



# WORKFORCE CENSUS

## REPORT



DISTRICT SCHOOL BOARD OF NIAGARA

# EQUITY AUDIT

January 31, 2020



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## **1. Background**

Through its mission statement, the District School Board of Niagara (the DSBN, the Board) commits to “student success by working together to inspire, empower, and support all learners to achieve their full potential.” The DSBN believes that every employee is entitled to a working environment that respects who they are and values their contributions to the success of the organization. To ensure that everyone has an equitable opportunity to become successful, the Board has gone beyond this statement of belief to gather evidence of how well it is cultivating a welcoming and inclusive work culture.

As such, the DSBN contracted with Turner Consulting Group Inc. to undertake an Equity Audit to examine how the Board supports equity, diversity, and inclusion in the workplace. This Equity Audit is a key part of the Board’s ongoing commitment to providing safe, equitable, and inclusive environments for all students and employees. The Employment Equity Plan — the final product of the Employment Equity Audit — will not only help to ensure that Board employees better reflect the diverse school population but will also demonstrate how the Board is taking meaningful action to foster inclusive working and learning environments.

The audit will be completed over 3 years and consists of the following activities:

### **An Employment Systems Review (2018–2019 School Year)**

The Employment Systems Review (ESR) is an examination of Human Resources policies and practices as well as the corporate culture from an equity point of view.

### **A Workforce Census (2019–2020 School Year)**

The Workforce Census is a demographic survey of all staff that will give the DSBN a better understanding of its 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.

### **A Student Census (2020–2021 School Year)**

This will be a demographic survey of DSBN students. It will provide a better picture of the communities served and identify areas of need that require further support.

## 2. Context

There are a number of demographic and sectorial factors that impact the context within which the DSBN has been hiring and the resulting composition of the workforce captured by the Workforce Census.

The DSBN serves the Niagara Region, which consists of 12 municipalities covering 1,850 square kilometres and a population of 447,888. Each municipality is unique, differing in size and diversity, with a mixture of urban, suburban, and rural communities. The population growth rate increased significantly from 0.9% in 2006–2011 to 3.8% in 2011–2016. The province forecasts that the population in the Niagara Region will grow to 610,000 by 2041.<sup>1</sup>

Much of the growth within the Niagara Region is the result of immigration, which contributes to its increased racial, linguistic, cultural, and religious diversity. 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 provincial population in 2006 to 29% in 2016. Similarly, the Indigenous population in Ontario grew by 54%, from 1.9% of the population to 2.8%.

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
<b>ONTARIO</b>								
2006	2,745,200	21.3%	—	242,490	1.9%	—	12,851,821	—
2016	3,885,585	28.9%	41.5%	374,395	2.8%	54.4%	13,448,494	4.6%
<b>NIAGARA REGION</b>								
2006	26,405	6.3%	—	6,930	1.6%	—	427,421	—
2016	38,810	8.9%	47.0%	12,250	2.6%	76.8%	447,888	4.8%
Source: Statistics Canada, Census of Canada, 2006, 2016.								

The racialized and Indigenous populations in the Niagara Region grew even faster. Between 2006 and 2016, the racialized population in the Niagara Region grew by 47% (from 26,405 to 38,810). Similarly, the Indigenous population grew by 77%, from 6,930 to 12,250.

The increase in the growth of the region’s population has reversed a decline in enrolment in the DSBN observed since the mid-1990s. The DSBN’s current enrolment is 37,447, which is

<sup>1</sup> Niagara Region Transportation Master Plan: Needs and Opportunities Report. (August 2016). Retrieved from <https://www.niagararegion.ca/2041/pdf/tmp-needs-report.pdf>

expected to increase by 8.2% over the next 10 years, reaching 40,500 students by 2028.<sup>2</sup> The decline in enrolment impacted the hiring of teachers, with the majority of permanent teachers hired during this time being French Immersion teachers. Declining enrolment was also reflected within other employee categories, with the bulk of new hires resulting from retirement and turnover. The increase in enrolment provides opportunities to hire new staff and to better reflect the diversity of the student population.

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

### **3. The Workforce Census**

#### **3.1 The Survey**

The Workforce Census was created by the consultant with input from a DSBN Staff Working Group.

The Workforce Census was conducted with the goal of answering the following questions:

- What is the current demographic makeup of the DSBN workforce?
  - What is the representation of employees in various demographic groups, according to sex, race, gender identity, disability, religion, and age?
  - How does the diversity of the DSBN workforce compare with the diversity of the Niagara Region based on census data and other comparative data?
- Does the data indicate that the equity-seeking groups experience barriers in hiring and advancement within the organization?

