



**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith

DCDSB Workforce Census

Report on the Findings

December 10, 2019

Prepared by:



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1. Context

There are a number of demographic and sectorial factors that impact the context within which Durham Catholic District School Board (DCDSB / the Board) has been hiring and the resulting composition of the workforce captured by the Workforce Census.

DCDSB serves the Durham Region which is one of the fastest growing regions in Canada and is expected to grow to 1.2 million by 2041.¹ Much of that population growth is due to an increase in the racialized and Indigenous populations which are growing at faster rates than the region's population overall.

As Table 1 shows, between 2006 and 2016 the racialized population in Ontario grew by 42% (from 2,745,200 to 3,885,585), while the population of the province grew by only 5% (from 12,851,821 to 13,448,494). As such, the racialized population increased from 21% of the population in 2006 to 29% of the provincial population in 2016. Similarly, the Indigenous population in Ontario grew by 54%, from 1.9% of the population to 2.8%.

The racialized and Indigenous population in Durham Region grew by even faster rates. Between 2006 and 2016 the racialized population in Durham Region grew by 86% (from 93,420 to 173,330). Similarly, the Indigenous population grew by 91% — from 6,570 to 12,535.

Table 1. Rate of Population Growth, Racialized, Indigenous and Total Population (2006 to 2016)

Year	Racialized Population			Indigenous Population			Total Population	
	#	% of Population	Rate of Growth Since 2006	#	% of Population	Rate of Growth Since 2006	#	Rate of Growth Since 2006
ONTARIO								
2006	2,745,200	21%	—	242,490	1.9%	—	12,851,821	—
2016	3,885,585	29%	42%	374,395	2.8%	54%	13,448,494	5%
DURHAM REGION								
2006	93,420	17%	—	6,570	1.2%	—	561,258	—
2016	173,330	27%	86%	12,535	1.9%	91%	645,862	13%
Source: Statistics Canada, Census of Canada, 2006, 2016.								

¹ Durham Region. Planning for Growth. Retrieved from <https://www.durham.ca/en/living-here/planning-for-growth.aspx>

However, while the region has been growing the DCDSB has experienced an overall decline in enrollment. In 1998 the DCDSB had an enrolment of over 26,000 students. By 2008, the Board experienced significant decline in the elementary panel, with this decline reflected in the secondary panel by 2013. Declining enrollment from 2008 to 2013 resulted in the closure of 3 additional schools in the City of Pickering, even with the addition of full day kindergarten.

The Board is now experiencing a growth in enrollment, with a 2018-2019 enrollment of 21,406 students.² Based on the Board's projections, the number of students will increase from 2019 to 2028 based on additional growth and development. By 2028 the Board is projected to have a total of 23,911 students, with much of that growth occurring in the northern part of the region due to new housing developments located along the Highway 407 corridor.

The decline in enrollment impacted the hiring of teachers, with the majority of permanent teachers hired during this time being French Immersion teachers. The declining enrolment was also reflected within other employee categories, with the bulk of new hires resulting from retirement and turnover.

In 2012 the Ministry of Education also implemented Regulation 274 to standardize the process that all publicly-funded school boards are required to follow when hiring for long-term occasional and new permanent teaching positions. The regulation was implemented in order to address concerns of nepotism and favouritism in hiring, and prioritize the hiring of long-term occasional teachers with the most seniority into permanent teaching positions.

2. Background

In 2019, the DCDSB conducted its first Workforce Census to gather demographic information about the unique and diverse composition of the DCDSB workforce. The results of the census will help the Board to better understand who its employees are and identify gaps in representation. This information will support the development of programs, resources, and supports to build an even more inclusive, welcoming, and supportive environment for all employees.

DCDSB contracted with Turner Consulting Group Inc. to conduct the Workforce Census with the goal of answering the following questions:

- What is the current demographic makeup of the DCDSB workforce?
 - What is the representation of employees in various demographic groups, including sex, race, gender identity, disability, religion, and age?

² Durham Catholic District School Board. Long Term Accommodation Plan: 2019-2023. Retrieved from <https://www.dcdsb.ca/en/our-board/resources/Accommodation-Planning/LTAP-Document-1-8-2019.pdf>

- How does the diversity of the DCDSB workforce compare with the diversity of Durham Region based on census data and other comparative data?
- Does the data indicate that the equity-seeking groups experience barriers in hiring or advancement within the organization?

3. The Workforce Census

3.1 The Survey

The Workforce Census was created by the consultant with input from a DCDSB Staff Working Group. In addition, unions and employee associations were consulted on the census questions and the survey administration strategy to gather their input.

The census questions were designed to focus on the groups that experience systemic and persistent disadvantage in the labour market as identified by the Royal Commission on Equality in Employment,³ namely women, racialized people⁴ (visible minorities), Indigenous people, and persons with disabilities. In addition, a question about religion was also asked in order to explore an additional dimension of diversity. The questions were also designed to allow a direct comparison of the composition of the DCDSB workforce to the recently released 2016 Census data and other relevant data sources.

