PUBLIC
If Private select Ed. Act. Section.

REPORT TO

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

FAIR PRACTICE IN HIRING AND PROMOTION POLICY METRIC 2019-2020

"We put no obstacle in anyone's way, so that no fault may be found with our ministry."
2 Corinthians 6:3

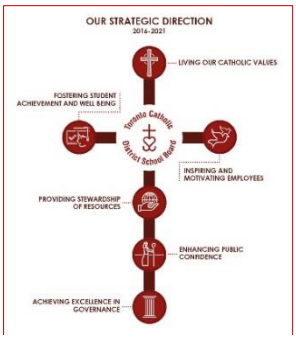
Created, Draft	First Tabling	Review
August 26, 2020	September 3, 2020	Click here to enter a date.

Adrian Della Mora, Executive Superintendent of Human Resources & Employee Relations
Mark Moffett, Sr. Coordinator, Academic Services, Human Resources

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.



Brendan Browne, PhD
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

The TCDSB is committed to hiring and promoting the best, most qualified individuals, supportive of its Multi-Year Strategic Plan, subject to its denominational rights and in accordance with the Human Rights Code. The process of recruitment, selection and promotion at TCDSB is based on ability and qualifications and is conducted in a fair and transparent manner that is free from discrimination, nepotism and cronyism.

This report provides an annual statistical summary of Human Resources recruitment activity at the TCDSB from September 2019 to June 2020. It also highlights the Board's continuing efforts to realize its commitment to a fair and transparent hiring process.

The cumulative staff time required to prepare this report was 10 hours.

B. PURPOSE

1. In alignment with the principles of the Fair Practice in Hiring and Promotion Policy (H.M. 40), the Director of Education has committed to providing an annual recruitment statistical report to the Board.

C. BACKGROUND

1. The staffing actions reflected in this report pertain to the external recruitment and selection of new employees during the academic school year. Staffing actions such as the hiring of teachers at the school level for Long Term Occasional teaching assignments or permanent positions are not included in this report primarily because these actions involve existing employees.

2. The Recruitment Team consists of a Sr. Manager, a Supervisor, two Talent Acquisition Specialists, a Recruitment Assistant and three secretarial staff. The Sr. Manager of Recruitment reports to the Sr. Coordinator of Academic Services.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Human Resources department is continuing the transformation of the department with the procurement of an applicant tracking system (ATS) to

support recruitment processes, practices and reporting. Current COVID-19 pandemic priorities have delayed this procurement process.

2. **Transparent Recruitment Practices** - The Board continued to utilize recruitment practices that were open and transparent. Positions were advertised via numerous channels including the Board's website via the Director's Bulletin and Apply to Education (a job-posting site used by many boards in Ontario). Other transparent practices include the provision of assessed competencies to all candidates during interviews.

3. **Application Review** – Standardized procedures, albeit manual in nature, were in place for the scrutiny of employment applications. These procedures included the use of a template that reflects the required criteria of the position in question relative to the applicant's experience as documented in their application.

4. **Hiring Responsibilities and Conflicts of Interest** – As a standard practice, all panel members were required to sign a form indicating that they had no conflicts of interest when discharging their responsibility as a member of an interview panel.

5. **Unsuccessful Applicants** – Applicants who are unsuccessful in their attempts to secure employment with the Board, were afforded, subject to the Fair Practices in Hiring and Promotion policy, the opportunity for feedback upon request.

E. METRICS AND ACCOUNTABILITY

1. The following statistical data reflects the diligent work of recruitment staff who address various annual job vacancies. Data from the 2018 – 2019 school year followed by the data from the 2019 – 2020 academic year has been included for comparison purposes.

ANNUAL RECRUITMENT STATISTICS
SEPTEMBER 2018 TO JUNE 2019

Group	Candidates Interviewed	Successful (Yes)	Unsuccessful (No)	Debriefs Granted	Hired (Yes letter)
Occasional Teachers	774	589	185	3	544
Caretakers	46	31	15	0	31
Secretaries	34	32	2	0	32
Designated Early Childhood Educators	44	40	4	2	40
Educational Assistants	112	92	20	1	62
Library Technicians	27	20	7	0	20
Parenting/Family Literacy Centres	2	1	1	0	0
Non-Union	108	32	33	1	27
Totals	**1147**	**837**	**267**	**7**	**756**

ANNUAL RECRUITMENT STATISTICS
SEPTEMBER 2019 TO JUNE 2020

Group	Candidates Interviewed	Successful (Yes)	Unsuccessful (No)	Debriefs Granted	Hired (Yes letter)
Occasional Teachers	337	256	81	0	256
Caretakers	23	16	7	0	16
Secretaries	24	20	4	0	20
Designated Early Childhood Educators	26	14	12	1	14
Educational Assistants	72	57	15	2	57
Library Technicians	17	10	7	0	10
Parenting/Family Literacy Centres	0	0	0	0	0
Non-Union	77	16	61	6	16
Totals	**576**	**389**	**187**	**9**	**389**

Groups Not Previously Included	Candidates Interviewed	Successful (Yes)	Unsuccessful (No)	Debriefs Granted	Hired (Yes letter)
APSSP	34	7	27	0	7
Uncertified French Teachers	35	22	13	0	22
Uncertified Music Teachers	0	0	0	0	0
Totals	**69**	**29**	**40**	**0**	**29**
Totals*	**645**	**418**	**227**	**9**	**418**

**include both charts*

2. **Overall Recruitment Trend -** The significant decrease in recruitment activity reported with respect to the number of candidates interviewed is in part attributable to the transition to a COVID-driven remote work environment for approximately 4 months of the academic year. This transition adversely impacted the recruitment process by limiting access to key physical recruitment documents as well as reducing the Board's capacity to conduct interviews.

   In addition, the reduction in occasional teacher recruitment activity in comparison to 2018-2019, reflected a significant need to replenish the occasional teacher Roster in the 2017-18 and 2018-19 school years to respond to the needs of the Board with respect to teacher absenteeism.

3. **Overall Recruitment Trend -** On average, the board hired 100% of the candidates who were successful during the interview, in spite of significant competition from other boards. *This is an increase from 90% hired in the 2018-2019 school year.*

4. **Recruitment Trend - Occasional Teachers** – The Board successfully hired 100% of the candidates who were successful during the interview process. *This is an increase from 92% hired in the 2018-2019 school year.*

5. **Recruitment Trend - Education Assistants (EA) –** The board was able to attract and hire 100% of its successful EA interview candidates. *This is an increase from 67% hired in the 2018-2019 school year.*

6. **Recruitment Trend – Interview Success Rate** – Approximately 65% of candidates interviewed for the above occupational groups were successful. *This is down from 73% in the 2018-2019 school year.*

7. **Recruitment Trend – Uncertified French Teachers** – Approximately 9% of occasional teachers hired in the 2019–2020 academic year were uncertified French Teachers. This reflected the fact that the demand for French teachers outpaced the supply of certified candidates.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.