



THE JOURNEY AHEAD

Our Action Plan for Equitable Hiring and Promotion in Peel

January 22, 2013



ACTION PLAN 1a: Ensure a bias-free hiring process (Academic)

FINDING	RESPONSIBILITY	TIMEFRAME			TASK / DESCRIPTION
		Jan to June 2013	July to Dec 2013	Jan to June 2014	
Finding 1: Tools, training and resources should be developed or revised to ensure that those responsible for academic hiring have the supports needed to conduct bias-free hiring.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Develop selection criteria (including reference to diversity competencies) for Occasional, Long-Term Occasional, and probationary teachers. Reflect in pre-screening criteria, interview questions, and reference check questions
		✓			<ul style="list-style-type: none"> Revise interview guide to support appropriate scoring of each candidate
		✓			<ul style="list-style-type: none"> Ensure interview questions assess the candidate's ability to work with a diverse student population and a diverse group of co-workers
			✓	✓	<ul style="list-style-type: none"> Design and provide mandatory bias-free training to everyone involved in the hiring process
		✓			<ul style="list-style-type: none"> Require interview teams to be used for all competitions
			✓		<ul style="list-style-type: none"> Update the Manual and all relevant documents to reflect all changes to the hiring process and support a bias-free hiring process
			✓		<ul style="list-style-type: none"> Develop guidance on how to provide constructive feedback to those interviewed. Incorporate into training and Manual
					✓

FINDING	RESPONSIBILITY	TIMEFRAME			TASK / DESCRIPTION
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Finding 2: Support applicants to tailor their cover letter and resume and prepare for the interview by including sufficient information about the nature of the job, the work environment (e.g. school or department), and the qualifications needed to be effective in the position.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Develop a template for job postings to ensure consistent and complete information is included on each posting, including information about the nature of the job, the qualifications and assets
Finding 3: Revise and include the equity and accommodation statement not just on the website, but on each job posting.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Revise the Equity and Accommodation Statement Ensure the statement is included on the website and each job posting
Finding 4: Offer and provide accommodation based on any of the human rights protected grounds. Those involved in the hiring process also need to understand and be supported in meeting their duty to accommodate current and prospective employees.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Ensure that each candidate is offered accommodation when the interview is arranged Provide guidance to HR staff and managers on providing the accommodation that is requested

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Finding 5: Communicate changes made to the hiring process to all staff to strengthen staff confidence in a fair and bias-free process.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Develop a communications plan to share changes relevant to the academic hiring process
			✓	✓	<ul style="list-style-type: none"> Provide regular updates regarding changes to the academic hiring process
Finding 6: Fully document non-discriminatory reasons for hiring or not hiring each candidate. This includes developing formal procedures on the retention of competition files.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Develop guidelines and appropriate checklists to ensure sufficient information is retained in the competition files
			✓		<ul style="list-style-type: none"> Communicate requirements to everyone involved in academic hiring
Finding 7: Review the language assessment process to ensure it is valid, reliable and equitable.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Review the language assessment tools and process for validity and reliability in assessing English and French-language ability rather than accent
			✓		<ul style="list-style-type: none"> Revise language assessment process as needed Incorporate changes into training and Manual

ACTION PLAN 1b: Ensure a bias-free hiring process (Business)

FINDING	RESPONSIBILITY	TIMEFRAME			TASK / DESCRIPTION
		Jan to June 2013	July to Dec 2013	Jan to June 2014	
Finding 8: Tools, training and resources should be developed or revised to ensure that those responsible for business hiring have the supports needed to conduct bias-free hiring.	Human Resources Support Services	✓	✓		<ul style="list-style-type: none"> Develop and revise tools, including pre-screening tools, interview assessment forms, reference check questions and ensure that they appropriately reflect selection criteria for each job
		✓	✓		<ul style="list-style-type: none"> Revise interview guides and ensure appropriate scoring tools
		✓			<ul style="list-style-type: none"> Ensure interview questions assess the candidate's ability to work with a diverse student population and a diverse group of co-workers
			✓	✓	<ul style="list-style-type: none"> Design and provide mandatory bias-free training to everyone involved in the hiring process
		✓			<ul style="list-style-type: none"> Require interview teams to be used for all competitions
			✓		<ul style="list-style-type: none"> Update the Manual and all relevant documents to reflect all changes to the hiring process and support a bias-free hiring process
			✓		<ul style="list-style-type: none"> Develop guidance on how to provide constructive feedback to those interviewed. Include in training and manual
					✓