Additional data on age, length of service, level in the organization, and type of position was collected to help with the analysis of the demographic data to identify any barriers to hiring and advancement of the various groups within the organization.

The survey contained 12 questions and took respondents less than 10 minutes to complete.

The completion of the Workforce Census was voluntary and participants could choose not to participate in the census in its entirety. If they chose to participate in the census, they were able to opt out of answering any of the questions by selecting the response “I prefer not to answer.” Employees were also able to exit the survey at any time.

³ The Royal Commission on Equality in Employment, whose report was released in 1984. *Equality in Employment: A Royal Commission Report* was a landmark that fundamentally influenced the fields of employment and human rights law, jurisprudence, and public policy. It created the concept of employment equity, a distinctly Canadian policy to address inequality in employment on the basis of gender, visible minority status, disability, and Aboriginal identity.

⁴ The term “racialized” is used throughout this report to replace the term “visible minority” used by Statistics Canada. This definition includes those who self-identify as South Asian, Chinese, Black, Filipino, Latin American, Arab, Southeast Asian, West Asian, Korean, Japanese, mixed race, and others who identify as non-White and non-Indigenous.

3.2 Administration of the Survey

A high survey response rate is critical to having an accurate picture of the diversity of the workforce — the more employees who complete the survey, the more accurate the snapshot will be.

Key to a high survey response rate is the administration of the survey. The goal of the survey administration strategy is to ensure that all employees know about and are able to complete the survey. Critical to achieving this goal is a communication strategy that addresses the concerns of employees and encourages them to participate in this important organizational initiative.

The census was announced through email communications to all employees from the Director of Education. The email included a link to a newly created DCDSB Workforce Census website that provided further information on the census, answered frequently asked questions, and provided information on how privacy and confidentiality will be maintained. In addition, posters that announced the census, the date of the census, and that employees could visit the website for further information were distributed for display in all schools and worksites.

Survey day was identified as October 11, 2019, which was a professional development day for all school-based employees. On that day, the Director of Education sent an email to all employees with a link to the survey. All school administrators, managers, and supervisors were asked to give employees 10 minutes to complete the survey. The online survey remained open from October 11 to 25, and reminder emails were sent during that period.

Employees had the option of completing the survey online or on paper. Managers and supervisors with employees who did not have access to a computer at work were provided with paper copies of the census to distribute. Those with access to the DCDSB Workforce Census website were also able to print a paper survey from the site.

Employees were asked to put their completed paper surveys in a sealed envelope and either drop them off or send them through internal mail to Turner Consulting Group in care of the Catholic Education Centre. The surveys were retained by the receptionist in a sealed box and picked up by the consultant, who then opened the envelopes and entered the data into the census database.

The online survey was developed and managed by the consultants. DCDSB employees had no access to individual responses or the Workforce Census database.

3.3 Analyzing the Data

Preparation and analysis of the data occurred in three stages: data vetting, data entry, and data analysis.

Data vetting and recoding are important steps to ensure the data collected through the census is able to be analyzed. Data vetting involved reviewing answers to the census questions and ensuring that the information provided was sufficiently accurate. For example, if someone wrote in a response to a question that fit into one of the pre-established categories, it was recoded into the correct category. In addition, responses such as “human” to the question about race were recoded to “I prefer not to answer.”

All the paper surveys were entered into the online database and the data was analyzed.

Because employees could choose not to answer any question or could exit the census at any time, the number of employees that responded to each question varies. As such, the percentages are calculated based on the total number of employees who responded to the particular question. To ensure that employees cannot be identified and that their privacy is protected, where there was at least one but fewer than 10 respondents, the data is not displayed. The total number of people that responded to each questions is included on each table or graph.

3.4 Retaining the Data

This survey represents a one-time snapshot of the organization. The database will be retained by Turner Consulting Group for 1 year following the completion of this report to allow DCDSB to request any additional analysis that may be needed. At the end of the 1-year period, the data will be deleted.

4. Survey and Response Rates

4.1 Survey Rate

Section A of the Workforce Census asked employees whether they wished to participate in the Workforce Census. If they chose not to participate, employees were given the opportunity to share why.

While participating in the survey was voluntary, all employees were asked to complete this section of the census to allow DCDSB to determine the extent to which all employees received the census and were provided with the opportunity to complete it. It also provides an opportunity to better understand why employees choose not to participate in the census.

The survey rate represents the number of employees who confirmed that they received the survey, whether they completed it or not. The goal was to achieve a survey rate of 100%, meaning that all employees knew about and indicated that they had the opportunity to complete the survey.