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,<sup>3</sup> namely women, racialized people<sup>4</sup> (visible minorities), Indigenous people, and persons with disabilities. In addition, a question about religion was asked in order to explore an

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<sup>2</sup> Long Term Accommodation Plan, 2019-2028. District School Board of Niagara.

<sup>3</sup> 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.

<sup>4</sup> 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.

additional dimension of diversity. The questions were designed to allow a direct comparison of the composition of the DSBN workforce to the 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 assist in the analysis of the demographic data and thus identify any barriers to hiring and advancement experienced by the various groups within the organization.

The survey consisted of 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.

### **3.2 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 the DSBN Equity Audit 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 were distributed for display in all schools and worksites to announce the census, the date of the census, and the website employees could visit for further information.

Survey day was assigned as November 15, 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 online survey. All school administrators, managers, and supervisors were asked to give employees 10 minutes to complete the survey. The online survey was open throughout October and November so that managers and school administrators could remind and encourage staff time to complete the census prior to survey day, which coincided with meetings throughout these months. A final reminder email was sent prior to the close of the survey on November 29.

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 DSBN Equity Audit 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 send them through internal mail to Turner Consulting Group in care of the Administrative Assistant to the Superintendent of Human Resources. The surveys were retained and couriered to the consultant, who then entered the data into the census database.

The online survey was developed and managed by the consultants. DSBN 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. For example, if they wrote in “Catholic” in response to the question about faith or religion, it was categorized as Christian. 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 question is included in 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 DSBN 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 DSBN 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 might have chosen 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:

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

Of the Board's total of 5,941 permanent, contract, and occasional employees, 3,997 indicated that they received and were given the opportunity to participate in the census. This is a survey rate of 67%. Of those who received the survey, 141, or 4%, 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 wanting to participate. The 33 employees who answered this question offered a range of reasons, with some providing multiple responses:

- No real answer given, e.g., "no," "not interested" (7)
- Feel the questions are too personal and intrusive, or feel that it is not legal to ask these questions (7)
- Don't believe their opinion matters (3)
- Concerned about confidentiality (3)
- Unclear about the purpose of the census or how the information will be used (3)
- Don't have the time to complete it (2)
- Diversity should not be a consideration when hiring (2)

- Casual or occasional employee (2)
- Will be retiring soon (2)
- Confused this survey with the Equity and Inclusion Survey administered last year for the Employment Systems Review (2)
- Feel the census is a waste of money (1)
- Don't like to complete surveys (1)
- New employee (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 an organization's workforce.

The response rate is calculated as follows:

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

As Table 2 shows, the response rate by employment type, varies greatly, from a low of 14% for casual/occasional employees to a high of 86% for permanent full-time employees.

<b>Table 2. Response Rate by Employment Type.</b>			
<b>Employment Type</b>	<b>Total Employees #</b>	<b>Survey Respondents #</b>	<b>Response Rate %</b>
Permanent Full-time	3,480	2,977	86%
Permanent Part-time	574	243	42%
Casual / Occasional	1,435	202	14%
Temporary/Casual/LTO — Full time	333	266	80%
Temporary/Casual/LTO — Part-time	119	62	52%
Prefer not to respond / Don't Know	—	34	—
Other	—	27	—
<b>Total</b>	<b>5,941</b>	<b>3,811</b>	<b>64%</b>

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

## 5. Demographic Overview

### 5.1 Gender

The DSBN Workforce Census allowed survey respondents to identify their gender as woman, man, gender non-conforming, trans, or two-spirit. If they did not identify with any 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 “woman” or “man.” As such, no census data is available on Canadians who identify as gender diverse or transgender.

Gender	DSBN Workforce Census		Niagara Region (2016) <sup>5</sup>
	#	%	%
Woman	2,080	71%	51.6%
Man	744	26%	48.4%
Gender Non-Conforming / Trans / Two-Spirit	<10	<0.3%	—
Prefer not to answer	80	3%	—
<b>TOTAL</b>	<b>2,914</b>	<b>100%</b>	—

As Table 3 shows, the vast majority of DSBN permanent full-time employees identify as women (71%), with 26% identifying as men. By contrast, just over half of the population of the Niagara Region (52%) are women and 48% are men. A small proportion of survey respondents (fewer than 10) identified with other genders or as gender non-conforming.

