

TRILLIUM LAKELANDS DSB

Workforce Census Report

April 11, 2022



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PART A: INTRODUCTION

1. Background

In 2021, the Trillium Lakelands District School Board (TLDSB, the Board) conducted its first Workforce Census to gather demographic information about the unique and diverse composition of the Board's workforce. The census is in line with the Ministry of Education's Equity Action Plan and is part of the Board's commitment to fostering an inclusive work environment that reflects the diversity of the community served. The Workforce Census will also support the development of TLDSB's long-term Equity Action Plan and the Board's commitment to providing safe, equitable, and inclusive environments for all students and staff.

TLDSB contracted with Turner Consulting Group Inc. in February 2021 to conduct the Workforce Census with the goal of answering the following questions:

- What is the current demographic makeup of the TLDSB workforce?
 - What is the representation of employees in various demographic groups, including sex, race, gender identity, disability, religion, and age?
 - How does the diversity of the TLDSB workforce compare with the diversity of the community served based on Census of Canada data and other comparative data?
- Does the data indicate that the equity-seeking groups experience barriers in hiring or advancement within the organization?
- What is the experience of inclusion among Board employees from the equity-seeking groups?

2. The Workforce Census

2.1 The survey

The Workforce Census was created by the consultant with input from TLDSB staff.

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,¹ namely women, racialized people² (visible minorities), Indigenous Peoples, and

¹ The report of the Royal Commission on Equality in Employment was released in 1984. *Equality in Employment: A Royal Commission Report* was a landmark report 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 designed to address inequality in employment on the basis of gender, visible minority status, disability, and Aboriginal (Indigenous) identity.

² 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.

persons with disabilities. In addition, a question about sexual orientation was asked in order to explore the experiences of those who identify as 2SLGBTQ+³. The questions were designed to enable direct comparison of the composition of the TLDSB workforce to the 2016 Census of Canada data and other relevant data sources.

Additional data on age, length of service, level in the organization, and type of position was collected to help with the analysis of the demographic data in order to identify any barriers to the hiring and advancement of various groups within the organization.

The Workforce Census also sought to assess the sense of inclusion felt by employees from the equity-seeking groups. This question allowed survey respondents to select from three positive responses (I feel included all of the time; nearly all of the time; most of the time), one neutral response (some of the time), and two negative responses (a few times; never). Survey respondents could also choose not to answer this question.

The survey contained 20 questions and took respondents less than 10 minutes to complete.

The completion of the Workforce Census was confidential, voluntary, and anonymous, and participants could choose not to participate in the census in its entirety. If employees 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.

2.2 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 Workforce Census was announced on September 23, 2021, through email communications to all employees from the Director of Education. The email included a link to a newly created TLDSB Workforce Census 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 that announced the census, the date of the census, and the website that

³ This is a shortened acronym that incorporates both sexual orientation and gender identity, and is meant to refer to the entire lesbian, gay, bisexual, trans, queer, questioning, intersex, pansexual, two-spirit, asexual communities and their allies, otherwise referred to as LGBTQIP2SAA.

employees could visit for further information were distributed for display in all schools and worksites.

Census day was identified as October 22, 2021, 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 survey. All school administrators, managers, and supervisors were asked to give employees 10 minutes to complete the survey. The online survey remained open from October 22 to 29, and reminder emails were sent during that period.

Employees had the option of completing the survey online or on paper. Managers and supervisors whose employees did not have access to a computer at work were provided with paper copies of the census to distribute. Employees were also able to print a paper survey from the TLDSB Workforce Census website. Employees were asked to put their completed paper surveys in a sealed envelope and either drop them off or send them through internal mail to the Lindsay Education Centre. The surveys were retained in a sealed box and couriered to the consultant, who then opened the envelopes and entered the data into the census database.

The online survey was developed and managed by the consultants. TLDSB employees had no access to individual responses or the Workforce Census database.

2.3 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 that 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. 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 each particular question. The total number of people that responded to each question is included on each table or graph.

2.4 Retaining the data

This survey represents a one-time snapshot of the organization. The database will be retained by Turner Consulting Group for 3 years following the completion of this report to allow TLDSB to

request any additional analysis that may be needed. At the end of the 3-year period, the data will be deleted.