The formula for calculating the survey rate is as follows:

$$\text{Survey Rate} = \frac{\text{Number of employees that complete Section A whether or not they participated in the census}}{\text{Total number of DCDSB employees}}$$

Of the Board's total of 3,259 permanent, contract, and occasional employees, 2,104 indicated that they received and were given the opportunity to participate in the census. This is a survey rate of 65%. Of those who received the survey, 137, or 7%, indicated that they did not want to participate in the census.

Those who chose not to participate in the census were able to share their reasons for not participating. The 23 employees who provided an answer to this question offered a range of reasons for choosing not to participate in the census:

- No real answer given, e.g., "no," "personal decision" (7)
- Uncomfortable answering the questions (4)
- No time / too busy (3)
- Feel the census is a waste of money (3)
- Concerned about confidentiality (2)
- Diversity should not be a consideration when hiring (2)
- Unclear about the purpose of the census (1), and
- Don't believe their opinion counts (1).

4.2 Response Rate

The response rate is the proportion of employees who choose to participate in the survey by answering at least one of the questions. The Canadian Human Rights Commission has identified that a survey response rate of 80% provides a more accurate reflection of the composition of the organization's workforce.

The response rate is calculated as follows:

$$\text{Response Rate} = \frac{\text{Number of employees who participated in the survey by answering at least one question}}{\text{Total number of DCDSB employees}}$$

As Table 2 shows, the response rate by employment type, varies greatly, from a low of 17% for supply and occasional employees to a high of 77% for permanent full-time employees.

Table 2. Response Rate by Employment Type.

Employment Type	Total Employees #	Survey Respondents #	Response Rate %
Permanent Full-time	2,040	1,567	77%
Permanent Part-time	422	80	19%
Supply/Occasional	580	100	17%
Contract Full-Time	154	117	76%
Contract Part-Time	63	42	67%
Prefer not to respond / Don't Know	—	33	—
Total	3,259	1,939	59%

Given the low response rate for permanent part-time and supply/occasional employees, the focus of this analysis will be on permanent full-time employees, with some analysis conducted for contract employees.

5. Demographic Overview

5.1 Gender

The DCDSB Workforce Census allowed survey respondents to identify their gender as female or male. If they did not identify with either of these genders, they were able to specify the gender with which they identify.

While Statistics Canada collects data on gender, it does not allow Canadians to identify a gender other than “female” or “male.” As such, no census data is available on Canadians who identify as gender diverse or transgender.

Table 3. Gender, DCDSB Workforce Census and Durham Region. Permanent Full-time.

Gender	DCDSB Workforce Census		Durham Region (2016) ⁵
	#	%	%
Female	1,131	74%	48.7%
Male	357	23%	51.3%
Prefer not to answer / Other*	48	3%	—
TOTAL	1,536	100%	

* Given the small number of employees who identified a gender other than female and male, the number has been included with “Prefer not to answer.”

As Table 3 shows, the vast majority of DCDSB employees identify as female (74%), with 23% identifying as male. By contrast, just under half of the population of Durham Region (49%) is female and 51% is male. Given the small number of employees who identified a gender other than female and male, the number has not been shown here and instead has been included with “Prefer not to answer.”

The representation of women and men by occupational groups, provided in Table 4, shows that within the Board there are a number of occupations that are predominantly female (i.e., over 65% female) such as Educational Assistant, Early Childhood Educators, Secretarial/Clerical/Technical, and APSSP. Conversely, the Custodial/Maintenance occupational group is the only group that is predominantly male.

In addition, secondary school teachers are more gender balanced, with 56% being women and 40% being men.

⁵ Statistics Canada. Community Profile. 2016.

Table 4. Gender Representation Within Occupational Groups. Permanent Full-time.

Occupational Group	Total	Women		Men	
		#	%	#	%
CUPE Custodial/Maintenance	91	18	19.8%	60	65.9%
CUPE Educational Assistant	148	131	88.5%	12	8.1%
CUPE Secretarial/Clerical/Technical	77	63	81.8%	13	16.9%
ETFO Designated Early Childhood Educators	76	75	98.7%	0	0.0%
Management / Non-Union / Chaplains	47	31	66.0%	15	31.9%
OECTA Elementary	656	535	81.6%	99	15.1%
OECTA Secondary	310	172	55.5%	125	40.3%
Vice Principals / Principals / Senior Administration / Director	79	52	65.8%	27	34.2%
Association of Professional Student Services Personnel (APSSP)	34	31	91.2%	3	8.8%
Other	18	16	88.9%	0	0.0%
Prefer not to answer / I don't know	20	7	35.0%	3	15.0%
TOTAL	1,556	1,131	72.7%	357	22.9%

5.2 Disability

The Workforce Census asked employees to identify whether they have a disability, and if so, to specify the type of disability.