The representation of women and men by occupational groups, shown in Table 4, indicates that within the Board there are a number of occupations that are predominantly female (i.e., over 65% female). These include CUPE 4156 — OCTIS (which includes Educational Assistants, Early Childhood Educators, and Secretarial/Clerical/ Technical staff), elementary teachers, AMG (Management, HR Staff, Supervisors), vice principals, and Professional Student Services Personnel (APSSP).

Conversely, secondary school teachers are more gender balanced, with 53% being women and 42% being men.

<sup>5</sup> Statistics Canada. Community Profile. 2016.

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

Occupational Group	Total	Women		Men	
		#	%	#	%
CUPE 4156 — OCTIS	486	417	86%	50	10%
CUPE 4156 — Facilities	212	127	60%	74	35%
ETFO	1,346	999	74%	285	21%
AMG — Non-Unionized	75	55	73%	17	23%
OSSTF	564	299	53%	236	42%
Principal/Superintendent/Director	106	66	62%	38	36%
Vice Principal	42	28	67%	12	29%
Professional Student Services Personnel	36	29	81%	7	19%
I don't know	8	7	86%	1	13%
I prefer not to answer	50	27	54%	7	14%
<b>TOTAL</b>	<b>2,971</b>	<b>2,080</b>	<b>70%</b>	<b>744</b>	<b>25%</b>

## 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 disabilities
- Co-ordination or dexterity impairment (e.g., difficulty using hands or arms, such as difficulty grasping or handling a stapler or using a keyboard)
- Mobility impairment (e.g., difficulty moving around, such as difficulty moving from one office to another or up and down stairs)
- Visual impairment (e.g., unable to see or difficulty seeing, which is not corrected by glasses)
- Hearing impairment (e.g., unable to hear or difficulty hearing)
- Speech impairment (e.g., unable to speak or difficulty speaking and being understood)
- Other disability (e.g., including learning disabilities, developmental disabilities, mental health disabilities, and other types of disabilities).

<b>Table 5. Persons with Disabilities, Workforce Census. Permanent Full-time.</b>		
	<b>DSBN Workforce Census</b>	
	<b>#</b>	<b>%</b>
Person with a disability	239	8%
Person without a disability	2,569	87%
Prefer not to answer	136	5%
<b>TOTAL</b>	<b>2,944</b>	<b>100%</b>

As shown in Table 5, 8% 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 the Niagara Region is not available, the survey found that 11% of the Ontario labour force (aged 15 to 64) reported having a disability.<sup>6</sup> Compared with these figures, persons with disabilities are slightly underrepresented in the DSBN workforce.

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.

<b>Table 6. Persons with Disabilities, Workforce Census. Permanent Full-time.</b>		
<b>Type of Disability</b>	<b>DSBN Workforce Census</b>	
	<b>#</b>	<b>%</b>
Physical disability or health condition (e.g., visual impairment, hearing impairment, require the use of a wheelchair or guide dog or other support animal)	114	3.9%
Mental health disability (e.g., depression, bipolar disorder, anxiety)	85	2.9%
Learning disability (e.g., dyslexia, attention deficit disorder)	33	1.1%
Any other disability affecting your ability to work, such as epilepsy, amputation, multiple sclerosis, etc.	2	0.07%
Prefer not to answer	26	0.9%
<b>Total identifying a disability</b>	<b>225</b>	<b>7.6%</b>
<b>TOTAL</b>	<b>2,944</b>	<b>—</b>
* Percentages total to more than 100 owing to multiple responses.		

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

Their responses indicate that physical disabilities and mental health disabilities are the most common type of disabilities experienced by DSBN employees — close to 4% reported a physical disability or health condition, while 3% of the workforce reported having a mental health disability. In addition, about 1% of all survey respondents reported having a learning disability.

Survey respondents were also asked whether they had disclosed their disability to their employer, i.e., supervisor or Human Resources. Over half (57%) indicated that they had disclosed their disability. They were also asked whether they had requested accommodation from either their supervisor or Human Resources; 29% indicated that they had.

### 5.3 Religion

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

<b>Table 7. Religion, Workforce Census and Niagara Region. Permanent Full-time.</b>			
<b>Religion</b>	<b>DSBN Workforce Census</b>		<b>Niagara Region (2011)<sup>7</sup></b>
	<b>#</b>	<b>%</b>	<b>%</b>
Atheism / Do not identify with a belief or faith	768	26%	23%
Buddhism	31	1%	0.4%
Christianity	1,697	58%	74.5%
Hinduism	12	0.4%	0.2%
Islam	17	0.6%	1.0%
Judaism	10	0.3%	0.3%
Other religions or faiths	22	0.8%	0.4%
Prefer not to answer	417	14%	—
<b>TOTAL</b>	<b>2,924</b>	<b>100%</b>	<b>100%</b>

Of the 2,924 employees who responded to this question, 58% identified with Christianity and 26% indicated that they were atheist or did not identify with a belief or faith. Just over 2% indicated that they identified with Buddhism, Hinduism, Islam, or Judaism. Similarly, fewer than 1% indicated that they identified with other religions or faiths, including Baha'í, Wiccan, Pagan, and First Nations beliefs / Indigenous spiritual beliefs.

