



**GREATER ESSEX COUNTY
DISTRICT SCHOOL BOARD**

WORKFORCE CENSUS 2021 REPORT

February 7, 2022

TABLE OF CONTENTS

PART A: INTRODUCTION	3
1. Background	3
2. The Workforce Census	3
2.1 The Survey	3
2.2 Administration of the Survey	4
2.3 Analyzing the Data	5
2.4 Retaining the Data	5
3. Survey and Response Rates	5
3.1 Survey Rate	5
3.2 Response Rate	7
PART B: SUMMARY OF THE DATA	8
4. Demographic Overview	8
4.1 Disability	8
4.2 Indigeneity and Racial Identity	9
4.3 Religion / Faith	10
4.4 Gender	10
4.5 Sexual Orientation	11
5. Analysis	12
5.1 Teacher Diversity Gap	13
5.2 Age and Years of Service of Racialized and White Employees	14
5.3 Permanent and Occasional Teachers	15
6. Recommendations	16
7. Summary	17

PART A: INTRODUCTION

1. Background

Greater Essex County District School Board (GECDSB) is committed to fostering a community that is focused on diversity, equity, and inclusivity. GECDSB wants to identify and celebrate the diversity within our system and our communities, by fostering a greater understanding of who we are.

In 2021, the GECDSB conducted its first Workforce Census to gather demographic information about the unique and diverse composition of the Board's workforce. The results of the census will help the Board to better understand who its employees are and identify gaps in representation. This information will support the development of programs, resources, and supports to build an even more inclusive, welcoming, and supportive environment for all employees.

GECDSB contracted with Turner Consulting Group Inc. to conduct the Workforce Census with the goal of answering the following questions:

- What is the current demographic makeup of the GECDSB 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 GECDSB workforce compare with the diversity of Greater Essex County based on census data and other comparative data?
- Does the data indicate that the equity-seeking groups experience barriers in hiring or advancement within the organization?

2. The Workforce Census

2.1 The Survey

The Workforce Census was created by the consultant with input from GECDSB 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 people, and persons with disabilities. In addition, a question about religion and sexual orientation were also asked in order to explore an additional dimension of diversity. The questions were also designed to allow a direct comparison of the composition of the GECDSB workforce to the 2016 Census data and other relevant data sources.

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

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 to identify any barriers to hiring and advancement of the various groups within the organization.

The survey contained 11 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 they 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 census was announced through email communications to all employees from the Director of Education. The email included a link to a newly created GECD SB 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 that employees could visit the website for further information were distributed for display in all schools and worksites.

Survey day was identified as November 12, 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 November 12 to 30, and reminder emails were sent during that period.

Employees had the option of completing the survey online or on paper. Managers and supervisors with employees who did not have access to a computer at work were provided with paper copies of the census to distribute. Those with access to the GECD SB Workforce Census website were also able to print a paper survey from the site.

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 Turner Consulting Group in care of the Superintendent of Human Resources. 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. GECD SB employees have 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 to 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. To ensure that employees cannot be identified and that their privacy is protected, where there was at least one but fewer than 10 respondents, the data is not displayed. The total number of people that responded to each questions 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 GECD SB to request any additional analysis that may be needed. At the end of the 3-year period, the data will be deleted.

3. Survey and Response Rates

3.1 Survey Rate

Section A of the Workforce Census asked employees whether they wished to participate in the Workforce 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 GECD SB to determine the extent to which all employees received the census and were provided with the opportunity to complete it. It also provides an opportunity to better understand why employees choose 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 formula for calculating the survey rate is as follows:

$$\text{Survey Rate} = \frac{\text{Number of employees that complete Section A whether or not they participated in the census}}{\text{Total number of GECD SB employees}}$$

Of the Board's 4,529 permanent, contract, and occasional employees, 3,788 indicated that they received and were given the opportunity to participate in the census. This is a survey rate of 84%. Of those who received the survey, 110, 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. The 27 employees who provided an answer to this question offered a range of reasons for choosing not to participate in the census:

- Too busy (2)
- Not interested (2)
- No real answer given, e.g., “no,” “personal” (5)
- Concerned about privacy (5).