A person with a disability is someone who has a long-term or recurring physical, mental, sensory, psychiatric, or learning impairment. Examples of disabilities include:

- Physical or intellectual disability
- Co-ordination or dexterity impairment (difficulty using hands or arms; for example, grasping or handling a stapler or using a keyboard)
- Mobility challenges (difficulty moving around; for example, moving from one office to another or going up and down stairs)
- Vision loss (unable to see or difficulty seeing, which is not corrected by glasses)
- Hearing loss (unable to hear or difficulty hearing)
- Speech difficulties (unable to speak or difficulty speaking and being understood), and
- Other disability (including learning disabilities, developmental disabilities, mental health, and other types of disabilities).

Table 5. Persons with Disabilities, DCDSB Workforce Census and Ontario Population. Permanent Full-time.

	DCDSB Workforce Census	
	#	%
Person with a disability	148	9.6%
Person without a disability	1,335	86.3%
Prefer not to answer	64	4.1%
TOTAL	1,547	100%

As Table 5 shows, 10% of survey respondents reported having a disability.

The 2012 Canadian Survey on Disability is a national survey of Canadians aged 15 and over whose everyday activities are limited because of a long-term condition or health-related problem. While data specific to Durham Region is not available, the survey found that 11% of the Ontario labour force (aged 15 to 64) reported having a disability.⁶ Compared with these figures, persons with disabilities are well represented in the DCDSB workforce.

⁶ Statistics Canada. Canadian Survey on Disability. 2012. Retrieved from <http://www.statcan.gc.ca/pub/89-654-x/89-654-x2015001-eng.htm>

Individuals who identified that they had a disability were then asked to specify the type of disability. As employees may have more than one disability, survey respondents were able to check all that apply.

Table 6. Persons with Disabilities, DCDSB Workforce Census. Permanent Full-time.		
Type of Disability	DCDSB Workforce Census	
	#	%
Physical disability or health condition (e.g., vision loss, hearing loss, require the use of a wheelchair or guide dog or other support animal, chronic pain)	59	3.8%
Mental health disability (e.g., depression, bipolar disorder, anxiety)	58	3.7%
Learning disability (e.g., dyslexia, attention deficit disorder)	26	1.7%
Any other disability affecting your ability to work, such as epilepsy, amputation, MS, etc.	15	1.0%
Prefer not to answer	20	1.3%
Total identifying a disability	148	9.6%
* Percentages total to more than 100 owing to multiple responses.		

Their responses indicate that physical disabilities and mental health disabilities are the most common type of disabilities experienced by DCDSB employees — close to 4% of the workforce reported having a mental health disability, while 4% reported a physical disability or health condition. In addition, almost 2% of all survey respondents reported having a learning disability.

5.3 Race

The survey asked employees to specify the race with which they identify, regardless of place of birth or ethnicity.

Table 7. Race, DCDSB Workforce Census and Durham Region. Permanent Full-time.			
	DCDSB Workforce Census		Durham Region (2016)⁷
	#	%	%
Indigenous People	11	0.7%	2.0%
Racialized People	187	12.1%	27.1%
East Asian	16	1.0%	2.3%
South Asian	39	2.5%	8.6%
Southeast Asian	12	0.8%	2.6%
Black / African	32	2.1%	8.0%
Non-White Latino or Hispanic	17	1.1%	1.0%
Non-White Middle Eastern or West Asian	11	0.7%	1.9%
Multiple racial origin	60	3.9%	1.3%
White / European	1,232	80.0%	70.9%
Prefer not to answer	110	7.1%	—
TOTAL	1,540	100%	—

Compared with the Durham Region population, Indigenous people are underrepresented in DCDSB’s workforce — 0.7% of employees who responded to the survey identified as Indigenous compared with 2.0% in Durham Region. That is a gap of 20 Indigenous people.

In total, 12% of DCDSB employees identified as racialized, while 27% of the population or the region identifies as racialized. This represents a gap of 230 racialized people. By contrast, while 71% of those in the region identify as White, 80% of survey respondents identified as White.

When disaggregated by race, the data shows that all groups, with the exception of Latinos and those of mixed race, are underrepresented within the DCDSB workforce compared with their representation in the Durham Region population.

Given that the racial diversity of Durham Region varies significantly by municipality, the following table examines the proportion of DCDSB employees within each municipality who identify as racialized compared with their representation in the population of that municipality.

⁷ Statistics Canada. Community Profile. 2016.

Table 8. Racialized People, DCDSB Workforce Census and Durham Region. Permanent Full-time.		
Municipality	Racialized population	
	DCDSB Workforce Census	Durham Region (2016)⁸
Ajax	32.5%	56.7%
Oshawa	23.4%	15.8%
Pickering	18.3%	42.6%
Uxbridge, Scugog, Brock	2.0%	4.0%
Whitby	20.3%	25.0%
Multiple locations	1.5%	—
Prefer not to answer	2.0%	—
Don't know	0%	—
TOTAL	12.1%	27.1%

As the data shows, while the proportion of the population that identifies as racialized varies by municipality, so too does the Board's racialized workforce. Within some municipalities, the proportion of the workforce that identified as racialized is close to or above that of the external population; this includes Whitby and Oshawa. In the municipalities of Ajax and Pickering, the proportion of the DCDSB workforce that identifies as racialized is below that of the Durham Region population.

