professional training." Prepared for the Pan-Canadian Education Research Agenda Symposium on Teacher and Educator Training Current Trends and Future Orientations, Quebec City, Canada. Available

At [http://www.cesc-csce.ca/pceradocs/2001/papers/01Tardif\\_etal\\_e.pdf](http://www.cesc-csce.ca/pceradocs/2001/papers/01Tardif_etal_e.pdf) (accessed October 2004).

- Taylor, S. (1997) 'Critical policy analysis: exploring contexts, texts and consequences', *Discourse*, 18, 1, pp. 23 - 35.
- Taylor S., Lingard, B., Rizvi, F. & Henry, M. (1997) *Education Policy and the Politics of Change*. London: Routledge.
- Thomas, S. (2002) 'Contesting education policy in the public sphere: media debates over policies for the Queensland school curriculum', *Journal of Education Policy*, 17, 2, pp. 187 - 192.
- Titscher, S., Meyer, M., Wodak, R., Vetter, E. 2000. *Methods of Text and Discourse Analysis*. London: Sage.
- Tobin J. On limiting the domain of inequality. *Journal of Law and Economics* 1970;5:263-78.
- Valencia, R. R. & Guadarrama, I. (1995). High-Stakes testing and its impact on racial/ethnic minority students. In L. A. Suzuki, P. J. Meller, & J. G. Ponterotto (Eds.). *Handbook of multicultural assessment: Clinical, psychological, and educational applications* (pp. 561-610). San Francisco: Jossey-Bass.
- Van Dijk, T.A. (1997). *Discourse as Social Interaction*.(eds) London: Sage.
- Van Dijk, T.A. and Kintsch, W. (1983) *Strategies of Discourse Comprehension*. New York: Academic Press.
- Walters, C. & Williams, R. (2003). *Discourse analysis and complex adaptive systems: Managing variables with attitudes*.
- Wereiams, V. S. & Wakeford, M. E. (1995). *The predictive validity of the National*

- Teacher Examinations used for admission to teacher education programs.  
*Educational and Psychological Measurement*, 53 (2), 533-539.
- Williams, V. S. & Wakeford, M. E. (1995). The predictive validity of the National Teacher Examinations used for admission to teacher education programs.  
*Educational and Psychological Measurement*, 53 (2), 533-539.
- Wong, R. E. (1994). The relationship between interest in teaching as a career choice and perceptions of school/classroom environment of 7th and 8th grade students. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Yeatman, A. (1990) Bureaucrats, Technocrats, Femocrats. Essays on the contemporary Australian state. Sydney: Allen and Unwin.
- Zeegers, P., & Martin, L. (1999). Teaching and learning in a first-year chemistry class. The Higher Education Research and Development Society of Australia (HERDSA) News, July.
- Zeichner, K. M. & Hoeft, K. (1996). Teacher socialization for cultural diversity. In J. Sikula (Ed.), *Handbook of Research on Teacher Education*, pp. 525-547. New York: Macmillan.
- Zuma, S. (1996). Quality in relation to further and higher Education. In A.H. Strydom, L. O. K. Lategan and A. Muller (Eds.), *Quality Assurance in South African Higher Education: National and International Perspectives* (pp. 171-187). Bloemfontein: Unit for Research into Higher Education: University of Orange Free State Press.



## VITA AUCTORIS

Cynthia Graydon was born in July 27, 1981 in Tillsonburg, Ontario. She graduated from Glendale High School in 1999. From there she went on to Wilfrid Laurier University where she obtained an Honors BA in Psychology and a minor in Philosophy. She currently owns her own business teaching an after school program to elementary students and hopes to continue her studies and complete her PhD.