<sup>7</sup> Statistics Canada. Community Profile. 2011. Retrieved from <https://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CD&Code1=3526&Data=Count&SearchText=niagara&SearchType=Begins&SearchPR=01&A1=All&B1=All&Custom=&TABID=1>

## 5.4 Race

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

<b>Table 8. Racialized Population, Workforce Census and Niagara Region. Permanent Full-time.</b>			
	<b>DSBN Workforce Census</b>		<b>Niagara Region (2016)<sup>8</sup></b>
	<b>#</b>	<b>%</b>	<b>%</b>
<b>North American Indigenous</b>	<b>29</b>	<b>1.0%</b>	<b>2.6%</b>
<b>Racialized People</b>	<b>121</b>	<b>4.1%</b>	<b>8.9%</b>
East / Southeast Asian	16	0.5%	3.2%
South Asian	13	0.4%	1.4%
Black / Latin American / Middle Eastern or West Asian	14	0.5%	3.7%
Mixed racial origin	78	2.7%	0.6%
<b>White / European</b>	<b>2,538</b>	<b>87.0%</b>	<b>86.9%</b>
Prefer not to answer	230	7.9%	—
<b>TOTAL</b>	<b>2,918</b>	<b>100%</b>	<b>—</b>

Compared with the Niagara Region population, Indigenous people are underrepresented in DSNB's workforce — 1.0% of employees who responded to the survey identified as Indigenous compared with 2.6% in the Niagara Region. This represents a gap of 46 Indigenous people.

In total, 4% of DSNB employees identified as racialized, while close to 9% of the population of the region identifies as racialized. This represents a gap of 142 racialized people. As the table shows, gaps exist for all racial groups when their representation is compared to the Niagara population. Because of the small numbers, Asians and South Asians are grouped together. Similarly, Blacks, Latin Americans, and people of Middle Eastern / West Asian heritage are grouped together.

By contrast, 87% of the DSNB workforce identified as White, which is similar to their representation in the Niagara Region.

Of note is the large number of respondents who identified as being of mixed racial origin (2.7% compared with 0.6% in the Niagara population). This category may be further explored in the next Workforce Census.

<sup>8</sup> Statistics Canada. Community Profile. 2016. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/dp-prof/details/page.cfm?Lang=E&Geo1=CD&Code1=3526&Geo2=PR&Code2=35&SearchText=niagara&SearchType=Begins&SearchPR=01&B1=All&TABID=1&type=0>

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

<b>Table 9. Racialized Population, Workforce Census and Niagara Region by Municipality. Permanent Full-time.</b>		
<b>Municipality</b>	<b>Racialized population</b>	
	<b>DSBN Workforce Census</b>	<b>Niagara Region (2016)<sup>9</sup></b>
Fort Erie	2%	5%
Grimsby	6%	5%
Lincoln	6%	4%
Niagara Falls	3%	14%
Niagara-on-the-Lake	0.4%	7%
Pelham	1%	4%
Port Colborne	4%	2%
St. Catharines	5%	13%
Thorold	5%	10%
Wainfleet	3%	2%
Welland	4%	5%
West Lincoln	4%	2%
Multiple locations	7%	
<b>TOTAL</b>	<b>4.1%</b>	<b>9%</b>

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 Grimsby, Lincoln, Port Colborne, Wainfleet, Welland, and West Lincoln.

However, in the larger municipalities with the largest racialized populations, including Fort Erie, Niagara Falls, Niagara-on-the-Lake, St. Catharines, and Thorold, larger gaps in representation exist.

<sup>9</sup> Statistics Canada. Community Profile. 2016.

## 5.5 Sexual Orientation

The survey asked DSBN employees to specify their sexual orientation, defined as a person’s experience of intimate, emotional, and romantic and/or sexual interaction.