FINDING	RESPONSIBILITY	TIMEFRAME			TASK / DESCRIPTION
		Jan to June 2013	July to Dec 2013	Jan to June 2014	
Finding 9: Support applicants to tailor their cover letter and resume and prepare for the interview by including sufficient information about the nature of the job, the work environment (e.g. school or department), and the qualifications needed to be effective in the position.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Develop a template for job postings to ensure consistent and complete information is included on each posting, including information about the nature of the job, the qualifications and assets Consult with unions as needed
Finding 10: Revise and include the equity and accommodation statement not just on the website, but on each job posting.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Revise the Equity and Accommodation Statement Ensure the statement is included on the website and each job posting
Finding 11: Offer and provide accommodation based on any of the human rights protected grounds. Those involved in the hiring process also need to understand and be supported in meeting their duty to accommodate current and prospective employees.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Ensure that each candidate is offered accommodation when the interview is arranged Provide guidance to HR staff and all those involved in hiring on providing the accommodation requested
Finding 12: Communicate changes made to the hiring	Human Resources Support Services	✓			<ul style="list-style-type: none"> Develop a communications plan to share changes relevant to the business hiring process

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process to all staff to strengthen staff confidence in a fair and bias-free process.			✓	✓	<ul style="list-style-type: none"> Provide regular updates regarding changes to the business hiring process
Finding 13: Fully document non-discriminatory reasons for promoting or not promoting each candidate. This includes developing formal procedures on the retention of competition files.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Develop guidelines and appropriate checklists to ensure sufficient information is retained in the competition files
			✓		<ul style="list-style-type: none"> Communicate requirements to all those involved in the hiring process

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Finding 14: In some occupational groups, hiring managers and Principals with less hiring experience are responsible for hiring staff into entry level positions. Because these are the key entry points to these occupations and to the PDSB, Human Resources should be responsible for these hires in order to ensure bias-free hiring and increase the diversity within these occupations.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Review responsibilities for hiring into entry-level positions (e.g. HR vs Principal / manager) for each job category to ensure HR is responsible for the entry-level hiring process and review the feasibility of decentralized hiring for advancement within these occupations
		✓			<ul style="list-style-type: none"> Consult with unions as needed
			✓		<ul style="list-style-type: none"> Assess staffing implications for any changes to HR roles and responsibilities
				✓	<ul style="list-style-type: none"> Implement any changes
Finding 15: For competitions open to the public, outreach recruitment should be conducted in order to attract a diverse pool of qualified applicants.	Human Resources Support Services	✓			<ul style="list-style-type: none"> Develop a directory of organizations to share job ads with
			✓		<ul style="list-style-type: none"> Ensure job ads for positions open to the public are shared consistently within the diverse communities of Peel

ACTION PLAN 2: Ensure a bias-free hiring academic promotion process

FINDING	RESPONSIBILITY	TIMEFRAME			TASK / DESCRIPTION
		Jan to June 2013	July to Dec 2013	Jan to June 2014	
Finding 16: Given the significant role that Principals and Superintendents play in developing teachers and Vice Principals and preparing them for advancement, the Peel District School Board should do more to require and support them to develop emerging leaders from diverse communities, backgrounds and identities, and support their participation in the promotion process.	Leadership Development and School Support Services	✓			<ul style="list-style-type: none"> Develop guidance for Principals and Superintendents on mentoring and supporting the development of teachers and VPs from diverse backgrounds
			✓		<ul style="list-style-type: none"> Assess the need for developing a mentoring program for designated group staff, including related training for mentors and a process for matching mentor and mentee
			✓		<ul style="list-style-type: none"> Expand current employee networks of aspiring leaders to include all racial minority groups and Aboriginal peoples to provide the mentoring and support needed for advancement
			✓		<ul style="list-style-type: none"> Review the Annual Learning Plan to include discussions of aspirations for leadership, in order to support the employee's development
Finding 17: Conduct outreach recruitment to diversify the pool of external applicants.	Leadership Development and School Support Services	✓			<ul style="list-style-type: none"> Develop a directory of organizations to share job ads with
			✓		<ul style="list-style-type: none"> Ensure job ads are shared consistently within the diverse communities of Peel
Finding 18: Ensure a more equitable promotion process by allowing those wishing to participate in the promotion process to seek the support of	Leadership Development and School Support Services	✓			<ul style="list-style-type: none"> Review the feasibility of allowing teachers to apply to the promotion process using their current or former Principal and Superintendent as a reference only
		✓			<ul style="list-style-type: none"> Make any changes to the promotion process