⁸ Statistics Canada. Community Profile. 2016.

5.4 Religion

DCDSB employees were also asked to identify which faith, religious, or belief group they identified with.

Table 9. Religion, DCDSB Workforce Census and Durham Region. Permanent Full-time.			
	DCDSB Workforce Census		Durham Region (2011)⁹
	#	%	%
Catholic	1,295	84.0%	29%
Other Christian	114	7.4%	39%
Other religions	27	1.8%	7%
Atheist / Agnostic / Do not identify with a faith or belief	55	3.6%	25%
Prefer not to answer	100	6.5%	—
TOTAL	1,541	100%	—

Of the 1,541 employees who responded to this question, 84% identified with Catholicism, while an additional 7% were affiliated with another Christian religion. Only 1.8% identified with a non-Christian religion, while 3.6% reported that they were atheist, agnostic, or not affiliated with any faith, religious, or belief group.

Given that educators need to be Catholic to teach at a Catholic school board, their overrepresentation within the Board is understandable (84% compared with 29% in Durham Region in 2011¹⁰), with a corresponding underrepresentation of those who are affiliated with other or no religion.

⁹ Statistics Canada. Community Profile. 2011.

¹⁰ Religion is asked on the Census every 10 years. As such, 2011 is the most recent year for which this data is available.

6. Analysis

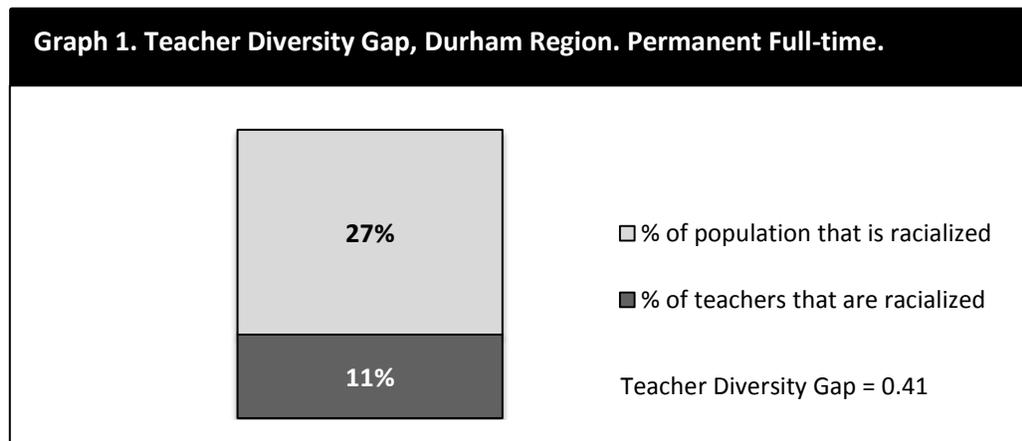
While the demographic overview of the organization is important to provide a picture of the diversity of the DCDSB workforce, critical to the organization's equity efforts is an analysis of this data to determine whether particular groups face barriers to hiring or advancement.

In this section, we will examine the representation of various identity groups within the following areas:

- Teacher Diversity Gap
- Representation among school administrators
- Racial diversity among French Immersion teachers, and
- Age and years of service of racialized employees.

6.1 Teacher Diversity Gap

The Teacher Diversity Gap compares the percentage of racialized teachers to the proportion of the Durham Region population that is racialized. A value of 1.0 indicates that there is no gap and that the diversity among the teaching population reflects the diversity among the student population. The smaller the number, the more significant the gap.¹¹



The graph shows a large demographic divide between the proportion of racialized teachers and the racialized population of Durham Region. The racialized population makes up 27% of Durham Region's population, yet only 11% of the 959 permanent full-time teachers who completed the census identified as racialized. This results in a Teacher Diversity Gap of 0.41. This represents a gap of 149 racialized teachers.

