



1 March 2011

Report 11-060 to Human Resources Committee

Re: Workforce Census Results

ORIGINATORS: Janice McCoy, Superintendent of Human Resources
Jacqueline Lawrence, Diversity and Equity Coordinator

PURPOSE:

1. To provide an update on the status of the District's diversity and equity initiatives with a focus on communicating the status of the Workforce Census that was conducted between April 19 and May 5, 2010.

BACKGROUND:

2. The District's Workforce Census is one of two information gathering initiatives to better understand the composition and dynamics of the Ottawa-Carleton District School Board's (OCDSB) workforce and student populations. These initiatives were identified as the fourth of six phases to fulfill the District's goal to develop a diversity and equity strategy and implementation plan.
3. This focus on better understanding the changing dynamics of our workforce population is in alignment with the following key directions:
 - a. The Board's commitment to better understand the communities it serves.
 - b. The Ministry of Education's Equity and Inclusive Education Strategy's focus on each board's capacity to meet the needs of our increasingly diverse student populations and foster long lasting relationships with parents and partnerships with diverse communities.

Census/survey data is important to support informed decision-making in education, particularly in the areas of community involvement, parent/student participation, student performance and bridge building and hence potential sources of funding, both directly and indirectly.

4. The purpose of the Workforce Census, specifically, was to gather demographic information to:
 - a. know the unique and diverse characteristics of our employee population;
 - b. understand the District's capacity to serve an increasingly diverse student and parent population; and,
 - c. identify employee needs – which may inform training and development opportunities, policies and procedures.

5. After nine months of planning, consultations and meetings with key stakeholders, working teams at the executive and employee levels, census champions and ambassadors and a month long communications campaign, the OCDSB's Workforce Census was launched on April 19, 2010. The Census was completed on May 5, 2011. A copy of the Workforce Census questionnaire is attached as Appendix A.
6. Over 5,000 OCDSB employees completed the Census, or 52% of the OCDSB's total employee population (including casual employees). Both rates are greater than the normal industry average of 32% response rate for similar surveys. While this indicates that the majority of our employees were engaged and willing to participate in this important initiative, staff understands that there are 48% of employees who, for various reasons, chose not to complete the survey.

STATUS:

7. The first draft of the Workforce Census Report was completed by TWI, Inc. in late fall 2010. Staff is now in receipt of the final draft of the 130 page Workforce Census Report. The information gathered from the Census tells a compelling story about the OCDSB and our employees, and their needs. The findings point to areas for action that can benefit all employees, students and the community, and will ultimately make OCDSB stronger in its services.

The Workforce Census also advances the District's ability to foster equity through informed and focused measures. The collection and analysis of data on various social identity characteristics such as gender, race, ethnicity, culture, disability, dependent care, and language informs the District about the changing needs of employees and the alignment with the changing needs of the District. The ability to create a profile of workforce attributes means the OCDSB now has information that can be used to underpin planning, monitor trends, and inform its priorities and programs.

8. In the coming weeks, the results of the census will be shared with major stakeholders through various stages and channels. Employees, trustees and other internal audiences (e.g., unions) will be provided with a summary of results prior to their being released publicly. The following provides a summary of the communication plans for the survey results:

Timeline Week of ...	Audience	Communications Channels	Request or Action
Feb. 28 th	Senior Management	Director's Executive Council	For information
March 7 th - 20 th	Develop communication tools for distribution		
March 21 st	Employees Trustees Unions	Summary/highlights via BEAM/memo	For information
March 28 th	Public Release	Media Release	For information
April 4	Principals/Manager SPPC D&I Task Force	PowerPoint presentation of highlights/next steps	For information & discussion

9. Plans are also being developed to prepare an information bulletin/communication for all employees summarizing the results, recommendations and next steps.

10. Staff will require time to analyze the results and recommendations contained in the report to identify critical and priority areas, develop action plans and establish timelines.

CONSULTATION:

11. Consultation will continue with major stakeholders to explore the implications of the findings and recommendations from the report and to develop plans to address critical areas. This includes consultation with the Diversity and Inclusion Task Force, the unions/Federations, community organizations, and Human Resources staff.

