

**TITLE:           EQUITABLE RECRUITMENT, HIRING, AND PROMOTION**

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**1.0 OBJECTIVE**

To set out the principles that will govern the development and implementation of fair, consistent, transparent, and equitable practice for the recruitment, hiring and promotion for all positions within the Ottawa-Carleton District School Board (OCDSB) that will result in a qualified and diverse workforce with the knowledge, skills, and attributes needed to ensure all students reach their full potential, regardless of their background or identity.

**2.0 DEFINITIONS**

In this policy,

- 2.1.    **Board** means the Board of Trustees.
- 2.2.    **District** means the Ottawa-Carleton District School Board (OCDSB).
- 2.3.    **Diversity** refers to the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, age, ancestry, colour, citizenship, creed, culture, ethnic origin, family status, gender, gender identity, gender expression, immigration status, language, marital status, physical and intellectual ability, place of origin, race, racial identity, sex, sexual orientation, and socio-economic status.
- 2.4.    **Equality** means treating people the same way, to give everyone equal access to opportunities and benefits in society.
- 2.5.    **Equity** refers to fairness of treatment and processes by the removal of systemic barriers, disparity and disproportionality between groups, using extra and positive measures to bring about equal access to opportunities and benefits in society. It does not mean treating everyone the same.

- 2.6. **Hiring** means the process for selecting candidates for available positions, including all stages from setting job requirements to the recruitment, application, screening, and selection processes. The selection process may include multiple sources and methods such as interviews, written assignments, and references.
- 2.7. **Inclusive (Inclusion)** for the purpose of this policy means an environment in which all individuals are welcomed and treated fairly and respectfully; supported to succeed with access to relevant resources and opportunities; inspired to contribute fully to the organization's success; and, valued for their distinctive skills, experiences, and perspectives at different levels of the organization.
- 2.8. **Promotion** means the process of advancement from one position to another position within the organization that is classified at a higher level, has a higher salary range, and, often, more and higher-level responsibilities.
- 2.9. **Recruitment** means the process for advertising, posting, and other outreach activities to attract potential candidates based on the unique needs of OCDSB schools and their communities and central departments.
- 2.10. **Special Program** refers to the special measures permitted under the Ontario Human Rights Code to help create opportunities for people who experience discrimination, inequality, hardship or economic disadvantage. The Code also protects these programs from attack by people who do not experience the same disadvantage. To be a special program, the program must meet one of the following conditions:
- a) It relieves hardship or economic disadvantage;
  - b) It helps disadvantaged people or groups to achieve, or try to achieve, equal opportunity; or
  - c) It helps eliminate discrimination.

### 3.0 GUIDING PRINCIPLES

- 3.1. It is the policy of the Board to commit to excellence in education and use equity to achieve equal outcomes for all students.
- 3.2. The Board upholds fairness, equity, and inclusion as essential principles governing its human resources, systems, and practices, and as key determinants of its learning and working environments in which all students, staff, and families have a sense of belonging.
- 3.3. The Board believes it is critical to have a well-prepared, diverse, and qualified workforce with the knowledge, skills, and attributes needed to ensure students reach their full potential.
- 3.4. The District is committed to the development and implementation of fair, consistent, transparent, and equitable practices and procedures for recruitment, hiring, and

promotion for all positions to improve the ability to achieve and maintain a strong and diverse workforce.

- 3.5. The OCDSB recognizes the positive effect on the educational experiences and outcomes of historically underserved students when staff from separate employee groups and across all levels of the organization reflect their identities.

## 4.0 SPECIFIC DIRECTIVES

- 4.1. The OCDSB workforce, including within separate employee groups and across all levels of the organization, shall increasingly reflect the diversity of the school communities being served by the District.
- 4.2. The OCDSB expects all staff in its employ to demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable and meaningful education that reflect diversity for all students.
- 4.3. The OCDSB expects all system and school leaders to model actions to enhance equity and inclusion of historically disadvantaged identities protected under the *Ontario Human Rights Code* as an essential leadership competency.
- 4.4. The principles found in the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act* shall guide and set the minimum standards for the recruitment, hiring, employment, retention, and promotion of staff.
- 4.5. All applicants for positions within the District shall experience equitable employment systems processes including recruitment, hiring, and promotion. These processes shall be accessible, fair, consistent, and transparent, regardless of the position.
- 4.6. Hiring decisions must be based on providing the best possible education program for all students while ensuring student safety and well-being.
- 4.7. All human resource processes will be conducted within the parameters of Collective Agreements and established Terms and Conditions, where applicable. In the event of a conflict between this policy and the collective agreement, the collective agreement will prevail, except insofar as any conflict with the *Ontario Human Rights Code*, then the Code prevails.
- 4.8. The Director of Education shall develop and implement equitable recruitment and selection procedures. Such procedures shall be based on and include the elements listed below.
  - a) Diversity, Equity, and Human Rights  
The promotion of Indigenous rights and broader human rights and equity is vital to achieving a diverse and representative workforce to meet the needs of an increasingly diverse student body. The way to achieve a diverse and representative workforce is to:

- i. ensure all employment policies, procedures, and practices are non-discriminatory;
- ii. intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged groups at each stage of the employment systems process including recruitment, hiring, retention, and promotions.

b) Qualifications and Merit

While adhering to the qualification requirements set out in Regulation 298, “Operation of Schools – General”, the importance of the following factors will also be considered when establishing selection and evaluation criteria for recruitment, hiring, employment, retention, and promotion processes:

- i. valuing applicants' demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment;
- ii. valuing applicants' additional experiences, lived experiences, skills, backgrounds, perspectives, and work experience, including, for example, the unique perspectives of graduates from Indigenous communities or historically disadvantaged communities or the ability to speak other languages in addition to English and French;
- iii. promoting the recruitment, hiring, employment, retention, and promotion of staff from under-represented and historically disadvantaged groups;
- iv. providing the best possible outcomes for all students, by considering applicants' experience or time spent in a particular school and/or department and suitability for a particular assignment and/or role; and
- v. responding to local needs based on clearly defined criteria, including additional qualifications.

c) Employment Mobility

Recruitment and hiring procedures will support and facilitate employment mobility by permitting applicants who have relocated from other jurisdictions to apply and be fairly considered for any positions for which they are qualified.

d) Fairness and Transparency

To help ensure that candidates are evaluated through a fair, equitable, and transparent process, hiring procedures shall include:

- i. a conflict of interest disclosure policy and process, and clear steps to avoid nepotism, cronyism, or other forms of favouritism;
- ii. a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications through the recruitment, hiring and promotion processes;
- iii. a process and criteria for all aspects of recruitment and hiring, and promotions including setting and the communication of all job requirements, postings, application, screening, interviewing, selection processes, and outreach strategies to reach a diverse pool of candidates;
- iv. expectations for diverse hiring panels, where possible, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the District;
- v. objective criteria for evaluating candidates based on more than one assessment tool, method or source;

- vi. provisions for structured evaluation criteria, questions, and assessment tools that prevent selection bias;
- vii. a process for providing accommodation based on needs related to the Human Rights Code;
- viii. a process for providing constructive feedback for candidates, upon request;
- ix. a process for the disclosure of information to the appropriate bargaining units; and
- x. a process for tracking and communicating with the applicant.

#### Monitoring and Evaluation

- 4.9. In demonstration of its commitment to accountability for equitable employment practices and guided by the obligations under the *Ontario Human Rights Code*, *the Accessibility for Ontarians with Disabilities Act*, and *Ontario's Anti-Racism Act*, the Board will monitor, evaluate, and review the effectiveness of its hiring policy on a regular basis.
- 4.10. The evaluation of this policy will include:
- a) assessing the skills, equity, and human rights competencies of the District's workforce and identifying any gaps;
  - b) collecting voluntary workforce demographic data that will disclose the diversity of the workforce and identify any gaps in representation, including within separate employee groups and at different levels of the organization;
  - c) undertaking an employment systems review regularly to determine whether formal and informal employment systems, policies, procedures and practices are non-discriminatory and do not create barriers or otherwise unfairly impact historically disadvantaged groups. Any effective review will examine organizational culture for unconscious values, assumptions, and behavioural norms that can disadvantage groups and individuals based on their personal characteristics;
  - d) developing and implementing an appropriate fairness in employment plan and strategy to ameliorate the identified gaps and barriers including workplace culture and attitudinal barriers to a diverse and inclusive work environment, and to enhance the diverse representation across all levels of the workforce. This plan should include goals, timelines for closing those gaps and removing barriers and positive measures; and
  - e) maintaining a centralized applicant tracking and file management system for all hiring-related documentation.

#### Special Programs

- 4.11. The Board reserves the right to implement a special program, as permitted under the *Ontario Human Rights Code*, where it has determined that specific historically disadvantaged communities are demonstrably underrepresented within the Board's workforce or where it has been determined that such a program is necessary to meet the needs of students who are members of historically disadvantaged communities.

## 2.0 REFERENCE DOCUMENTS

United Nations Declaration on the Rights of Indigenous Peoples

*Ontario Education Act, 1998, section 8.1 (29.1)*

*Ontario Regulation 298, Operation of Schools – General*

*Accessibility for Ontarians with Disabilities Act*

*Ontario Human Rights Code*

*Ontario Anti-Racism Act*

Ontario Human Rights Commission Policy on Preventing Discrimination Based on Creed, 2015

Ontario's Equity Action Plan, 2017

Policy/Program Memorandum No. 165, School Board Teacher Hiring Practices, November 2020

Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

Board Policy P.008.GOV: Advisory Committee on Equity