3. Response Rate

Section A of the Workforce Census asked employees whether they wished to participate in the 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 TLDSB to determine the extent to which all employees received the census and were provided with the opportunity to complete it. It also helps TLDSB to better understand why employees chose 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 response rate represents the number of employees who choose to participate in the Workforce Census. The formula for calculating the response rate is as follows:

$$\text{Response Rate} = \frac{\text{Number of employees that answered at least one question}}{\text{Total number of TLDSB employees}}$$

Of the Board's 2,679 permanent, contract, and occasional employees, 1,997 indicated that they received and were given the opportunity to participate in the census; 66 employees or 3%, 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 participating. Only 10 individuals provided a reason why they did not complete the census, including concern for their privacy and concern that the board will base its hiring decisions on the identity of candidates rather than qualifications.

Of these employees, 1,934 chose to participate in the Workforce Census. This is a response rate of 72%.

PART B: SUMMARY OF THE DATA

4. Organization Characteristics

In addition to demographic information, the survey gathered employment information to help in the analysis of the data. Employment information include work location, employment status, union affiliation, and years of experience with TLDSB. In addition, employees were also asked about the extent to which they feel included in the workplace as a Board employee and based on each identity as a measure of employees' overall sense of inclusion at the Board.

4.1 Work location

Employees were asked to identify the primary municipality in which they work. They were able to select one response.

Table 1. Municipality. Workforce Census 2021.		
	#	%
District of Muskoka	762	39%
Haliburton County	198	10%
City of Kawartha Lakes	937	49%
I prefer not to answer	37	2%
TOTAL	1,934	100%

The largest proportion of survey respondents (49%) indicated that they work in the City of Kawartha Lakes, with 39% identifying the District of Muskoka and 10% identifying Haliburton County.

Employees were also asked to identify their primary work location. They were able to select one.

Table 2. Work Location. Workforce Census 2021.		
	#	%
Elementary school	1,322	68%
Secondary school	445	23%
Education Centre	79	4%
Facilities	14	1%
Alternate learning facility (Yearley, AAEC, ECPP, etc.)	43	2%
I prefer not to answer	31	2%
TOTAL	1,934	100%

As Table 2 shows, the majority of staff indicated that they work primarily in either an elementary (68%) or a secondary (23%) school.

4.2 Employment status

The Workforce Census asked employees to identify their employment status at TLDSB. They were able to select one response.

Table 3. Employment Status. Workforce Census 2021.		
	#	%
Permanent full-time	1,446	75%
Permanent part-time	87	5%
Occasional / Casual	147	8%
LTO/LTA/Temporary full-time	168	9%
LTO/LTA/Temporary part-time	53	3%
I prefer not to answer	33	2%
TOTAL	1,934	100%

As Table 3 shows, 80% of survey respondents indicated that they are a permanent employee (75% full-time and 5% part-time). Twenty percent indicated that they are an occasional, casual, or temporary employee.

4.3 Federation, union, or association

The Workforce Census asked employees to identify the federation, union, or association that reflects their primary job responsibility at TLDSB. Employees were asked to select one response.

Table 4. Federation, Union, or Association. Workforce Census 2021.		
	#	%
CUPE Custodial/Maintenance Staff	87	5%
CUPE Educational Assistants	298	15%
CUPE Office/Clerical/Technical Staff	126	7%
ETFO Occasional Teachers	193	10%
ETFO Permanent Teachers	615	32%
ETFO-DECE	80	4%
Middle Managers	31	2%
Ontario Principals Council	65	3%
OSSTF Occasional Teachers	59	3%
OSSTF Permanent Teachers	300	16%
OSSTF-PSSP	22	1%
Senior Administration/Supervisory Officer	9	0.5%
I prefer not to answer	34	2%
TOTAL	1,934	100%

As Table 4 shows, the largest employee group is ETFO permanent teachers (32%) followed by OSSTF permanent teachers (16%) and CUPE Educational Assistants (15%).