<b>Table 10. Sexual Orientation, Workforce Census. Permanent Full-time.</b>		
<b>Gender</b>	<b>DSBN Workforce Census</b>	
	<b>#</b>	<b>%</b>
Bisexual	38	1.3%
Gay	18	0.6%
Heterosexual / straight	2,599	89.5%
Lesbian	18	0.6%
Other	9	0.3%
Prefer not to answer	223	7.7%
<b>TOTAL</b>	<b>2,905</b>	<b>100%</b>

About 2.8% of DSBN employees identify as bisexual, gay, lesbian, or other (including pansexual and queer), while 90% identify as heterosexual. About 8% of survey respondents chose not to answer this question.

Questions about sexual orientation and gender identity are not asked on the Canada Census. One estimate of the size of the LGBTQ+<sup>10</sup> population comes from the 2014 Canadian Community Health Survey, the first Statistics Canada survey to include a question on sexual orientation. In total, 3% of Canadians aged 18 to 59 self-identify as gay, lesbian, or bisexual (1.7% self-identify as gay or lesbian and 1.3% as bisexual).<sup>11</sup> Another estimate of the size of the LGBTQ+ population comes from a 2012 Forum Research poll, which found that 5% of Canadians aged 18 and over identify as lesbian, gay, bisexual, or transgender.<sup>12</sup>

Using either estimate, staff who identify as LGBTQ+ appear to be slightly underrepresented in the DSBN workforce.

<sup>10</sup> This is a shortened acronym that incorporates anatomical sex, sexual orientation, and gender identity, and is meant to refer to the entire lesbian, gay, bisexual, trans, queer, questioning, intersex, pansexual, two-spirit, and asexual communities, otherwise referred to as LGBTQIP2SA.

<sup>11</sup> Statistics Canada. Canadian Community Health Survey, 2014. Retrieved from [https://www.statcan.gc.ca/eng/dai/smr08/2015/smr08\\_203\\_2015](https://www.statcan.gc.ca/eng/dai/smr08/2015/smr08_203_2015)

<sup>12</sup> Forum Research Poll, 2012. Retrieved from <http://news.nationalpost.com/news/canada/the-true-north-lgbt-new-poll-reveals-landscape-of-gay-canada>

## 6. Analysis

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

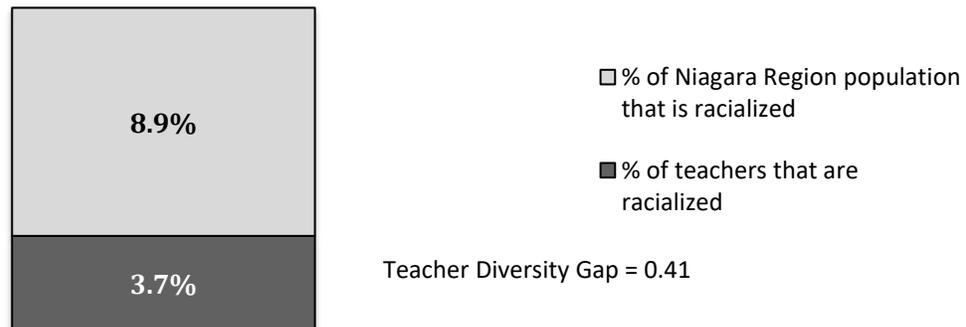
In this section, we will examine the representation of various identity groups within the following areas:

- Teacher Diversity Gap
- Age and years of service of racialized and White employees
- Representation among school administrators, and
- Casual and temporary employees.

### 6.1 Teacher Diversity Gap

The Teacher Diversity Gap compares the percentage of racialized teachers to the proportion of the Niagara 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.<sup>13</sup>

**Graph 1. Teacher Diversity Gap, Workforce Census and Niagara Region. Permanent Full-time.**



Graph 1 shows that while there is a great deal of variation in the number of racialized staff throughout the region, the representation of racialized teachers tends to reflect the diversity of the Niagara Region. The racialized population makes up 9% of Niagara Region's population and