FINANCIAL IMPLICATIONS:

12. Communications of the Workforce Census results will be completed with funds approved under the existing Diversity and Equity budget.
13. Additional funding may be required to support the implementation work, and will be more specifically identified during the board's annual budget process.

SUBMITTED FOR INFORMATION

Barrie Hammond
Director of Education and
Secretary of the Board

Janice McCoy
Superintendent of Human Resources



TOGETHER – WE COUNT

for student success

2010 OCDSB Workforce Census

April 19, 2010

I invite you to **voluntarily** complete the OCDSB Workforce Census. In doing so, you will provide us with a more accurate and complete picture of our workforce. As a result, we will be better able to respond to the priorities that matter to you. In addition, we will be better positioned to meet the needs of students, parents and the wider communities that we serve.

All information collected is **anonymous**. To ensure **confidentiality**, your questionnaire will be completed on a secure site managed by TWI, a highly reputable consulting firm that specializes in gathering and reporting on workforce census and surveys. At no point during the process will anyone at the OCDSB have access to your individual information. TWI will submit a comprehensive report that aggregates the total of all submissions. And in instances where an organizational division or group has 15 or fewer employees, results within the group will not be individually reported.

Please note that in order to compare some of our data to Statistics Canada information, we adopted the same question structure and terminology where appropriate. Also note that the personal information requested on this form is collected under the authority of the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, and the *Ontario Human Rights Code*. Questions about this collection may be directed to: Jacqueline Lawrence, Diversity and Equity Coordinator, 133 Greenbank Road, Ottawa K2H 6L3 (613) 596-8211, ext. 8819.

We appreciate that staff are busy, but request that staff schedule some time today or within the next few days to complete this census. During consultations with staff, federations and community representatives, the completion time of the survey has ranged from 10 to 15 minutes.

We have consulted with the federations/unions in the development of this document and they encourage your participation in completing this census.

You can complete this census confidentially and anonymously online at: <http://www.twiinc.ca/ocdsb>

Those who prefer may complete the census on their home computer or request a paper copy from the Diversity & Equity Coordinator.

Thank you in advance for taking the time to complete the Census. Together - We count.

Sincerely,

Lyall M. Thomson, PhD, OCT
Director of Education and Secretary of the Board

Why OCDSB is conducting a census

The purpose of the OCDSB census is to gather baseline demographic information. This data will help us identify trends, gaps and barriers faced by our staff. This kind of information will help us create better working conditions, and help us modify our programs and policies to fit your needs.

Please note that the questions' structure and terminology are adapted from Statistics Canada for the purposes of external comparison with our broader communities. We hope to work with Statistics Canada in the near future to ensure they adopt more sensitive and inclusive language.

As the first Board to undertake a census of this nature, OCDSB is leading the way and you can play a part. The census is open to every employee. Everyone counts and we want to hear from you.

Why you should participate

It is critical to our workplace to eliminate barriers that may prevent us from recruiting and retaining the very best staff who can serve the diverse needs of our students. We want to continue to be a fair and equitable employer that is responsive to the diversity of our workforce. The more staff who respond to this questionnaire, the more accurate our understanding of the composition and needs of our workforce, and how well we are reflecting the communities we serve. Understanding our staff and the unique characteristics each of you bring to OCDSB is a first step towards providing a better working environment.

How your privacy is protected

All of your responses are voluntary, anonymous and confidential. The information you provide will be kept strictly confidential by TWI Inc., an external consulting firm. TWI Inc. will analyze the data you submit and process the results. Your responses will be presented in aggregate form only (i.e., combined with the responses of other persons within the organization for a group result), preventing any possibility of exposing individual identifications. In addition, results will not be reported within structured organizational groups with fewer than 15 staff.

If there are questions that you do not want to answer, skip them and fill in as much as you can.

Who to contact for more information

If you would like more information or need assistance with completing this form, please contact: the Diversity & Equity Coordinator, Jacqueline Lawrence at (613) 596-8211 (8819).

What should I do with my completed survey?

The online version of the Census will be automatically sent to TWI once you hit the “**Submit**” button at the end of the questionnaire.