4.4 Years of service

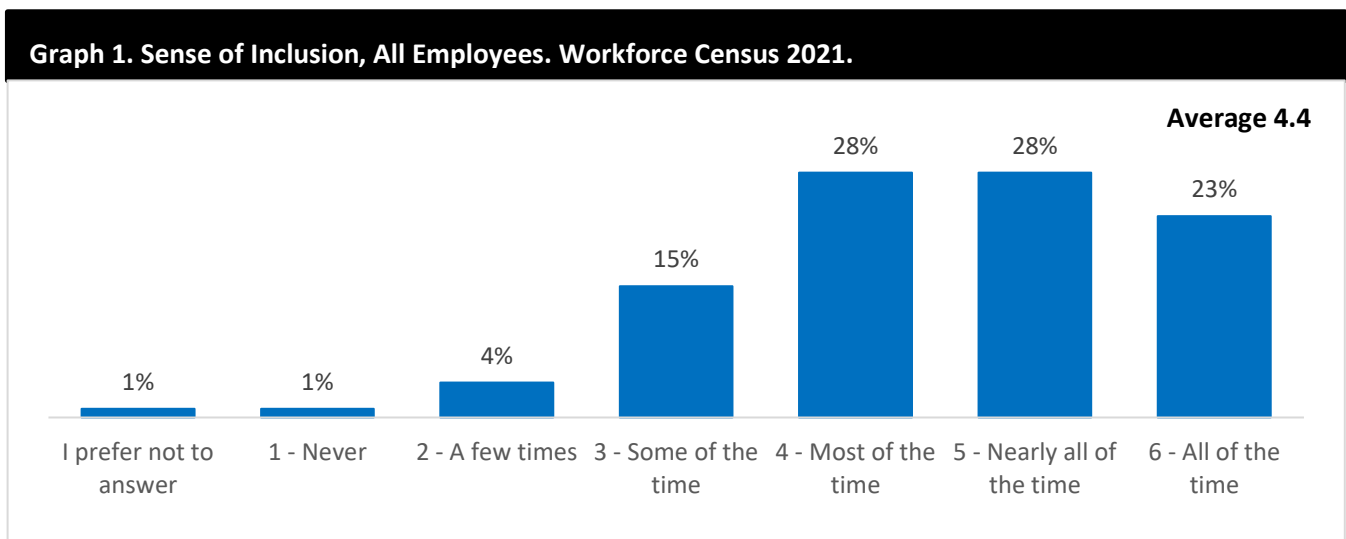
The Workforce Census asked employees to identify how many years of experience they have as an employee with TLDSB.

Table 5. Years of Experience. Workforce Census 2021.		
	#	%
Less than 1 year	123	6%
1–5 years	405	21%
6–10 years	344	18%
11–15 years	357	18%
16–20 years	310	16%
21–25 years	229	12%
26–30 years	88	5%
More than 30 years	52	3%
I prefer not to answer	26	1%
TOTAL	1,934	100%

As Table 5 shows, 27% of survey respondents indicated that they have worked with TLDSB for 5 years or less. About one-third (36%) have worked with the Board for 6 to 15 years, and 28% for 16 to 25 years. Only 8% of employees have worked with the Board for 26 years or more.

4.5 Sense of inclusion

Employees were also asked about the extent to which they feel included in the workplace as a TLDSB employee.



Graph 1 displays the overall sense of inclusion among all employees, from a low of never (which has the value of 1) to all of the time (6). The average sense of inclusion is 4.4.

5. Demographic Overview

This section analyzes the responses to the demographic questions and, where possible, compares the data to the external population in order to help TLDSB understand where issues of representation exist. Recommendations are then made to address the identified issues.

5.1 Age

Employees were asked to specify the age group to which they belong.

Table 6. Age. Workforce Census 2021.		
	#	%
30 years old or younger	222	12%
31–40 years old	533	28%
41–50 years old	617	32%
51–60 years old	424	22%
61 years or older	85	4%
I prefer not to answer	50	3%
TOTAL	1,931	100%

Forty percent of survey respondents reported that they are under age 40, with 54% indicating that they are between the ages of 40 and 60. Four percent indicated that they are aged 61 or over.