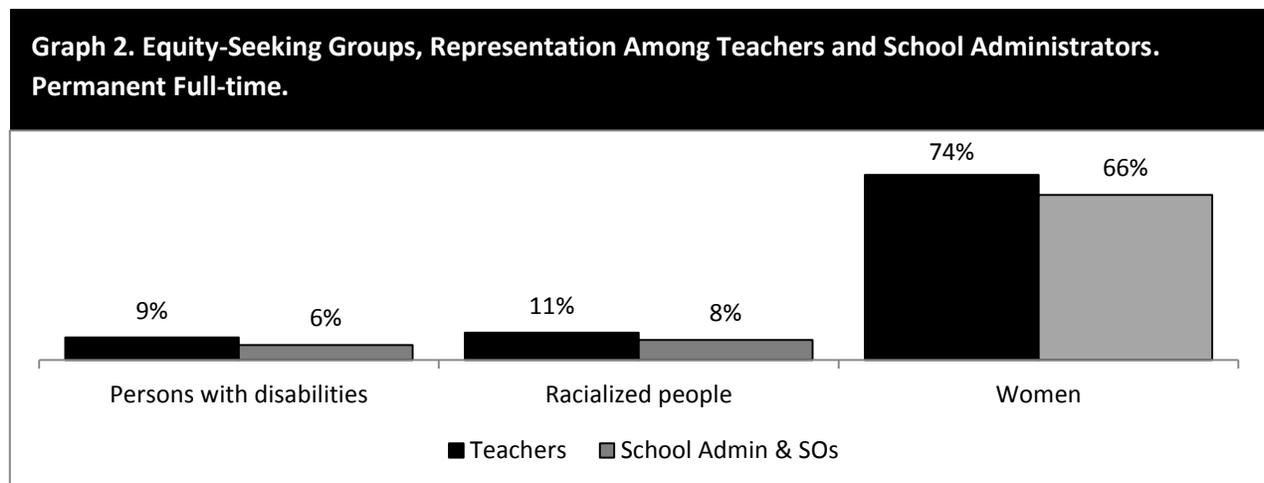
¹¹ See: Turner Consulting Group. Teacher Diversity Gap. <https://turnerconsultinggroup.weebly.com/blog-tana-turner/teacher-diversity-gap>

While the data shows that there is greater racial diversity among younger and more recently hired employees, more deliberate efforts to diversify the workforce may accelerate the diversity of the teacher workforce and close the large gap between the racial diversity of teachers and the students in their classrooms. There are many reasons to close the Teacher Diversity Gap and a great deal of evidence that all students benefit from having racialized teachers.¹² Further, exposure to racialized teachers and administrators helps all students to work in a diverse province and a global environment.

Statistics Canada data also shows that Ontario’s racialized population is growing at a faster rate than the total provincial population. As such, this gap in representation could continue to grow if not addressed.

6.2 Representation Among School Administrators

Graph 2 compares the representation of the equity-seeking groups in teaching to their representation among school administration positions.



As Graph 2 shows, persons with disabilities, racialized people, and women are underrepresented among school administrators (i.e., vice principals, principals, superintendents, and director) compared with their representation among teachers.

¹² See for example:

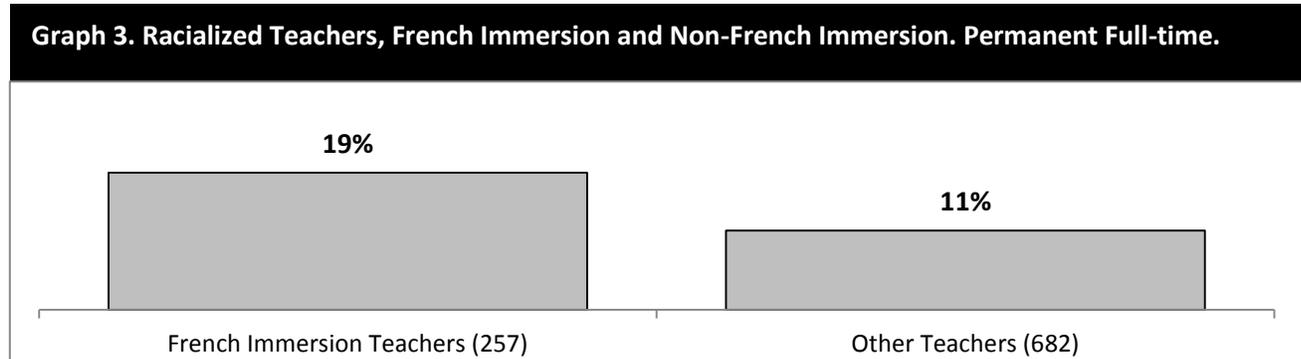
Cherng, H. S., & Halpin, P. F. (2016). The importance of minority teachers: Student perceptions of minority versus White teachers. *Educational Researcher*, 45(7), 407-420.

Gershenson, S., Hart, C. M. D., Lindsay, C. A., & Papegeorge, N. W. (2017, March). The long-run impact of same-race teachers. IZA Institute of Labor Economics.

Stuart Wells, A., Fox, L., & Cordova-Cobo, D. (2016, February 9). How racially diverse schools and classrooms can benefit all students. The Century Foundation. Retrieved from <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>

6.3 Racial Diversity Among French Immersion Teachers

Graph 3 compares the racial diversity of French Immersion teachers versus non-French Immersion teachers.