If you are completing a paper version of the census, please complete the form and place it in the stamped addressed envelope and place in the mail directly to TWI.

Code of Ethics for OCDSB’s Workforce Census

1. The purpose of the OCDSB Workforce Census is to gather baseline demographic information about its workforce, including education, employment status and work life balance activities. Various social identity characteristics including gender, race, ethnicity, sexual orientation, language and religion will also be asked of employees. All information is being gathered to facilitate future workforce planning, and to foster a climate of equity and inclusion at OCDSB. The OCDSB Workforce Census data will not be used for any other purpose.
2. The OCDSB Workforce Census is completely voluntary, anonymous and confidential. Individuals are encouraged but not required to complete the census. TWI Inc. will provide the information collected to OCDSB in aggregate forms only (combined with the responses of all other persons within the organization); preventing any possibility of exposing a respondent’s identification through individual or work related characteristics. Results will not be reported within structured organizational groups with fewer than 15 staff.
3. OCDSB is responsible for all of the information collected during the Workforce Census and has designated Roger Mills, Freedom of Information Coordinator, 133 Greenbank Road, Ottawa, Ontario, (613) 596-8211 (8490), to be accountable for compliance with the principles in this code.
4. OCDSB will not collect unnecessary information. OCDSB will limit the amount and the type of information collected to fulfill the purposes of the Workforce Census identified in principle #1 above.
5. The data collected in the Workforce Census will be maintained in the possession of TWI Inc. in a secure location in order to protect the respondents’ privacy.
6. OCDSB and TWI Inc. will ensure that the collection process allows for the collection of complete and accurate information to enable effective workforce planning.
7. OCDSB and TWI Inc. will introduce security safeguards appropriate to the sensitivity of the information collected in the Workforce Census to protect against loss or theft, as well as unauthorized access, disclosure, copying, use, or modification. Information gathered in the Workforce Census shall be protected regardless of the format in which it is held.
8. OCDSB shall communicate and make readily available specific information about the policies and practices relating to the use of the Workforce Census data.
9. Any inquiries or complaints about adherence to the principles in this code of conduct can be directed to: Jacqueline Lawrence, Diversity & Equity Coordinator:
(613) 596-8211 (8819)
inclusivetimes@ocdsb.ca

The direct contact for TWI Inc. is: TWI Inc.
2 Laird Drive, Box 34
Toronto ON M4G 3Z3
Phone: 416-368-1968 ext.410

CONFIDENTIAL WHEN COMPLETED

**PART I: ORGANIZATIONAL DEMOGRAPHICS
QUESTIONS 1 - 4**

<i>Why we ask these questions</i>	<i>How we all benefit</i>
<ul style="list-style-type: none"> ▪ It is important to know the unique and diverse characteristics of our workforce. 	<ul style="list-style-type: none"> ▪ This helps us to know who we are as a District.
<ul style="list-style-type: none"> ▪ It is also important to know the general composition of our workforce to better understand how current and future trends may impact our capacity to deliver effective and efficient service to students, parents and other stakeholders. 	<ul style="list-style-type: none"> ▪ Understanding our workforce composition also provides us with relevant information to forecast skill requirements or identify skill gaps that may call for the development or implementation of effective HR strategies around recruitment and retention, including employee developmental opportunities.
<ul style="list-style-type: none"> ▪ It is important to know the distribution of our workforce in comparison to the latest Census results. 	<ul style="list-style-type: none"> ▪ This will provide a benchmark of our ability to attract and retain employees with the relevant skills necessary to help us achieve our district goals.

1. What is your role in the organization?

PLEASE CHECK ALL THAT APPLY.