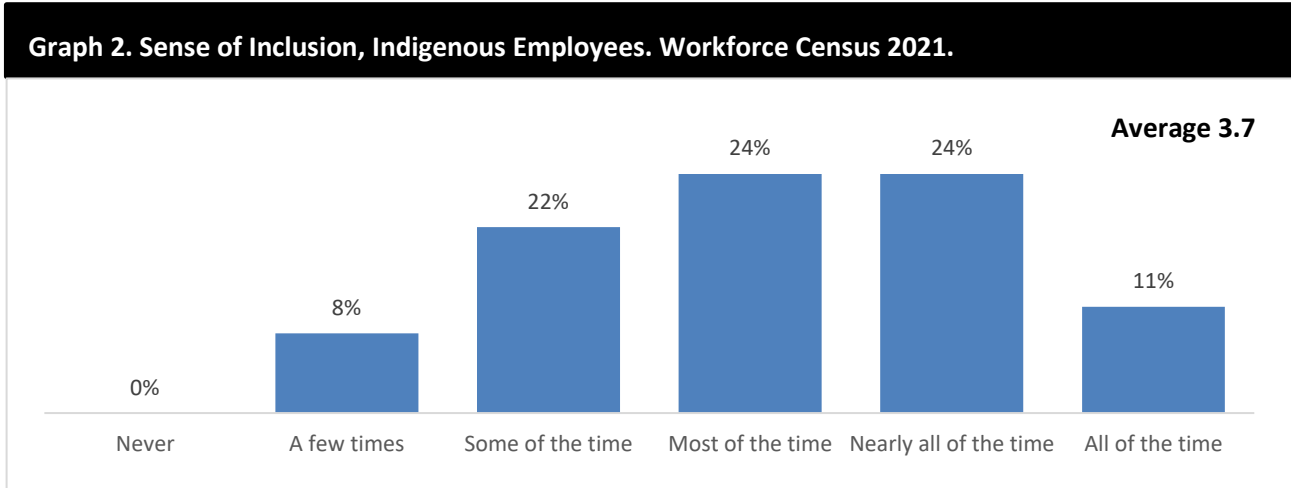
5.2 First Nations, Métis, or Inuit

The survey asked employees to indicate whether they identify as First Nations, Métis, or Inuit.

Table 7. Indigenous Identity. Workforce Census 2021.		
	#	%
Yes	36	1.9%
First Nations	14	0.7%
Métis	20	1.0%
Inuit	1	0.0005%
No	1,829	95%
I prefer not to answer	65	3%
TOTAL	1,930	100%

As Table 7 shows, 1.9% of survey respondents identified as Indigenous: 14 people (0.7%) as First Nations, 20 people (1%) as Métis, and only 1 person as Inuit.

Indigenous employees were then asked to specify their sense of inclusion, which is shared in Graph 2. Their average sense of inclusion is 3.7, which is below the average of 4.4 for all employees.



5.3 Race

Table 8 shows the response of survey respondents to the question about their racial identity.

Table 8. Racial Identity. Workforce Census 2021.

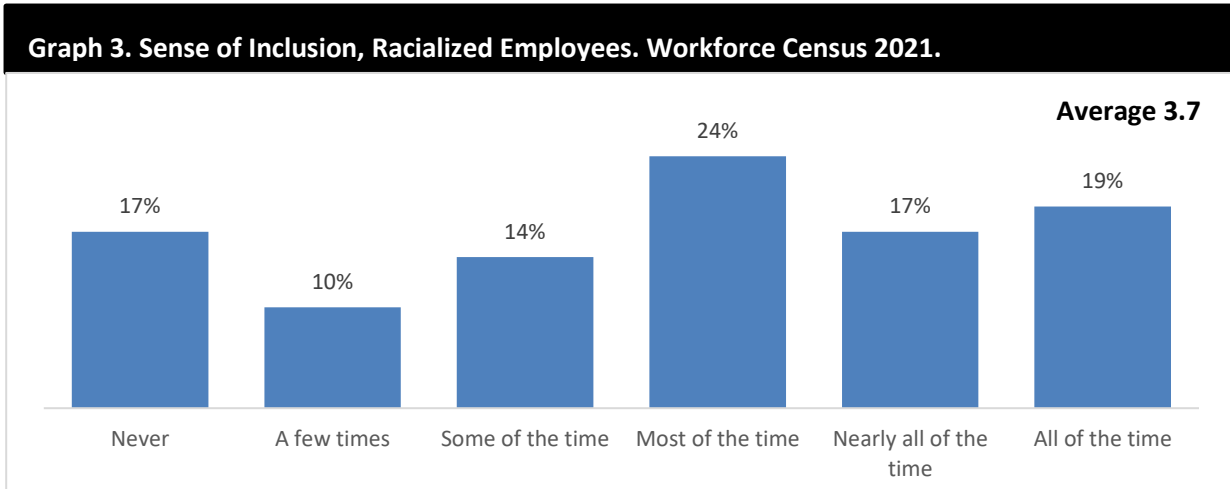
	TLDSB Workforce Census 2021		TLDSB ⁴ Community
	#	%	%
Indigenous Peoples	36	1.9%	3.1%
Racialized People	42	2%	1.9%
White	1,750	91%	95%
I prefer not to answer	95	5%	—
TOTAL	1,923	100%	100%

As Table 8 shows, 1.9% of employees identified as Indigenous compared with 3.1% of those within the TLDSB community.