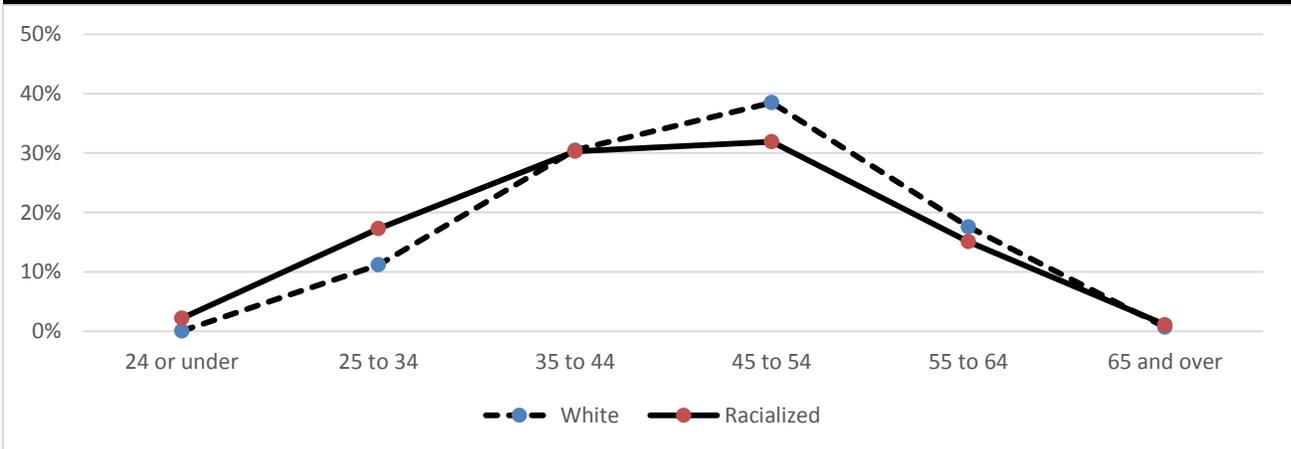
As the data shows, while they are still underrepresented compared with the Durham population, racialized people make up a larger proportion of French Immersion teachers than they do of non-French Immersion teachers — 19% versus 11%, respectively.

Greater racial diversity among French Immersion permanent full-time teachers could be due to the fact that over the previous decade much of the new hiring of teachers has been into French Immersion positions, and there has been greater diversity among these hires. A further examination of the data shows that 38% of French Immersion teachers who responded to the survey have 10 or fewer years of service, compared to only 11% of other teachers. In addition, 18% of French Immersion teachers with 10 or fewer years of service were racialized, compared to only 7% of other teachers.

6.4 Age and Years of Service of Racialized and White Employees

The changing demographics of a workforce can be made evident by analyzing the racial diversity of the workforce by age and years of service. Quite often there is greater diversity among younger and more recently hired employees.

Graph 4. White and Racialized Employees by Age. Permanent Full-time.

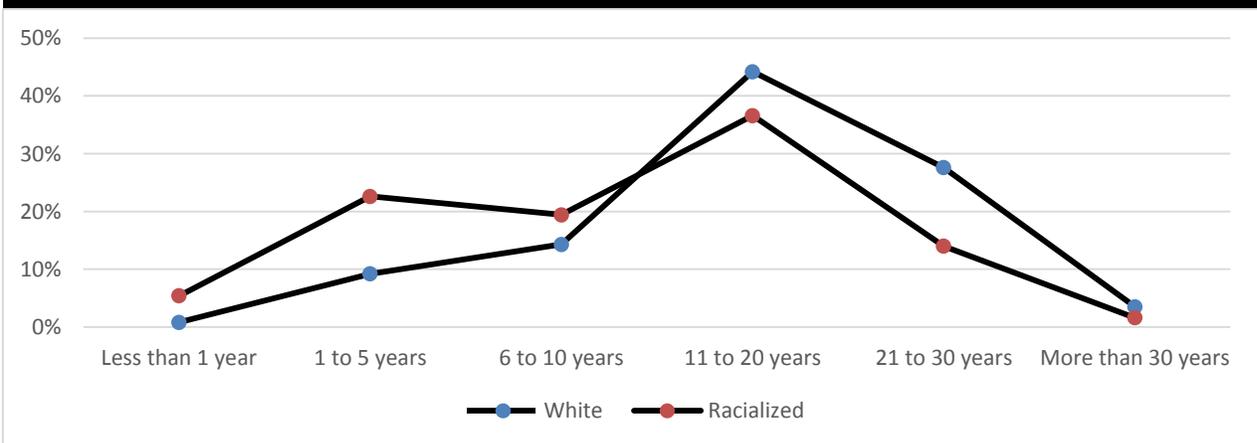


Graph 4 compares the age breakdown of racialized and White employees at the DCDSB. As the data shows, racialized employees have a younger age profile than their White counterparts. 64% of all racialized employees are under age 44, and 34% are age 45 and over. Conversely, 52% of White employees are under age 44, with 47% being 45 years of age and over.

As Graph 4 shows, a greater proportion of racialized employees are under age 35, while a greater proportion of White employees are over age 35.

Graph 5 compares the years of service of racialized and White employees.

Graph 5. Years of Service of Racialized and White Employees. Permanent Full-time.