In addition, 13 staff shared that they are not supportive of the purpose of the Census or feel that the diversification of the Board's workforce would lead to reverse discrimination. They shared responses such as:

I am not going to participate in the census because people that are getting hired for a specific skilled job should be judged on their skill set not their ethnicity.

I do not believe that gathering information about sexual orientation, race and religion should be used to “guide hiring practices” as stated in the presentation.

I feel this is against white Europeans. I did not choose my ancestors. I feel you will find there are too many of “my kind.” I also feel I have played an important part in educating our youth. Once we start to categorize and put each other in a box there is more separation. We see others as a label and not a whole person.

This census will only promote people to be hired based on their ethnicity to ensure “diversity,” rather than hiring based on being qualified for the job.

3.2 Response Rate

The response rate is the proportion of employees who choose to participate in the survey by answering at least one of the questions. The Canadian Human Rights Commission has identified that a survey response rate of 80% provides a more accurate reflection of the composition of the organization’s workforce.

The response rate is calculated as follows:

$$\text{Response Rate} = \frac{\text{Number of employees who participated in the survey by answering at least one question}}{\text{Total number of GECDSB employees}}$$

As Table 1 shows, the response rate by employee group. Response rates range from a low of 50% to a high of 100%. There is an overall response rate of 79% for the GECDSB workforce.

Table 1. Response Rate by Employment Type. GECDSB Workforce Census 2021.			
Employment Type	Total Employees #	Survey Respondents #	Response Rate %
Permanent Teachers	2,217	1,873	84%
Long-Term Occasional Teachers	346	265	77%
Daily Occasional Teachers	230	195	85%
Continuing Education Instructor	16	16	100%
International Language Instructor	37	20	54%
Permanent Educational Support Staff	653	442	68%
Temporary Educational Support Staff	180	92	51%
Language and Employment Services Employees	14	14	100%
Secretarial and Clerical	206	165	80%
Information Technology	26	23	88%
Custodian/Courier	308	153	50%
Maintenance	20	18	90%
Skilled Trades	15	8	53%
Vice Principals, Principals and Senior Administration	135	130	96%
Manager/Supervisor/Co-ordinator	30	27	90%
Non-Bargaining Employee	51	42	82%
Other	45	38	84%
I prefer not to answer	—	59	—
Total	4,529	3,580	79%

PART B: SUMMARY OF THE DATA

4. 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 GECD SB understand where issues of representation exist. Recommendations are then made to address the identified issues.

4.1 Disability

The Workforce Census asked employees to identify whether they have a disability, and if so, to specify the type of disability.

Table 2. Persons with Disabilities, GECD SB Workforce Census 2021.

	GECD SB Workforce Census	
	#	%
Person with a disability	325	9%
Person without a disability	3,017	85%
Prefer not to answer	198	6%
TOTAL	3,540	100%

As Table 2 shows, 9% of survey respondents reported having a disability.

The 2012 Canadian Survey on Disability is a national survey of Canadians aged 15 and over whose everyday activities are limited because of a long-term condition or health-related problem. While data specific to Windsor is not available, the survey found that 20% of the Ontario labour force (aged 15 to 64) reported having a disability.³ Compared with these figures, persons with disabilities are underrepresented in the GECD SB workforce.

Individuals who identified that they had a disability were then asked to specify the type

Table 3. Persons with Disabilities, GECD SB Workforce Census 2021.

Type of Disability	GECD SB Workforce Census	
	#	%
Learning disability	89	3%
Diagnosed mental health disability	141	4%
Physical disability or health condition	143	4%
Any other disability affecting your work and/or to perform activities of daily living	19	0.5%
I prefer not to answer	29	0.8%
Total identifying a disability	325	9%

* Percentages total to more than 100 owing to multiple responses.

³ Statistics Canada. Canadian Survey on Disability. 2012. Retrieved from <http://www.statcan.gc.ca/pub/89-654-x/89-654-x2015001-eng.htm>

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 GECDsB employees – close to 4% of the workforce reported having a diagnosed mental health disability, while 4% reported a physical disability or health condition. In addition, almost 3% of all survey respondents reported having a learning disability.