In addition, 2% of employees identified as racialized. Ten or fewer employees identified with each of the racial subgroups (Black, East Asian, South Asian, Middle Eastern, Latinx, Southeast Asian, mixed racial groups) and with other racial groups not listed. This is similar to the proportion of those in the TLDSB community who identify as racialized.

⁴ TLDSB Community includes the following communities from the Census Profile, 2016 Census: District of Muskoka, City of Kawartha Lakes, and Haliburton County.

Racialized employees were then asked to specify their sense of inclusion. As Graph 3 shows, their average sense of inclusion is 3.7, which is below the average of 4.4 for all employees.



5.4 Disability

The Workforce Census asked employees to identify whether they have a disability. A person with a disability is someone who has a long-term or recurring physical, mental, sensory, psychiatric, or learning challenge. Based on this definition, employees were asked whether they have a disability.

Table 9. Persons with Disabilities. Workforce Census 2021.

	#	%
No Disability	1,558	81%
Disability	274	14%
Learning disability	65	3%
Diagnosed mental health disability	131	7%
Physical disability or health condition	120	6%
Developmental disability	10	0.5%
Any other disability affecting your work and/or ability to perform activities of daily living	16	0.8%
I prefer not to answer	98	5%
TOTAL	1,930	100%

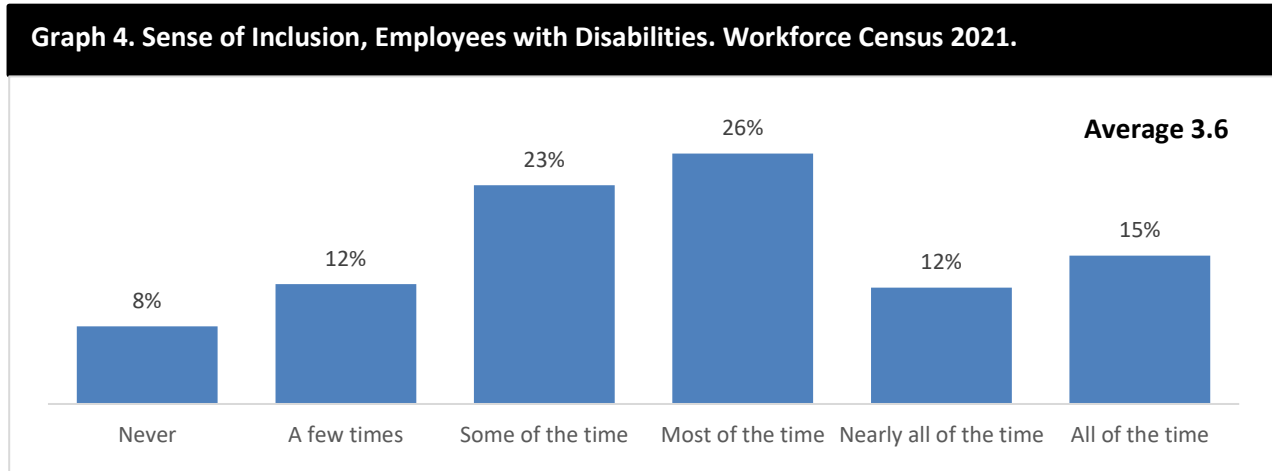
* Percentages add up to more than 100% owing to multiple responses.

As Table 9 shows, 14% of survey respondents reported that they have a disability.

Individuals who identified as having 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.

Their responses indicate that physical disabilities and mental health disabilities are the most common type of disabilities experienced by TLDSB employees—7% of the workforce reported having a diagnosed mental health disability, while 6% reported having a physical disability or health condition. In addition, 3% of all survey respondents reported having a learning disability.

Graph 4 shows how employees with disabilities responded to the question about their sense of inclusion. Their average sense of inclusion is 3.6, which is below the average of 4.4 for all employees.