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Child Care Staff <input type="checkbox"/> Clerical Support Staff <input type="checkbox"/> Educational Assistant <input type="checkbox"/> Elementary Teacher <input type="checkbox"/> Secondary Teacher <input type="checkbox"/> Elementary Occasional Teacher <input type="checkbox"/> Secondary Occasional Teacher <input type="checkbox"/> Central Administrative/ Professional Support
<i>(e.g., Finance, Human Resources, Planning, Corporate Services, Business Learning and Technology)</i> <input type="checkbox"/> Continuing Education – Adult Instructor <input type="checkbox"/> Continuing Education – International Language Instructor | <ul style="list-style-type: none"> <input type="checkbox"/> Custodial Staff (including Chiefs, Lead Hands) <input type="checkbox"/> Maintenance Staff <input type="checkbox"/> Manager/Supervisor <input type="checkbox"/> Learning Support Services Professionals <i>(e.g., Psychologist, Psychological Associate, Speech/Language Pathologists, Social Worker)</i> <input type="checkbox"/> Principal <input type="checkbox"/> Vice Principal <input type="checkbox"/> Administrative/Technical Support <input type="checkbox"/> Senior Staff (Director, Superintendents) <input type="checkbox"/> Other |
|--|---|

2. a. Where do you currently work?

- Secondary School
- Elementary School
- Central Administration Building
- Other

b. If you work in an administration building, at which location do you currently work?

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> 133 Greenbank <input type="checkbox"/> 440 Albert | <ul style="list-style-type: none"> <input type="checkbox"/> Confederation <input type="checkbox"/> Stittsville Depot |
|---|--|

3. What is your current employment status?

- | | |
|--|---|
| <input type="checkbox"/> Full-time Regular | <input type="checkbox"/> Long Term Occasional (LTO) – less than 3 months |
| <input type="checkbox"/> Part-time Regular | <input type="checkbox"/> Long Term Occasional (LTO) – 3 months or more |
| <input type="checkbox"/> Full-time Term | <input type="checkbox"/> Casual |
| <input type="checkbox"/> Part-time Term | <input type="checkbox"/> Other (e.g., leave, secondment, loan of service) |

4. a. How long have you worked with the OCDSB and predecessor boards?

- | | |
|---|---|
| <input type="checkbox"/> Less than 1 year | <input type="checkbox"/> 16 to 20 years |
| <input type="checkbox"/> 1 to 5 years | <input type="checkbox"/> 21 to 25 years |
| <input type="checkbox"/> 6 to 10 years | <input type="checkbox"/> 26 to 30 years |
| <input type="checkbox"/> 11 to 15 years | <input type="checkbox"/> More than 30 years |

b. When are you eligible to retire?

- | | |
|---|---|
| <input type="checkbox"/> In the upcoming year | <input type="checkbox"/> 16 to 20 years |
| <input type="checkbox"/> 1 to 5 years | <input type="checkbox"/> 21 to 25 years |
| <input type="checkbox"/> 6 to 10 years | <input type="checkbox"/> 26 to 30 years |
| <input type="checkbox"/> 11 to 15 years | <input type="checkbox"/> More than 30 years |

**PART II: ACTIVITIES
QUESTIONS 5 - 7**

Why we ask these questions	How we all benefit
<ul style="list-style-type: none"> ▪ In addition to work hours, employees dedicate valuable time and effort to activities outside of work. We would like to know the types of activities that keep our employees engaged and inspired. As well, we want to know ways that we can support them in their commitment to balance work and life activities. 	<ul style="list-style-type: none"> ▪ Knowing the activities that engage and inspire our employees helps us to better understand how to communicate and engage them. In addition, we will also learn the varied ways our employees are connected to the communities we serve.

5. How many hours do you typically work in a week?

- Less than 5 hours
- 5 to 14 hours
- 15 to 24 hours
- 25 to 34 hours
- 35 to 44 hours
- 45 to 54 hours
- 55 hours or more

6. What are your scheduled hours of work per week?

- Less than 5 hours
- 5 to 14 hours
- 15 to 24 hours
- 25 to 34 hours
- 35 to 44 hours
- 45 to 54 hours
- 55 hours or more

7. How many hours do you spend doing the following activities weekly?

	None	Less than 5 Hours	5 to 14 Hours	15 to 24 Hours	25 Hours or More
a. Family Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Home Maintenance (e.g., house and yard work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Health and Fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Looking after children (own or others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Dependent care (other than children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Volunteering related to OCDSB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Volunteering outside OCDSB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART III: CHILDREN AND OTHER DEPENDENTS
QUESTION 8

<i>Why we ask these questions</i>	<i>How we all benefit</i>
<ul style="list-style-type: none"> ▪ Many employees provide care for, and assistance to, children, parents, spouses, other family members and friends. We would like to understand the support that employees may need to ensure continued wellness. 	<ul style="list-style-type: none"> ▪ Detailed information on dependent care provides us with a better understanding of the issues and pressures faced by our employees as they strive to balance family and work life. This information may inform our wellness policies and programs offered to support our employees.