4.2 Indigeneity and Racial Identity

The survey asked employees to indicate whether they identify as being of North American Indigenous ancestry and the race with which they identify.

Table 4. Indigeneity and Racial Identity, GECDsB Workforce Census 2021 and Windsor CMA.			
	GECDsB Workforce Census		Windsor CMA (2016)
	#	%	%
Indigenous People	49	1.4%	3%
Racialized People	354	10%	20%
East Asian	54	1.5%	3%
South Asian	40	1.1%	4%
Southeast Asian	21	0.6%	2%
Black / African	86	2.4%	4%
Latino/Latina/Latinx	23	0.6%	1%
Middle Eastern/North African	151	4.3%	6%
White / European	2,932	83%	77%
Prefer not to answer	226	6%	–
TOTAL	3,553	100%	–

* Percentages total to more than 100 owing to multiple responses.

Compared with the Windsor CMA population, Indigenous people are underrepresented in GECDsB’s workforce – 1.4% of employees who responded to the survey identified as Indigenous compared with 3% in Windsor. That is a gap of 58 Indigenous people.

In total, 10% of GECDsB employees identified as racialized, while 20% of the population or the region identifies as racialized. This represents a gap of 357 racialized people. By contrast, while 77% of those in the region identify as White, 83% of survey respondents identified as White.

When disaggregated by race, the data shows that all groups are underrepresented within the GECDsB workforce compared with their representation in the Windsor CMA population.

4.3 Religion / Faith

GECD SB employees were also asked to identify which faith, religious, or belief group they identified with.

Table 5. Religion, GECD SB Workforce Census 2021 and Windsor CMA.			
	GECD SB Workforce Census		Windsor CMA (2011)
	#	%	%
Christian	1,943	55%	73%
Other religions	203	6%	8%
Buddhist	24	0.7%	0.8%
Hindu	8	0.2%	0.9%
Indigenous Spirituality	21	0.6%	.0003%
Jewish	26	0.7%	0.4%
Muslim	95	2.7%	5%
Sikh	12	0.3%	0.6%
Other	17	0.5%	0.3%
Atheist / Agnostic / Do not identify with a faith or belief	1,030	29%	19%
Prefer not to answer	393	11%	—
TOTAL	3,544	100%	—

Of the 3,544 employees who responded to this question, 55% identified as Christian, 6% identified with a non-Christian religion, compared with 73% of the Windsor community that identified as Christian, and 8% that identified with non-Christian religions.

A larger proportion of GECD SB staff reported that they were atheist, agnostic, or not affiliated with any faith, religious, or belief group (29%) than in the community (19%).

4.4 Gender

The GECD SB Workforce Census allowed survey respondents to identify their gender identity. Gender identity refers to a person’s internal sense or feeling of being a woman, a man, both, neither or anywhere on the gender spectrum, which may or may not be the same as the person’s sex assigned at birth. It is different from and does not determine a person’s sexual orientation.

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.

As Table 6 shows, the vast majority of GECD SB employees identify as cis women (69%), with 22% identifying as cis men. By contrast, just over half (51%) of the

population of Windsor census metropolitan area (CMA) is female and 49% is male. A sizable proportion – 8% – chose not to answer this question.

Table 6. Gender, GECDSB Workforce Census 2021 and Windsor CMA.

Gender	GECDSB Workforce Census		Windsor CMA (2016)
	#	%	%
Cis Woman	2,423	69%	51%
Cis Men	769	22%	49%
Gender Fluid, Gender Nonconforming, Non-Binary, Questioning, Trans man, Trans woman, Two-Spirit	34	1%	--
I prefer not to answer	277	8%	—
TOTAL	3,493	100%	

4.5 Sexual Orientation

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, employees were able to write in their sexual orientation.

As Table 7 shows, about 5% of respondents (190 people) indicated that they identify as bisexual, lesbian, gay, pansexual, queer, questioning, Two-Spirit, or asexual while 85% identify as heterosexual, and 10% chose not to answer this question.