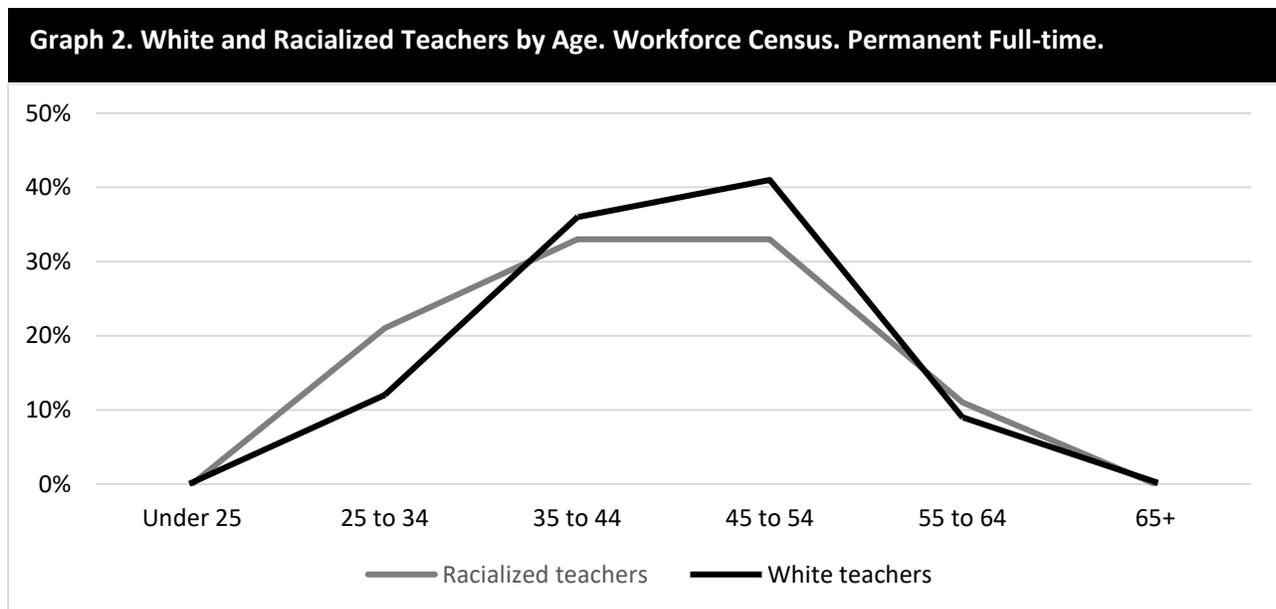
<sup>13</sup> See: Turner Consulting Group. Teacher Diversity Gap. <https://turnerconsultinggroup.weebly.com/blog-tana-turner/teacher-diversity-gap>

comprises 3.7% of the 1,922 permanent full-time teachers who completed the Workforce Census. This results in a Teacher Diversity Gap of 0.41, or 94 teachers.

As discussed earlier in this report, Statistics Canada data also shows that the Niagara Region’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 a deliberate focus is not placed on diversifying the teacher workforce, particularly in the larger municipalities, which are becoming increasingly diverse. There are many reasons to close the Teacher Diversity Gap and a great deal of evidence that all students benefit from having racialized teachers.<sup>14</sup> Further, exposure to racialized teachers and administrators also prepares all students to work in a diverse province and a global environment.

## 6.2 Age and Years of Service of Racialized and White Employees

The changing demographics of a workforce are 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.



<sup>14</sup> 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.

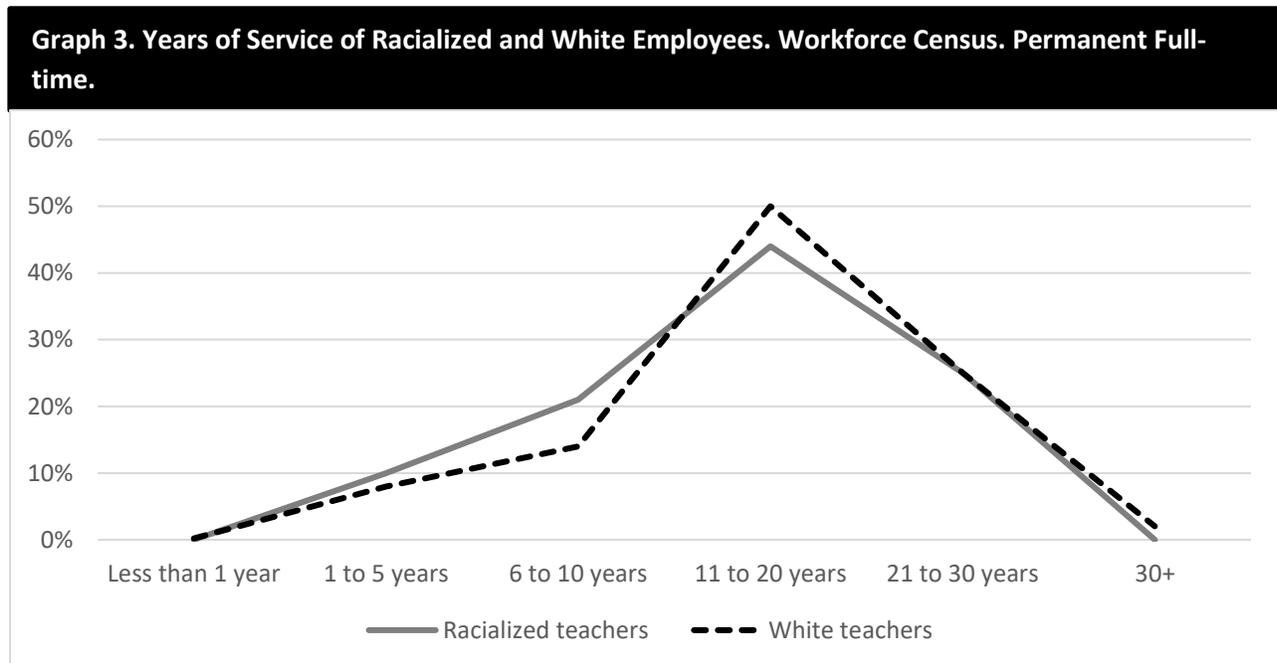
Gershenson, S., Hart, C. M. D., Lindsay, C. A., & Papegeorge, N. W. (2017, March). The long-run impact of same-race teachers. IZA Institute of Labor Economics.