FINDING	RESPONSIBILITY	TIMEFRAME			TASK / DESCRIPTION
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and use as a reference either their current or former Principal and Superintendent.			✓		<ul style="list-style-type: none"> Update all relevant promotion documents as needed
			✓		<ul style="list-style-type: none"> Communicate changes to all academic staff
Finding 19: Provide clarity about the role of the Readiness Essay in the promotion process.	Leadership Development and School Support Services	✓			<ul style="list-style-type: none"> Develop wording that clarifies the role of the Readiness Essay in the promotion process
			✓		<ul style="list-style-type: none"> Update promotion documents
			✓		<ul style="list-style-type: none"> Communicate changes to all academic staff
Finding 20: Disconnect the Leadership Dinner from the promotion process.	Leadership Development and School Support Services	✓			<ul style="list-style-type: none"> Re-define the purpose of the Leadership Dinner
			✓		<ul style="list-style-type: none"> Update promotion documents
			✓		<ul style="list-style-type: none"> Communicate changes to all academic staff
Finding 21: Strengthen the promotion interviews to ensure the fair assessment of each candidate that reflect the skills and abilities needed to be effective in the new position.	Leadership Development and School Support Services	✓	✓		<ul style="list-style-type: none"> Review interview questions and ensure they are job-related and directly linked to the skills and abilities for the position as noted in the Peel Leadership Framework
Finding 22: Introduce a scoring process to ensure that promotion decisions are based on a fair assessment of each candidate against job-related criteria.	Leadership Development and School Support Services		✓		<ul style="list-style-type: none"> Develop a scheme to score candidate's responses to each interview question

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Finding 23: Ensure that everyone involved in promotional interviews receive training in bias-free hiring and the Human Rights Code as it applies to hiring and selection.	Leadership Development and School Support Services		✓		<ul style="list-style-type: none"> Develop a training strategy to include timelines, method of delivery and content, to train all those involved in the promotion process
			✓		<ul style="list-style-type: none"> Implement training
Finding 24: Ensure the existing practice of ensuring diversity among interview teams continues on beyond current staff by ensuring they are part of the written promotion procedures.	Leadership Development and School Support Services	✓			<ul style="list-style-type: none"> Update written procedures
Finding 25: Ensure that candidates are aware of their rights and that those administering the process are aware of their responsibilities regarding accommodation.	Leadership Development and School Support Services	✓			<ul style="list-style-type: none"> Ensure that each candidate is offered accommodation when the interview is arranged
		✓			<ul style="list-style-type: none"> Provide guidance to HR staff and managers on providing the accommodation requested
Finding 26: Ensure complete competition files that document non-discriminatory reasons for promoting or not promoting each candidate.	Leadership Development and School Support Services	✓			<ul style="list-style-type: none"> Develop a directory of organizations to share job ads with
			✓		<ul style="list-style-type: none"> Ensure job ads are shared consistently within the diverse communities of Peel

The Journey Ahead: Our Action Plan for Equitable Hiring and Promotion in Peel
 PEEL DISTRICT SCHOOL BOARD