Table 7. Sexual Orientation, GECDSB Workforce Census 2021.

	#	%
Heterosexual/Straight	2,966	85%
Bisexual	82	2.3%
Gay	29	0.8%
Lesbian	18	0.5%
Pansexual	25	0.7%
Queer	18	0.5%
Questioning	5	0.1%
Two-Spirit	7	0.2%
Asexual	6	0.2%
Prefer not to answer	357	10%
TOTAL	3,493	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 LGBTQ2S+ 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.⁴ 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).⁵ This survey also employed a conservative approach to measuring sexual orientation, 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 LGBTQ2S+ 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.⁶ Again, given the limited categories, this poll likely also underestimates the representation of those who do not identify as heterosexual.

Studies in other countries, which worded questions differently, estimate a gay, lesbian, and bisexual population of between 1.5% and 7%.⁷ One 2011 study found that approximately 3.5% of the U.S. population is gay, lesbian, or bisexual and 0.3% is transgender.⁸

Using these estimates, survey respondents who indicated that they identify as LGBTQ2S+ appear to be well represented in the GECD SB workforce.

Given that the question on sexual orientation had one of the highest non-response rates (13%), there may be employees who either don't feel safe disclosing their identity or who are heterosexual and don't feel comfortable answering this question.

5. Analysis

While the demographic overview of the organization is important to provide a picture of the diversity of the GECD SB 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.

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

- Teacher Diversity Gap
- Age and years of service of racialized employees, and
- Permanent and occasional teachers.

⁴ This survey resulted in limited provincial estimates and does not provide estimates for cities.

⁵ Statistics Canada. (2015). Canadian Community Health Survey, 2014. https://www.statcan.gc.ca/eng/dai/smr08/2015/smr08_203_2015

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

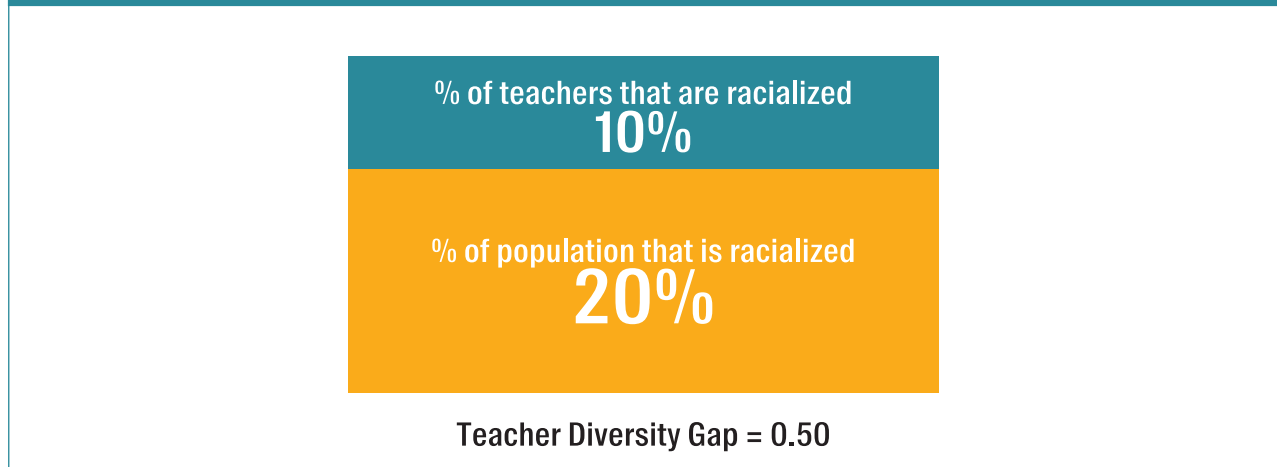
⁷ Rogers, S. (2010). Gay Britain: Inside the ONS statistics. The Guardian, DataBlog. <http://www.guardian.co.uk/news/datablog/2010/sep/23/gay-britain-ons>

