



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

REPORT ON THE PERCEPTION OF GENDER INEQUITY AT THE SENIOR MANAGEMENT LEVEL

There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus. Galatians 3:28

| Created, Draft | First Tabling | Review |
|-------------------|---------------|-----------------------------|
| February 20, 2019 | April 4, 2019 | Click here to enter a date. |

Adrian Della Mora – Superintendent of Human Resources and Employee Relations
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INFORMATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

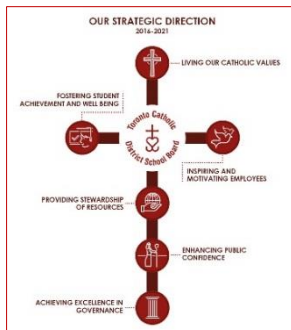
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

Rory McGuckin
 Director of Education

D. Koenig
 Associate Director of Academic Affairs

L. Noronha
 Associate Director of Facilities, Business and Community Development, and Chief Financial Officer



A. EXECUTIVE SUMMARY

In support of equity principles expressed in its Multi-Year Strategic Plan and in its Equity Action Plan, the Toronto Catholic District School Board is fully committed to ensuring gender equity in leadership at all levels of the organization.

In response to a Board motion following a delegate's presentation on the perception of gender inequity in senior leadership, this report presents trend data on Leadership Appointments/Management Appointments by gender, by year across a range of academic and business leadership positions within the TCDSB from 2010 to 2018.

Further, it outlines key strategic actions and timelines to identify and address possible barriers to gender equity at the executive leadership level.

The cumulative staff time required to prepare this report was 15 hours.

B. PURPOSE

1. At the February 7, 2019 meeting of the TCDSB Student Achievement and Well-Being Catholic Education and Human Resources Committee, the Board received a delegate's presentation on the perception of inequity at the senior management level. Subsequent to the delegation, the Board passed the following motion:

“Received and referred to staff to come back in March, if possible, regarding the contents of the presentation.”

This report is a response to this motion.

2. The report addresses the delegate's perception, by presenting and analyzing Leadership Appointments/Management Appointments by gender, by year across a range of academic and business leadership positions from 2010 to 2018.

3. The report also outlines a strategic plan of action with timelines to identify and remove barriers in order to ensure gender equity in leadership.

C. BACKGROUND

At the February 7, 2019 meeting of the TCDSB Student Achievement and Well-Being Catholic Education and Human Resources Committee, a delegate presented the following statements:

1. “Improving the perception of equity at the senior management level will benefit the TCDSB in not deterring, possible, future applicants to management and senior management.”
2. “Based on a perception of a trustee and my own perception, there may be a male-female equity challenge at the senior management level. It is appropriate to address such a challenge, given societal systemic sexism, in the best interest of the TCDSB.”

Further, the delegate requested that the TCDSB:

- i. “set related benchmarks in the upcoming equity action plan (that is, express a desire for more representation of women at the senior management level); and
- ii. involve an external independent agency with expertise in education and equity in the process leading to the hiring of members of the senior management team.”

D. EVIDENCE/RESEARCH/ANALYSIS

Appendix A presents data on Leadership Appointments/Management Appointments by gender by year across a range of academic and business leadership positions within the TCDSB from 2010 to 2018. Appendix B provides a summary of academic and business organizational hierarchies which will help inform the interpretation of evidence.

Analysis and Key Observations Drawn from Data in Appendix A:

1. Three-hundred (300) females and two-hundred and two (202) males were appointed to leadership/management positions in a broad range of academic and business categories in the period from 2010 to 2018. This pattern of leadership/ management appointments represents a ratio of 1.5:1 female-to-male appointments.
2. Though the senior/executive team currently consists of 17 male members (11 academic and 6 non-academic) and 9 female members (5 academic and 4 non-academic), the 9-year (2010-2018) trend data reveal an overall ratio of female to male leadership appointments of 1:1 in the “Superintendent/Legal” leadership category.
3. During the period from 2010 to 2018, in school-level leadership, 110 females and 56 males were appointed as principals. In the same period, 126 females and 73 males were appointed as vice-principals. For principal level appointments, 2 females have been appointed to every male, a ratio of 2:1. For vice-principal level appointments, the ratio is 2:1 female-to-male appointments.
4. The preponderance of female appointments to school-level leadership positions over the last 9 years creates a substantial pool of female potential candidates for available academic superintendent senior level positions in the future. This strong female representation can ensure greater gender equity in senior academic leadership.
5. With 6 female appointments and 2 male appointments to the position of “Chief” across a variety of departments, in the last nine years, there has been strong female representation in this category.
6. Nine-year trend data show significant female representation (15 female appointments versus 7 male appointments) at the level of “Senior Manager”.
7. The underrepresentation in female appointment trends in the leadership categories of “Senior Coordinator” and “Manager” does not reflect the overall current gender balance within these two categories. In the “Senior Coordinator” category there are currently 7 females and 7 males. In the category of “Manager” there are 6 females and 6 males.

E. METRICS AND ACCOUNTABILITY

A gender-balanced team of senior leaders will be established. The team will implement a series of strategies designed to identify and address barriers to gender equity as follows:

| Strategic Action | Timeline |
|---|-----------------|
| 1. Create a focus group consisting of aspiring academic and business women leaders to explore issues and challenges related to women in senior leadership roles. The focus group will help identify barriers, advise on their removal, and develop supports for women in leadership. | May, 2019 |
| 2. Working collaboratively with our Research Department, survey a random, representative sample of women currently in school-level and central-business leadership roles to identify possible structural barriers for women seeking senior leadership positions. | June, 2019 |
| 3. Use gender data from the May 2019 workforce census to identify possible systemic barriers for women aspiring to leadership positions. | September, 2019 |
| 4. Engage academic and business superintendents in the development and implementation of a sponsorship program to support women aspiring to senior leadership positions in both the academic and business fields. The program will include timely checkpoints to identify challenges and monitor overall effectiveness. | September, 2019 |
| 5. Hold a “Meet and Greet” evening for aspiring women leaders featuring presentations by retired and current TCDSB female executives on the “journey of leadership for women”. | September, 2019 |
| 6. Enhance the bank of existing professional learning resources supporting female executive development and make it accessible via the TCDSB intranet. | November, 2019 |

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| <p>7. Conduct an inventory of school-level leaders and business leaders who are completing or have completed the Supervisory Officer Qualifications Program. Monitor female/male applications for upcoming leadership positions and ensure a bias-aware interview and selection process.</p> | <p>2019-2020</p> |
| <p>8. Depending on available funding, engage the expertise of an external consultant to advise the board on matters of gender equity in leadership.</p> | |

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.