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		Jan to June 2013	July to Dec 2013	Jan to June 2014	
Finding 27: Communicate changes made to the promotion process to all staff to strengthen their confidence in a fair and bias-free process.	Leadership Development and School Support Services	✓			<ul style="list-style-type: none"> Develop a communications plan to share changes relevant to the promotion process
			✓		<ul style="list-style-type: none"> Provide regular updates regarding changes to the promotion process

ACTION PLAN 3: Diversity and Inclusion

FINDING	RESPONSIBILITY	TIMEFRAME			TASK / DESCRIPTION
		Jan to June 2013	July to Dec 2013	Jan to June 2014	
Finding 28: The Peel DSB should collect and analyze data in order to assess how well the designated groups are represented within its workforce and more thoroughly assess barriers to employment and advancement within the organization.	Director's Office	✓			<ul style="list-style-type: none"> Research options for conducting a Diversity Census
			✓		<ul style="list-style-type: none"> Develop an options paper
				✓	<ul style="list-style-type: none"> Make decisions on which option to implement
				✓	<ul style="list-style-type: none"> Develop an implementation plan to conduct the Diversity Census, including developing appropriate operating procedures regarding data maintenance, confidentiality, as well as communications to staff to support a high survey response rate
Finding 29: Devote appropriate financial and human resources to PDSB's workplace equity and diversity efforts, including a Workplace Equity Officer.	Director's Office	✓			<ul style="list-style-type: none"> Assess the financial and human resource implications of these Action Plans
		✓			<ul style="list-style-type: none"> Develop job description, roles, responsibilities, reporting relationships, etc., for a Workplace Equity Officer
		✓			<ul style="list-style-type: none"> Allocate appropriate financial resources in the budget
Finding 30: Identify a senior leader as champion of PDSB's diversity and inclusion efforts.	Director's Office	✓			<ul style="list-style-type: none"> Identify roles and responsibilities of the Director of Education and others responsible for championing and implementing these findings
		✓			<ul style="list-style-type: none"> Develop plan / opportunities for promoting PDSB's efforts resulting from this report

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Finding 31: Support PDSB staff to understand the need and rationale for its diversity and inclusion efforts.	Director's Office		✓		<ul style="list-style-type: none"> Identify the learning needs of staff to support their understanding
			✓		<ul style="list-style-type: none"> Identify opportunities to share information with staff
				✓	<ul style="list-style-type: none"> Develop a communications plan and training plan to provide diversity and inclusion training and information to staff and to integrate diversity and inclusion messaging into existing training and communications
Finding 32: The PDSB can do more to help employees understand and support the PDSB's objectives of ensuring a diverse workforce and an inclusive work environment by linking equity, diversity and inclusion to the PDSB's ability to support inclusive learning environments and support the learning of all students. The PDSB also needs to develop and communicate a framework for equity and diversity, including terms and concepts, to establish a common language and understanding across the	Director's Office	✓			<ul style="list-style-type: none"> Promote a clearly articulated rationale for the Board's diversity and inclusion initiatives
		✓			<ul style="list-style-type: none"> Develop supporting documents, including a framework for equity and diversity, terms, concepts, Qs and As, etc.
			✓		<ul style="list-style-type: none"> Develop a communications plan that identifies communications vehicles, such as an internet page on workplace diversity and inclusion

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organization, which also addresses the myths and misconceptions held by employees.					
Finding 33: The leaders within the organization need to be provided with further knowledge, training and tools to be able to lead change, implement the organization’s diversity efforts, and ensure inclusive workplaces for all employees. As such, the PDSB should provide training on diversity and inclusion, and make this training mandatory for all Principals, Vice Principals and Managers and senior leaders.	Director’s Office	✓			<ul style="list-style-type: none"> Identify learning needs of Principals, Vice Principals, Managers, senior leaders and Trustees
		✓	✓		<ul style="list-style-type: none"> Identify appropriate avenues through which to support their learning, e.g. integrating information into existing training, new training, emails, facilitated discussions, etc.
			✓		<ul style="list-style-type: none"> Develop a learning plan for increasing the knowledge of leaders including listing equity and diversity guest speakers, resources for individual learning, etc.
			✓		<ul style="list-style-type: none"> Include diversity training as a requirement for promotion