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/>

Graph 2 compares the age breakdown of racialized and White teachers at the DSBN. As the data shows, racialized employees have a slightly younger age profile than their White counterparts. 54% of all racialized employees are under age 45, and 44% are age 45 and over. Conversely, 50% of White employees are 45 and older, with 48% being under age 45.

As Graph 2 shows, a greater proportion of racialized employees are age 25 to 34. Of note, however, is that all staff who indicated that they are under age 25 were White.

Graph 3 compares the years of service of racialized and White teachers.

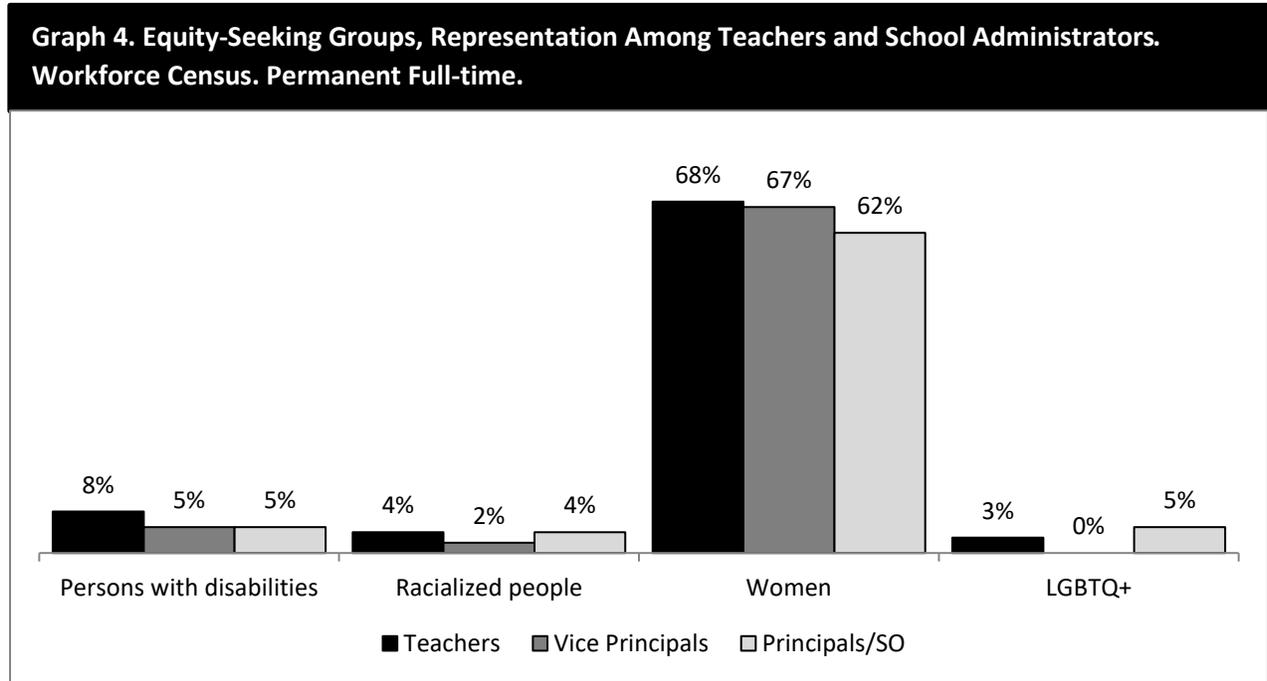


As Graph 3 shows, there are slight differences in the years of service of White and racialized teachers, with a larger proportion of permanent full-time racialized teachers being hired within the past 10 years. 31% of the permanent full-time racialized teachers who responded to the survey indicated that they have 10 or fewer years of service with the DSBN, while 22% of White teachers indicated that they have 10 or fewer years of service.