⁸ Gates, Gary J. (2011). How many people are lesbian, gay, bisexual, and transgender? The Williams Institute. <https://www.schoolnewsnetwork.org/attachments/Gates-How-Many-People-LGBT-Apr-2011.pdf>

5.1 Teacher Diversity Gap

The Teacher Diversity Gap compares the percentage of racialized teachers to the proportion of the Windsor CMA population that is racialized. A value of 1.0 indicates that there is no gap and that the diversity among the teaching population reflects the diversity among the student population. The smaller the number, the more significant the gap.⁹

Graph 1. Teacher Diversity Gap, GECDDB and Windsor CMA.



The graph shows a large demographic divide between the proportion of racialized teachers and the racialized population of the Windsor CMA. The racialized population makes up 20% of the Windsor CMA population, yet only 10% (235) of the 2,322 permanent and occasional teachers who completed the census identified as racialized. This results in a Teacher Diversity Gap of 0.50. In numerical terms, 235 racialized teachers would need to be hired to close this gap in representation.

There are many reasons to close the Teacher Diversity Gap and a great deal of evidence that all students benefit from having racialized teachers.¹⁰ Further, exposure to racialized teachers and administrators helps all students to work in a diverse province and a global environment.

Statistics Canada data also shows that Ontario's racialized population is growing at a faster rate than the total provincial population. As such, this gap in representation could continue to grow if not addressed.

⁹ See: Turner Consulting Group. Teacher Diversity Gap. <https://www.turnerconsultinggroup.ca/blog/teacher-diversity-gap>

¹⁰ See for example:

Cherng, H. S., & Halpin, P. F. (2016). The importance of minority teachers: Student perceptions of minority versus White teachers. *Educational Researcher*, 45(7), 407-420.

Gershenson, S., Hart, C. M. D., Lindsay, C. A., & Papegeorge, N. W. (2017, March). The long-run impact of same-race teachers. IZA Institute of Labor Economics.

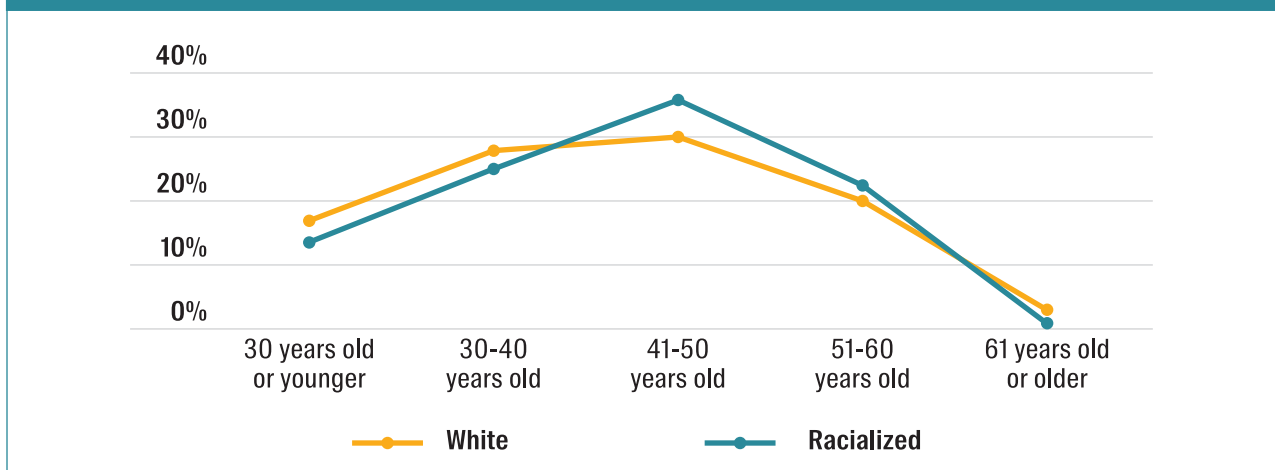
Stuart Wells, A., Fox, L., & Cordova-Cobo, D. (2016, February 9). How racially diverse schools and classrooms can benefit all students. The Century Foundation. Retrieved from <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>

5.2 Age and Years of Service of Racialized and White Employees

The changing demographics of a workforce can be made evident by analyzing the racial diversity of the workforce by age and years of service. Quite often there is greater diversity among younger and more recently hired employees.