5.5 Gender

The TLDSB Workforce Census allowed survey respondents to identify their gender identity. Gender identity is a person’s internal and individual experience of gender. This may or may not correspond to one’s biological sex assigned at birth.

Table 10. Gender. Workforce Census 2021.

	#	%
Female/Woman	1,502	78%
Male/Man	343	18%
Gender Fluid, Gender Nonconforming, Non-Binary, Two-Spirit	6	0.3%
I prefer not to answer	79	4%
TOTAL	1,930	100%

As Table 10 shows, the vast majority of employees identify as women (78%), with 18% identifying as men. Only 0.3% identified as gender fluid, gender nonconforming, non-binary, or Two-Spirit.

Employees were then asked if they identify to be transgender. No employees indicated that they are.

While Statistics Canada collects data on gender, it does not allow Canadians to identify a gender other than “female” or “male.” As such, no census data is available on Canadians who identify as gender diverse or transgender.

Given the small number of people who identify as gender fluid, gender nonconforming, non-binary, or Two-Spirit, their responses to the question about sense of inclusion are included in the next section.

5.6 Sexual orientation

Sexual orientation is a person’s experience of intimate, emotional, romantic, and/or sexual interaction. The Workforce Census asked employees to identify their sexual orientation. It provided the options of bisexual, gay, heterosexual/straight, lesbian, queer, questioning, and Two-Spirit. If a survey respondent did not identify with one of these sexual orientations, they were able to write in their sexual orientation.

As Table 11 shows, 4% of respondents (72 people) indicated that they identify as bisexual, lesbian, gay, queer, questioning, Two-Spirit, asexual, or pansexual, while 87% indicated that they identify as heterosexual, and 9% chose not to answer this question.

Table 11. Sexual Orientation. Workforce Census 2021.		
	#	%
Heterosexual/Straight	1,677	87%
2SLGBTQ+	72	4%
Bisexual	36	2%
Gay	6	0.3%
Lesbian	8	0.4%
Queer	6	0.3%
Questioning	7	0.4%
Two-Spirit	3	0.2%
Other (e.g., asexual, pansexual)	6	0.3%
Prefer not to answer	181	9%
TOTAL	1,930	100%

The Census of Canada does not ask questions about sexual orientation. As such, we must rely on other population surveys for an estimate of the 2SLGBTQ+ population. One estimate comes from the 2014 Canadian Community Health Survey (CCHS), which was the first Statistics Canada survey to include a question on sexual orientation.⁵ The CCHS found that 3% of Canadians aged 18 to 59 self-identified as gay, lesbian, or bisexual (1.7% self-identified as gay or lesbian and 1.3% as bisexual).⁶ This survey also employed a conservative approach to measuring sexual orientation,

⁵ This survey resulted in limited provincial estimates and does not provide estimates for cities.

⁶ Statistics Canada. (2015). *Canadian Community Health Survey, 2014*. https://www.statcan.gc.ca/eng/dai/smr08/2015/smr08_203_2015

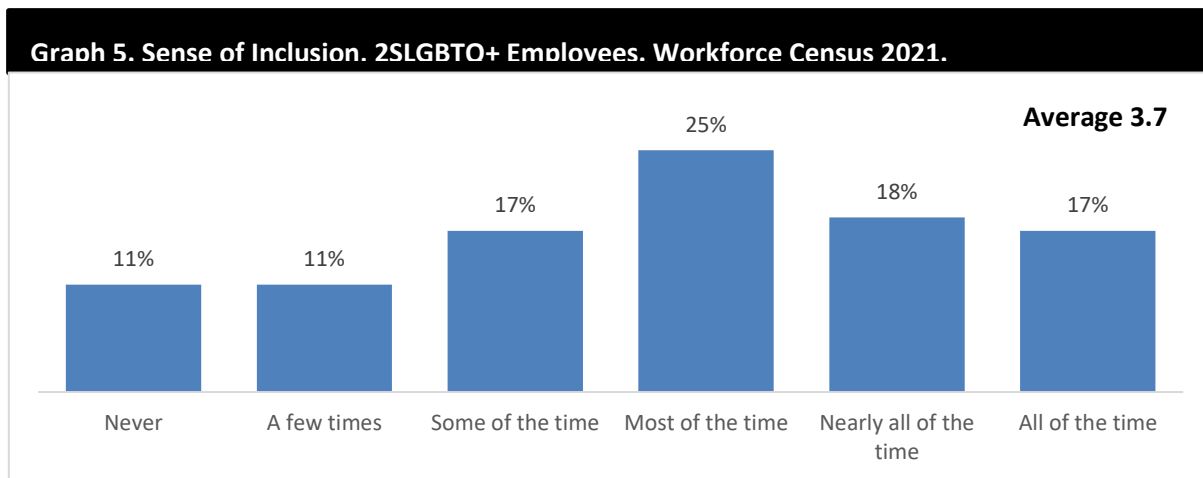
asking only whether a person was gay, lesbian, or bisexual. Therefore, it likely underestimates the representation of those who do not identify as heterosexual.