8. a. Do you currently provide dependent care?

- No PLEASE GO TO QUESTION 9.
- Yes PLEASE CHECK ALL CATEGORIES THAT APPLY.
- Children
 - Dependents with special needs
 - Elders
 - Friends
 - Immediate family members *(other than child or elder indicated above – e.g. spouse/partner, siblings)*
 - Other family members *(e.g. aunts, uncles, cousins, other indirect relations)*

b. In the past 12 months, how often did you need to rely on someone else to provide dependent care while you were working?

	Never	Infrequently	Regularly	Most of the time	Always
Childcare facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eldercare facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home care provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nanny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitter/neighbour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spouse/partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Please rate the extent to which each of the following types of support would be effective in helping you manage your dependent care responsibilities while you are working.

	Not Effective	Somewhat Effective	Effective	Very Effective	Extremely Effective
Access to emergency day care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leave days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site daycare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Schedule flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART IV: WORKFORCE DEMOGRAPHICS
QUESTIONS 9 - 13

Why we ask these questions	How we all benefit
<ul style="list-style-type: none"> Diverse characteristics such as gender, marital status, age, disability, sexuality provide employees with unique and different perspectives or experiences that could contribute to the OCDSB. These dimensions of diversity may also inform different ways of accommodation in the workplace. 	<ul style="list-style-type: none"> Understanding the full scope of our diversity allows us to create a work environment that is inclusive and welcoming for all. When we better understand the diversity within our organization, we also understand possible connections to the communities served.

9. To which age group do you belong?

- | | |
|--|--|
| <input type="checkbox"/> 24 years or younger | <input type="checkbox"/> 45 to 54 years |
| <input type="checkbox"/> 25 to 34 years | <input type="checkbox"/> 55 to 64 years |
| <input type="checkbox"/> 35 to 44 years | <input type="checkbox"/> 65 years or older |

10. What is your gender?

- Male
- Female
- Transgender

11. What is your sexual orientation?

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Questioning
- Two-spirited

12. a. Which of the following best describes your current marital status?

- Never legally married (single)
- Legally married (and not separated)
- Separated, but still legally married
- Divorced
- Widow/Widower
- Common-law (living together but not legally married)

b. Is your partner also an OCDSB employee?

- Not applicable
- No - My partner is not employed with OCDSB
- Yes - My partner is employed with OCDSB

13. According to Statistics Canada, a person with a disability has a long term or recurring physical, mental, sensory, psychiatric or learning impairment and:

- considers himself/herself to be disadvantaged in employment by reason of that impairment;
- believes that an employer or potential employer is likely to consider him/her to be disadvantaged in employment by reason of that impairment.

This definition also includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.

Do you consider yourself to be a person with a disability?

- No PLEASE GO TO QUESTION 14.
- Yes PLEASE CHECK ALL CATEGORIES THAT APPLY.

Visible to others:

- Agility
- Chronic illness
- Developmental
- Hearing
- Learning
- Memory
- Mobility
- Pain
- Psychological
- Seeing
- Speech
- Other

Not visible to others:

- Agility
- Chronic illness
- Developmental
- Hearing
- Learning
- Memory
- Mobility
- Pain
- Psychological
- Seeing
- Speech
- Other

**PART V: EDUCATION
QUESTIONS 14 - 18**

<i>Why we ask these questions</i>	<i>How we all benefit</i>
<ul style="list-style-type: none"> ▪ We want to have a skills portrait of our employees. 	<ul style="list-style-type: none"> ▪ Information about education helps us to understand our available resources (skills, knowledge and experience) to meet the needs of students, parents and other stakeholders. ▪ It also helps us to identify potential skill gaps and to align current and future training needs with potential training opportunities
<ul style="list-style-type: none"> ▪ We want to identify potential skill sets that may help to meet current or future District priorities. 	<ul style="list-style-type: none"> ▪ Knowing the educational aspirations and skills of our employees enhances our capacity to serve our clients.

