

BOE Diversity and Inclusion Statement

The BOE respects, values and celebrates the unique attributes, characteristics and perspectives that make each person who they are. We believe that our strength lies in our diversity among the broad range of people and communities we represent. We consider diversity and inclusion a driver of organizational excellence and seek out diversity of participation, thought and action. It is our aim, therefore, that our members and organization reflect and embrace these core values.

Diversity is:

The quality of being different or unique at the individual or group level. This includes age; ethnicity; gender; gender identity; language differences; nationality; parental status; physical, mental and developmental abilities; race; religion; sexual orientation; skin color; socio-economic status; education; work and behavioral styles; the perspectives of each individual shaped by their nation, experiences and culture—and more. Even when people appear the same on the outside, they are different.

Inclusion is:

The act of including; a strategy to leverage diversity. Diversity always exists in social systems. Inclusion, on the other hand, must be created. In order to leverage diversity, an environment must be created where people feel supported, listened to and able to do their personal best.

Diversity and Inclusion Framework

The BOE strives to provide the best resources and support to enable a positive impact on our local and regional communities. By modeling excellence around diversity and inclusion, the BOE is better situated to respond to the unique needs of our members and community by valuing our human capital. It is important to support and nurture the governing board and our volunteers by creating a positive volunteer environment as well as structures that enable them to be engaged in their work and to challenge them appropriately to support growth. It is only through this strategy that we as an organization can foster an inclusive environment that values all participants.