
POLICY P.146.HR

TITLE: EQUITABLE RECRUITMENT, HIRING, AND PROMOTION

Date issued:

Last revised:

Authorization: Board: XX Month 2020

1.0 OBJECTIVE

To set out the principles that will govern the development and implementation of fair, consistent, transparent and equitable recruitment, hiring and promotion practices 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 social 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** means 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, language, marital status, physical and intellectual ability, place of origin, race, 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** means the removal of disparity and disproportionality between groups, using extra and different measures to bring about the condition of same status, which is a state of equality. 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. **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.
- 2.8. **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.
- 2.9. **Special Program** means the special measures permitted under the *Ontario Human Rights Code* to help create opportunities for people who experience discrimination, economic hardship and disadvantage. To be a special program, the program must meet one of the following conditions:
 - a) it must relieve hardship or economic disadvantage, or
 - b) it must help disadvantaged people achieve, or try to achieve, equal opportunity, or
 - c) it must help 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, and transparent recruitment, hiring, employment and promotion processes and practices that will 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 reflect their identities.

4.0 SPECIFIC DIRECTIVES

- 4.1. The OCDSB workforce shall increasingly reflect the diversity of the school communities being served within 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 to positions within the District shall experience equitable recruitment, hiring, employment and promotion processes that are 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 and 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 the *Ontario Human Rights 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 and practices are non-discriminatory;
 - ii. intentionally identify and remove barriers for Indigenous peoples and historically disadvantaged groups at each stage of the recruitment, hiring, employment, retention and promotion process.

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 new graduates and the ability to speak 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 program for all students, and considering applicants' experience or time spent in a particular school/department and suitability for a particular assignment/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, including steps to avoid nepotism;
- ii. a process for ensuring adherence to the bona fide (or “legitimate”) job requirements and qualifications through the hiring and promotion process;
- iii. a process and criteria for all aspects of recruitment and hiring, including setting job requirements, postings, outreach strategies to reach a diverse pool of candidates, screening, interviewing and selection;
- iv. expectations for diverse hiring panels, where possible, to draw on the lived experiences, skill sets, and educational and professional backgrounds in the Board;
- v. objective criteria for evaluating candidates based on more than one source;

- vi. provisions for structured evaluation criteria, questions and 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 feedback for candidates, upon request; and
- ix. a process for the disclosure of information to the appropriate bargaining units.

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*, 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) developing and implementing an appropriate response plan to ameliorate the identified gaps;
 - c) collecting voluntary workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation;
 - d) developing and implementing an appropriate strategy to support the enhancement of diverse representation across all levels of the workforce; and
 - e) ensuring employment systems, policies, procedures and practices are non-discriminatory.

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.

5.0 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