14. a. What is the highest level of degree, certificate or diploma that you have completed?

- No certificate, diploma or degree
- Secondary school diploma or equivalency
- Registered apprenticeship certificate
- Trades certificate or diploma
- College, CEGEP, or other non-university certificate or diploma
- Certificate or diploma below bachelor level
- Bachelor's degree
- Two or more Bachelor's degrees
- Certificate or diploma above bachelor level
- Master's degree
- Two or more Master's degrees
- Degree in medicine, dentistry, veterinary medicine or optometry
- Doctorate

b. What was your major field of study?

- Education
- Visual and performing arts, and communications technologies
- Humanities
- Social and behavioural sciences and law
- Business management and public administration
- Physical and life sciences and technologies
- Mathematics, computer and information sciences
- Architecture, engineering and related technologies
- Agriculture, natural resources and conservation
- Health, parks, recreation and conservation
- Personal, protective and transportation services
- Other

c. Certification can be described as:

- A designation granted by a governing organization, agency or association, one that is accredited and has established requirements and standards
- A process involving qualification criteria that include hours of training, years of experience, and/or a standardized examination
- Certification goes outside of or beyond diplomas or degrees earned in post-secondary institutions

What additional certification/skills do you bring to the workplace?

- Professional (e.g., CMA, CHRP)
- Health and Safety (e.g., CPR, First Aid)
- Instructional (e.g., ESL instructor, piano instructor, swimming instructor)
- Skills Mastery (e.g., chef, martial arts)

d. In what province, territory or country did you complete your highest degree, certificate or diploma?

- In Ontario
- In Canada, in a province or territory outside Ontario
- Outside Canada, in another country

e. Are you using your educational background or professional designation/skills in your current position at OCDSB?

- Yes
- No

If no, it is because -

- My current position does not require them
- My credentials are not recognized in Ontario
- My credentials are recognized in Ontario, but I could not find a position that uses them

15. a. In the past 12 months, have you attended a school, college or university?

- No
- Yes, Part-time
- Yes, Full-time

b. In the last 12 months, have you attended a conference, workshop or seminar?

PLEASE CHECK ALL THAT APPLY.

- Conference
- Workshop
- Seminar

- No, I did not attend any workshops or seminars

c. What were your reasons for taking these programs or courses?

PLEASE CHECK ALL THAT APPLY.

- For a future position at OCDSB
- For my current position at OCDSB
- For future goals outside of OCDSB
- For personal development
- For personal interest
- For improved language skills

16. If you were enrolled in an academic institution, or, attended conferences, courses or workshops in the past 12 months, how did OCDSB support your efforts to expand your skills or knowledge? Please check all that apply.

PLEASE CHECK ALL THAT APPLY.

- Financial support
- Time
- Encouragement/mentoring

- None Requested

17. If you are a teacher, which of the following academic qualifications are you planning to acquire in the next 12 months?

PLEASE CHECK ALL THAT APPLY.

- Additional Qualifications (AQ)
- Additional Basic Qualifications (ABQ)
- Principal Qualifications Program (AQP)
- Supervisory Officer Qualifications Program (SOQP)

- No, I am not planning any additional qualifications in the next 12 months

18. If you are not a teacher, are you planning to upgrade any qualifications in the next 12 months?

- No
- Yes – Please Specify: _____

**PART VI: ETHNICITY, CULTURE AND RELIGION
QUESTIONS 19 - 24**

<i>Why we ask these questions</i>	<i>How we all benefit</i>
<ul style="list-style-type: none"> ▪ Aboriginal persons are a people with a unique history and identity in Canada. 	<ul style="list-style-type: none"> ▪ We recognize the distinct realities First Nations, Inuit and Métis employees bring to OCDSB.
<ul style="list-style-type: none"> ▪ Many employees take pride in their ethno-cultural or religious identities. We want to know value and respect these dimensions of diversity in our workplace. 	<ul style="list-style-type: none"> ▪ By knowing the diversity of our workforce, we are better able to create a welcoming, respectful, and inclusive and equitable workplace. ▪ We are also able to strengthen our capacity to better understand how we reflect and connect with the communities we serve.