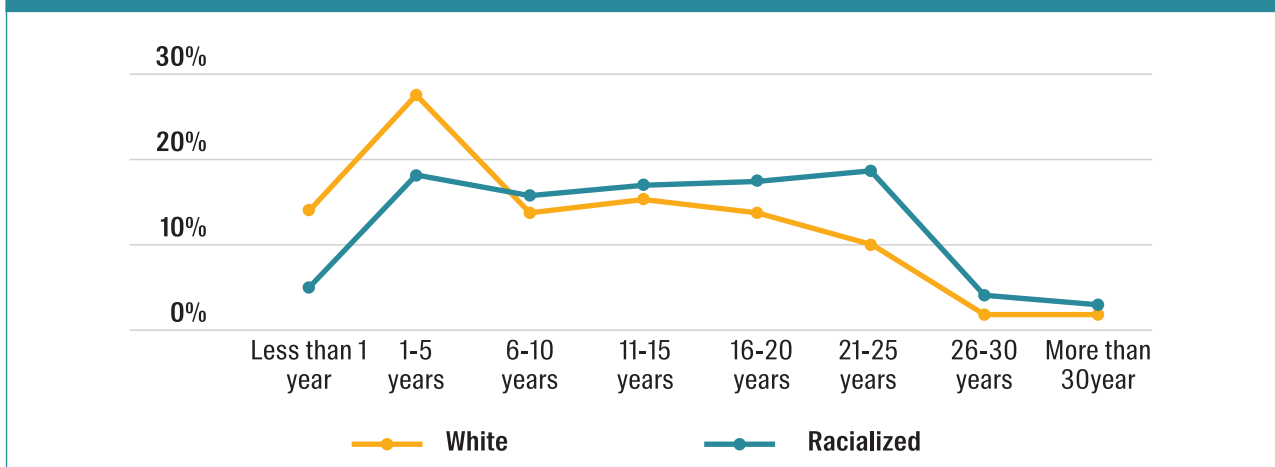
Graph 2 compares the age breakdown of racialized and White employees at GECD SB. As the data shows, racialized employees have a younger age profile than their White counterparts: 45% of all racialized employees are under age 40, and 51% are age 41 to 60. Conversely, 38% of White employees are under age 40, and 59% are 41 to 69 years of age.

Graph 2. White and Racialized Employees by Age.



As Graph 3 shows, a larger proportion of racialized than White employees have 10 years of service or less, while a larger proportion of White employees have 16 years of service or more – 55% of racialized employees have 10 or fewer years of service compared with 39% of White employees; conversely, 26% of racialized employees have 16 or more years of service, compared with 40% of White employees.

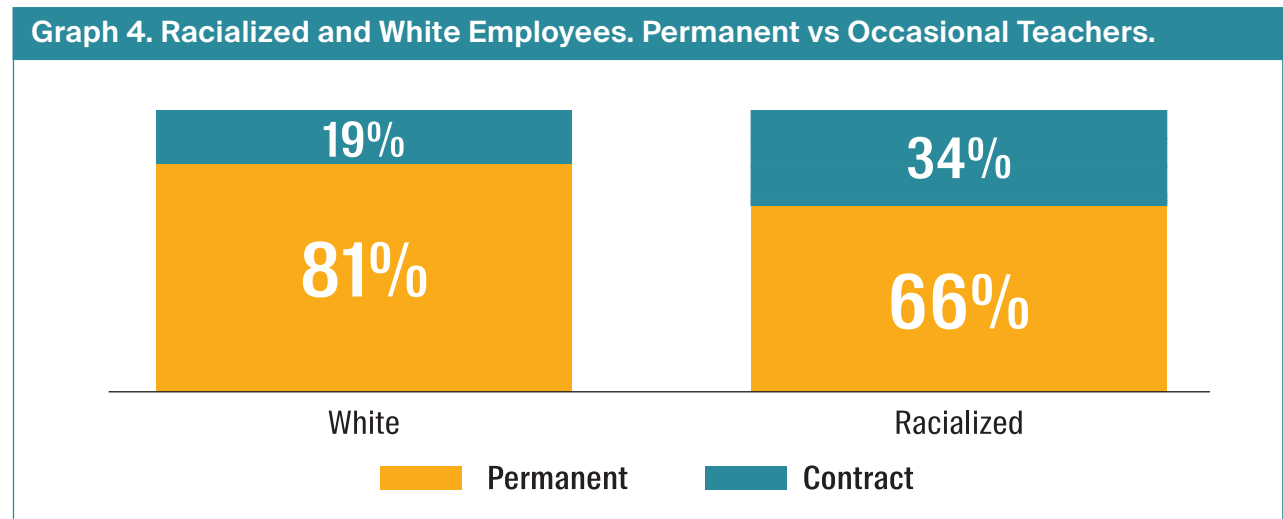
Graph 3. Years of Service of Racialized and White Employees.