Another estimate of the size of the 2SLGBTQ+ 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.⁷ Again, given the limited categories, this poll likely also underestimates the representation of those who do not identify as heterosexual.

Using these estimates, survey respondents who indicated that they identify as 2SLGBTQ+ appear to be well represented in the TLDSB workforce.

The question on sexual orientation had the highest non-response rate, with 9% of survey respondents choosing not to answer this question.

Graph 5 shows the sense of inclusion for employees who indicated that they identify as 2SLGBTQ+. Their average sense of inclusion is 3.7, which is below the average of 4.4 for all employees.



6. Analysis

While this demographic overview provides a useful picture of the diversity of the TLDSB workforce, critical to the organization's equity efforts is an analysis of this data to determine whether particular groups face barriers to hiring or advancement.

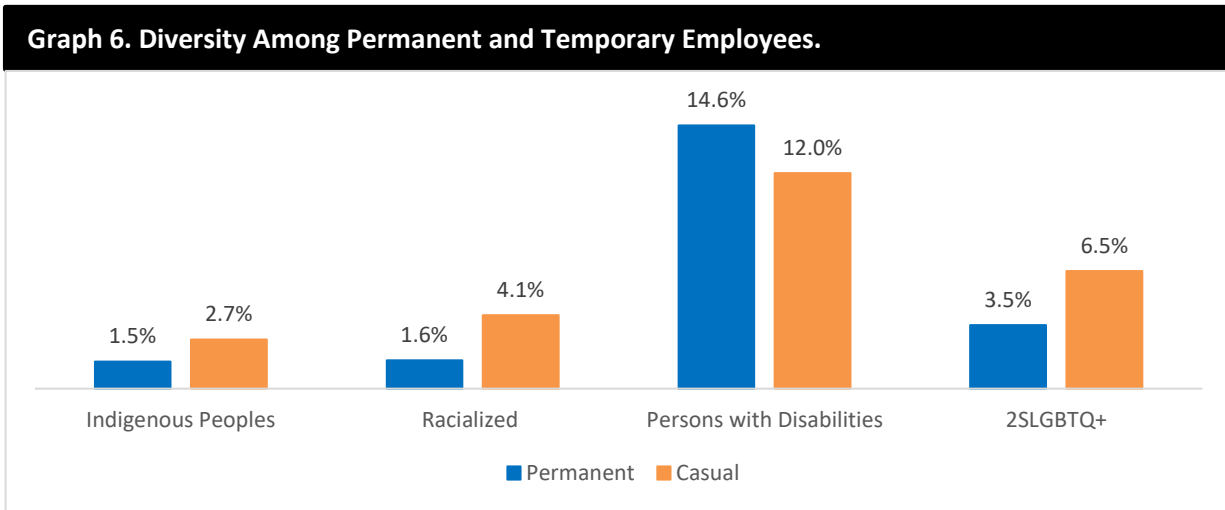
⁷ Carlson, K. B. (2012, July 6). The true north LGBT: New poll reveals landscape of gay Canada. *National Post*. <https://nationalpost.com/news/canada/the-true-north-lgbt-new-poll-reveals-landscape-of-gay-canada>

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

- Permanent and temporary employees
- Newer and longer term employees.