19. According to Statistics Canada, **Aboriginal People** are Inuit, Métis or First Nations.

a. Do you consider yourself to be of Aboriginal ancestry?

- No
- Yes, First Nations
- Yes, Métis
- Yes, Inuit

b. Are you a Treaty Indian or a Registered Indian as defined by the Indian Act of Canada?

- No
- Yes

20. **Where were you born?**

- In Ontario
- In Canada, in a province or territory outside Ontario
- Outside Canada, in another country

21. According to Statistics Canada, a **"landed immigrant"** (permanent resident) is a person who has been granted the right to live in Canada permanently by immigration authorities.

a. Are you now, or have you ever been, a landed immigrant?

- No PLEASE GO TO QUESTION 22.
- Yes PLEASE CONTINUE TO PART B.

b. In what year did you first become a landed immigrant?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Before 1961 | <input type="checkbox"/> 1986 to 1990 |
| <input type="checkbox"/> 1961 to 1965 | <input type="checkbox"/> 1991 to 1995 |
| <input type="checkbox"/> 1966 to 1970 | <input type="checkbox"/> 1996 to 2000 |
| <input type="checkbox"/> 1971 to 1975 | <input type="checkbox"/> 2001 to 2005 |
| <input type="checkbox"/> 1976 to 1980 | <input type="checkbox"/> 2006 to present |
| <input type="checkbox"/> 1981 to 1985 | |

22. Please indicate the ethnic/cultural group(s) of your ancestors.

Please note the list of ethnic and cultural groups cited below reflects the major groups reported in the Ottawa-Carleton region during the 2006 Statistics Canada reports.

PLEASE CHECK ALL THAT APPLY.

British Isles origins

- English
- Irish
- Scottish
- Welsh

French origins

- Acadian
- French

Aboriginal origins

- Inuit
- Métis
- North American Indian

Other North American origins

- American
- Canadian

Caribbean origins

- Barbadian
- Guyanese
- Haitian
- Jamaican
- Trinidadian/Tobagonian
- West Indian

Latin, Central and South American origins

- Colombian
- Mexican
- Peruvian
- Salvadorean

European origins

Western European

- Austrian
- Belgian
- Dutch (Netherlands)
- German
- Swiss

Northern/Scandinavian

- Danish
- Finnish
- Icelandic
- Norwegian
- Swedish

Eastern European

- Baltic origins
- Latvian
- Lithuanian

Czech and Slovak

- Czech
- Slovak
- Hungarian (Magyar)
- Polish
- Romanian
- Russian
- Ukrainian

European origins continued...

Southern European

- Bulgarian
- Croatian
- Greek
- Italian
- Portuguese
- Serbian
- Slovenian
- Spanish

Jewish European

- Jewish

African origins

- Black
- Burundian
- Congolese
- Eritrean
- Ethiopian
- Ghanaian
- Nigerian
- Rwandan
- Somali
- South African

Arab origins

- Egyptian
- Iraqi
- Lebanese
- Maghrebi origins
- Palestinian
- Syrian

West Asian origins

- Afghan
- Armenian
- Iranian
- Israeli
- Turk

South Asian origins

- Bangladeshi
- East Indian
- Pakistani
- Punjabi
- Sri Lankan
- Tamil

East/Southeast Asian origins

- Cambodian
- Chinese
- Filipino
- Japanese
- Korean
- Vietnamese

Oceania origins

- Australian
- Pacific Islander

Other origins

- Unknown

Other origins

- Other – Please specify: _____

23. According to Statistics Canada, **visible minorities** are persons non-white in colour/race, regardless of place of birth (other than Aboriginal persons, as defined above).

a. Do you consider yourself to be a visible minority?

- No PLEASE GO TO QUESTION 24.
- Yes PLEASE CONTINUE TO PART B.

b. If you responded "Yes" to the previous question, please indicate your group membership from the options provided below.