5.3 Permanent and Occasional Teachers

Another important area of consideration is increase in precarious employment in the labour market generally, with women, racialized people, Indigenous people, and persons with disabilities less likely to be employed in full-time permanent positions.

Graph 4 compares the representation of racialized and White employees in permanent and occasional teaching positions. The graph shows that 81% of White teachers are in permanent positions, compared to 19% who are in long-term and daily occasional teaching positions. By contrast, 66% of racialized teachers are in permanent positions, with 34% in long-term and daily occasional positions.



Graph 4 compares the representation of racialized and White employees in permanent and occasional teaching positions. The graph shows that 81% of White teachers are in permanent positions, compared to 19% who are in long-term and daily occasional teaching positions. By contrast, 66% of racialized teachers are in permanent positions, with 34% in long-term and daily occasional positions.

6. Recommendations

Given the findings from the analysis of the Workforce Census data, the following recommendations are made:

Recommendation 1: Given that 4% of survey respondents reported that they have a mental health disability, it is recommended that GECDsB continue to implement and build upon its mental health strategy to reduce stigma around mental health, increase supports to employees, and equip managers and school administrators to support employees.

Recommendation 2: Given that 8% of survey respondents indicated that they have a physical or mental disability, which may or may not be evident, it is recommended that GECDsB continue to provide managers and administrators with access to training to ensure that they are appropriately accommodating these employees.

Recommendation 3: It is recommended that GECDsB review its hiring practices, establish hiring practices and training that reduce bias, and develop recruitment strategies to close the Teacher Diversity Gaps, while also putting mechanisms in place to monitor progress.

Recommendation 4: It is recommended that GECDsB prioritize the hiring of racialized teachers, both as permanent and occasional teachers.

Recommendation 5: It is recommended that GECDsB survey new employees at the point of hire to assess progress made to diversify the workforce.

Recommendation 6: It is recommended that through the ESR, GECDsB explore any barriers to advancement for racialized and Indigenous employees, particularly teachers, and develop strategies to support their advancement into school administrator positions.

Recommendation 7: The diversity of religions in the workplace raises the need to ensure that managers and school administrators are aware of their legal duty to provide religious accommodation to employees from non-Christian religions. As such, it is recommended that the Board ensure that policies are in place to allow accommodations for all religions and that managers and administrators receive appropriate training.

7. Summary

The different communities that make up Greater Essex County are becoming increasingly diverse as the population ages and the country relies more heavily on immigration for population and labour market growth. To respond to the needs of an increasingly diverse student population, GECDSB must not only create inclusive working spaces, but must also hire a workforce that reflects the diversity of the student population.

But diversity alone will not accrue benefits for the organization. If organizations are to take full advantage of the skills and talent that an increasingly diverse labour force has to offer, then they must create equitable employment policies and inclusive work environments. In a time of limited financial resources, equity in employment also allows the Board to benefit from the greater creativity and innovation of a diverse workforce and become more responsive to the community it serves.