Conversely, 75% of all White permanent full-time teachers indicated that they have 11 or more years of service, compared with 69% of racialized teachers.

### 6.3 Representation Among School Administrators

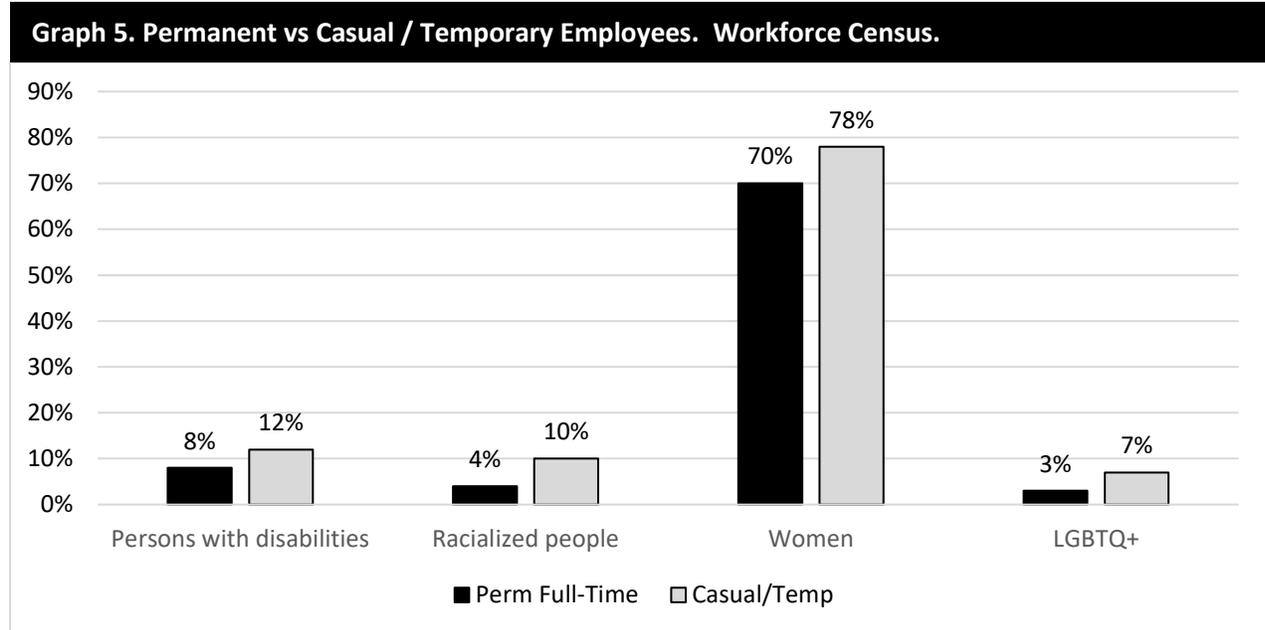
Graph 4 compares the representation of the equity-seeking groups in teaching to their representation among school administration positions.



As Graph 4 shows, persons with disabilities and racialized people are fairly well represented among school administrators (i.e., at the vice principal level and then at the principal level and above) compared with their representation among teachers. Women experience a slight drop in representation at the more senior levels within the DSNB. By contrast, while 3% of all teachers identified as LGBTQ+, 5% of those at the principal level and above identified as such. However, none of the vice principals who completed the census identified as LGBTQ+.

## 6.4 Casual and Temporary Employees

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



Graph 5 compares the representation of various groups within casual, occasional, and temporary positions (both full time and part-time) relative to their representation among permanent employees. As the data shows, all of the equity-seeking groups have a higher representation among casual and temporary employees compared with their representation among the permanent full-time workforce.

While contract employment can lead to more stable employment, members of these groups tend to 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 DSNB 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 3% of survey respondents reported that they have a mental health disability, it is recommended that the DSBN 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 4% of survey respondents indicated that they have a physical or mental disability, which may or may not be evident, it is recommended that DSBN 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 DSBN review its hiring practices, establish hiring practices and training that reduce bias, and support the hiring of teachers from diverse backgrounds, communities, and identities.

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

**Recommendation 5:** It is recommended that the DSBN survey new employees at the point of hire to assess progress made to diversify the workforce.

**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. 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.