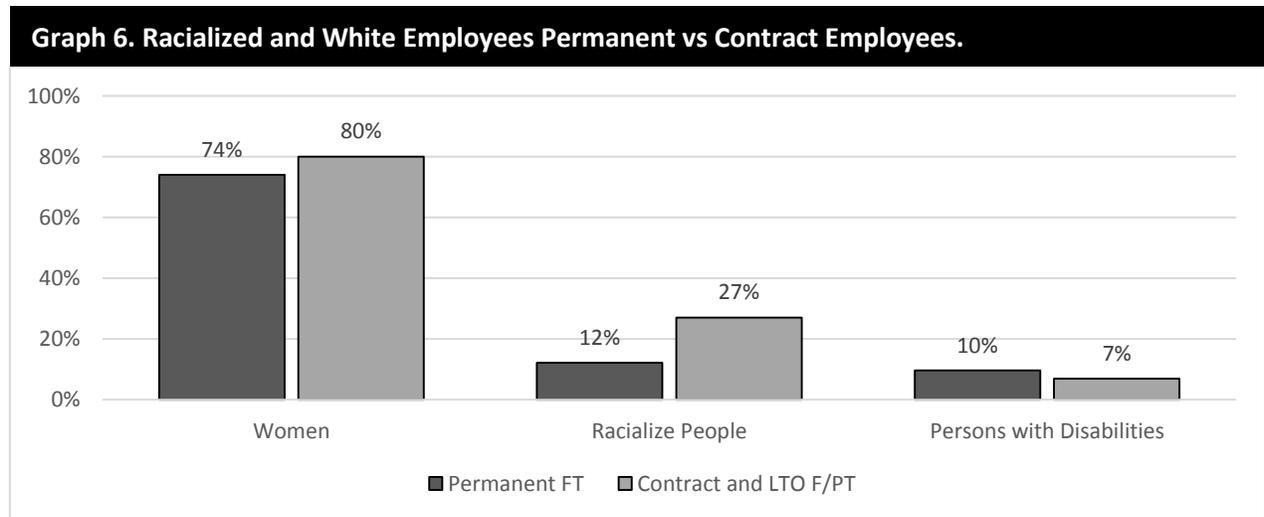


As Graph 5 shows, a larger proportion of racialized than White employees have less than 10 years of service, while a larger proportion of White employees have more than 10 years of service — 47% of racialized employees have 10 or fewer years of service compared with 24% of

White employees; conversely, 47% of racialized employees have more than 10 years of service, compared with 75% of White employees.

6.5 Contract Employees

Another important area of consideration is increase in precarious employment in the labour market generally, with women, racialized people, Indigenous people, and persons with disabilities less likely to be employed in full-time permanent positions.



Graph 6 compares the representation of various groups among contract positions (both full time and part-time) compared with their representation among permanent employees. As the data shows, women are slightly overrepresented in contract and LTO positions (80% versus 74% of the permanent full-time workforce), while racialized people are overrepresented (27% versus 12% of the permanent full-time workforce). Conversely, persons with disabilities are slightly underrepresented among contract and LTO employees.

While contract employment can lead to more stable employment, members of these groups face barriers to moving into permanent positions. However, Regulation 274 and other practices require that employees be hired into contract positions before they are able to apply for permanent positions. This data shows that the DCDSB has a diverse pool from which permanent employees can be hired.

7. Recommendations

Given the findings from the analysis of the Workforce Census data, the following recommendations are made:

Recommendation 1: Given that 4% of survey respondents reported that they have a mental health disability, it is recommended that the DCDSB continue to implement and build upon its mental health strategy to reduce stigma around mental health, increase supports to employees, and equip managers to support employees.

Recommendation 2: Given that 8% of survey respondents indicated that they have a physical or mental disability, which may or may not be evident, it is recommended that the DCDSB continue to provide managers and administrators with access to training to ensure that they are appropriately accommodating these employees.

 **Recommendation 3:** It is recommended that the DCDSB review its hiring practices, establish hiring practices and training that reduce bias, and develop recruitment strategies to close the Teacher Diversity Gaps, while also putting mechanisms in place to monitor progress.

Recommendation 4: Given the low response rate for occasional and long-term occasional teachers, it is recommended that the DCDSB work with the unions to survey this employee group assess the diversity within this group.

Recommendation 4: It is recommended that the DCDSB survey new employees at the point of hire to assess progress made to diversify the workforce.

Recommendation 5: It is recommended that the DCDSB explore any barriers to advancement for racialized and Indigenous employees, particularly teachers, and develop strategies to support their advancement into school administrator positions.

Recommendation 6: The diversity of religions in the workplace raises the need to ensure that managers and school administrators are aware of their legal duty to provide religious accommodation to employees from non-Catholic religions. As such, it is recommended that the Board ensure that policies are in place to allow accommodations for all religions and that managers and administrators receive appropriate training.