6.1 Diversity among permanent and temporary employees

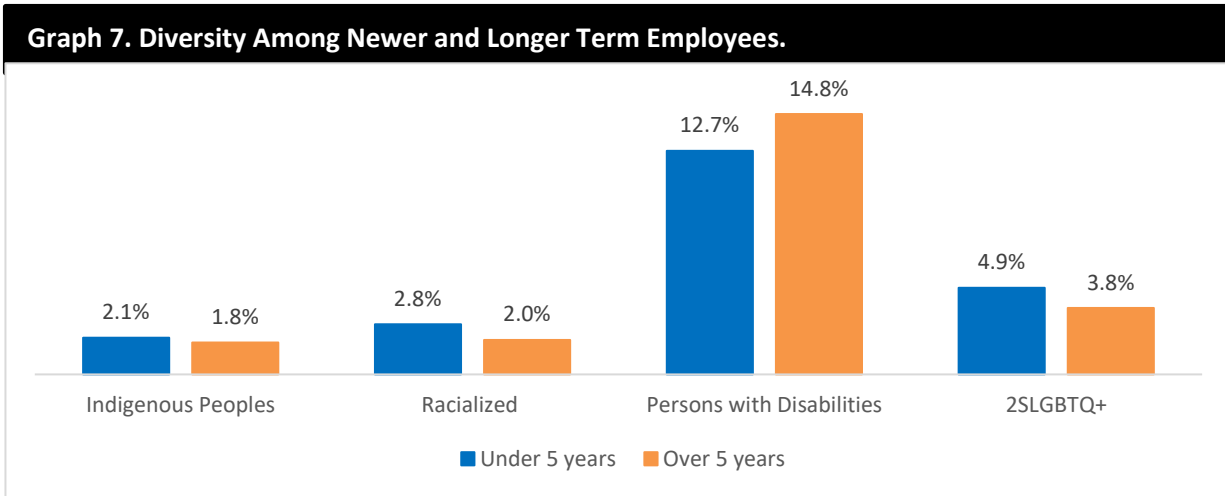
Graph 6 compares the representation of various groups among permanent employees compared with casual and temporary employees.



As the graph shows, the representation of each group, other than persons with disabilities, is higher among casual and temporary employees than among the Board’s permanent employees. This data suggests that there may be barriers to securing permanent employment for these groups.

6.2 Diversity among newer and longer term employees

Graph 7 compares the representation of the various groups among those who have worked for less than 5 years or over 5 years at the Board.



As the graph shows, other than persons with disabilities, each group represents a slightly higher proportion of employees with under 5 years of service compared to staff with over 5 years of service. This suggests that the Board has recently been doing slightly better in hiring employees from diverse backgrounds than it has in the past.

7. Implications and Recommendations

The data shows that there are gaps in representation for Indigenous employees. In addition, casual and temporary employees may face barriers in moving into permanent positions. The data also shows that employees from the equity-seeking groups have a weaker sense of inclusion than all employees.

The following recommendations are made to address these issues:

Recommendation 1: Given that 14% of survey respondents indicated that they have a disability, which may or may not be evident, it is recommended that TLDSB continue to provide supervisors and managers with access to training to ensure that they are appropriately accommodating employees with disabilities.

Recommendation 2: Given that 7% of survey respondents reported that they have a diagnosed mental health disability, it is recommended that TLDSB continue to educate employees about mental health, with a focus on reducing stigma around mental health, increasing supports to employees, and equipping managers to support and accommodate employees.

Recommendation 3: It is recommended that TLDSB undertake targeted and measurable efforts to increase the representation of Indigenous Peoples in its workforce.

Recommendation 4: Given the lower sense of inclusion felt by the equity-seeking groups, it is recommended that the obligations of managers to create inclusive workplaces be reinforced and that adequate ongoing training and supports be provided. This will ensure that managers and supervisors are proactive in creating an inclusive environment.

Recommendation 5: Given the lower sense of inclusion felt by some equity-seeking groups, it is recommended that employees be educated about their right to, and their responsibility to create, a safe and respectful workplace, as well as the process for making a human rights complaint. This will ensure that employees know that they have an avenue through which to have their issues resolved if they feel that they have experienced discrimination or harassment.

Recommendation 6: It is recommended that a positive space campaign be designed that includes delivering training and making resources available to assist managers, supervisors, and employees with creating safe and welcoming environments for employees who identify as 2SLGBTQ+.

Recommendation 7: It is recommended that an anonymous exit interview be offered to employees who depart regular full-time and part-time positions so that the Board can better understand the extent to which equity, diversity, and inclusion influence turnover among those from the equity-seeking groups and gather suggestions to address the issues raised.