PLEASE CHECK ALL THAT APPLY.

- | | |
|---|---|
| <input type="checkbox"/> Arab | <input type="checkbox"/> Latin American |
| <input type="checkbox"/> Black | <input type="checkbox"/> Mixed Race |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.) |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.) |
| <input type="checkbox"/> Japanese | <input type="checkbox"/> West Asian (e.g., Afghan, Iranian, etc.) |
| <input type="checkbox"/> Korean | |
| <input type="checkbox"/> Other – Specify: _____ | |

24. What is your religious or spiritual affiliation?

Please note, the list below does not include all religious and spiritual affiliations, only the most common reported to Statistics Canada.

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Hindu |
| <input type="checkbox"/> Catholic | <input type="checkbox"/> Jewish |
| <input type="checkbox"/> Christian Orthodox | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Eastern Religions (e.g. Taoism, Shintoism, Confucianism) | <input type="checkbox"/> Protestant |
| | <input type="checkbox"/> Sikh |
| <input type="checkbox"/> I do not have a religious or spiritual affiliation | |
| <input type="checkbox"/> Other – Specify: _____ | |

**PART VII: LANGUAGES
QUESTIONS 25 - 27**

Why we ask these questions	How we all benefit
<ul style="list-style-type: none"> It is important for us to be able to compare the linguistic capacity of our employees with Canada Census results. This helps us to determine how aligned we are with our students and our communities. 	<ul style="list-style-type: none"> This will inform us about critical communication skill sets of employees that may help to enhance our capacity to serve our increasingly diverse client base.

25. What language(s) do you speak well enough to have a conversation?

Please note, the options listed below do not include every possible language, however, these are the languages most often reported to Statistics Canada

PLEASE CHECK ALL THAT APPLY.

Official languages

- English
- French

Aboriginal languages

- Algonquin
- Cree
- Ojibway

European languages

- Celtic languages*
- Gaelic languages
 - Welsh

Germanic languages

- Dutch
- German
- Yiddish
- Danish
- Norwegian
- Swedish

Romance languages

- Italian
- Portuguese
- Romanian
- Spanish

Hellenic languages

- Greek

European (continued...)

Northeast languages

- Latvian
- Lithuanian
- Estonian
- Finnish
- Hungarian

Slavic languages

- Bosnian
- Bulgarian
- Croatian
- Czech
- Polish
- Russian
- Serbian
- Serbo-Croatian
- Slovak
- Slovenian
- Ukrainian

Turkic languages

- Armenian
- Turkish

African languages

- Akan (Twi)
- Lingala
- Rundi (Kirundi)
- Rwanda (Kinyarwanda)
- Swahili

Afro-Asiatic languages

- Ormoro
- Somali
- Amharic
- Arabic
- Hebrew
- Tigrigna

Indo-Iranian languages

- Bengali
- Gujarati
- Hindi
- Marathi
- Panjabi (Punjabi)
- Sindhi
- Sinhala (Sinhalese)
- Urdu
- Kurdish
- Pashto
- Persian (Farsi)

Dravidian languages

- Kannada
- Malayalam
- Tamil
- Telugu

Asiatic languages

- Japanese
- Korean
- Cantonese
- Mandarin
- Lao
- Thai
- Khmer (Cambodian)
- Vietnamese

Malayo-Polynesian languages

- Ilocano
- Malay
- Tagalog (Filipino)

Other languages

- Other – Please specify: _____

26. Which of the following physical language skills are you proficient enough to converse in or read well enough to comprehend?

- None
- Braille
- American Sign Language (ASL)
- Quebec Sign Language (QSL)

27. Other than English, have you ever used any of the languages noted in questions 25 or 26 in your job at OCDSB?

- No
- Yes

Thank you for completing the OCDSB Workforce Census Questionnaire and for helping us to better serve you - our employees and our students, parents and community.

TOGETHER – WE COUNT!



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TWI Inc. 2 Laird Drive, Box 34, Toronto, ON, M4G 3Z3 T 416 368 1968 F 416 368 1954
www.twiinc.com