

Diversity and Inclusion Resource: UNION ELIGIBLE

Values differences by ensuring that all people are included, respected and can engage in their work to the best of their abilities.

- Builds awareness of diversity and inclusion through participation in diversity and inclusion initiatives
- Demonstrates a positive, respectful attitude towards others of different identity groups; notifies supervisor/manager if other's behavior or environment is hurtful or harmful to inclusion
- Provides service and learns how to make accommodations that meet the needs of people from different backgrounds, thoughts, etc.

Outstanding:

- **Identifies and suggests new ways to build awareness of diversity and inclusion for self and colleagues** (e.g. seeks out information on a new diversity and inclusion training course and suggests to a supervisor that the whole team could attend)
- **Actively learns and applies inclusive language to all forms of communication; educates others by modeling the behavior** (e.g. learns about a healthy lifestyle and motivates coworkers to walk on breaks)
- **Proactively reaches across functions to find ways to provide services that meets the needs of other people from different backgrounds** (e.g. learns and suggests substitutions for someone with food allergies)

Exceeds Expectations:

- **Seeks out new ways to build awareness of diversity and inclusion for self** (e.g. requests to attend a diversity and inclusion training course on campus)
- **Proactively applies inclusive language when interacting with others** (e.g. phone/ radios, work orders, etc.); **notifies supervisor/manager when actions or environment do not support diversity and inclusion**
- **Proactively finds ways in own work area to provide services that meets the needs of people from different backgrounds** (e.g. regularly checks automatic doors to ensure they are working; fixes a problem if found)

Successful:

- **Consistently and actively engages in diversity and inclusion training and activities when given the opportunity** (e.g. completes assigned training and applies learning to job, such as welcoming all new team members and assisting in their training as required)
- **Is respectful when interacting with others, including using appropriate terms** (e.g. makes an effort to use inclusive language when communicating with coworkers); **notifies supervisor/manager when actions or environment hinder diversity and inclusion efforts**
- **Provides services that meets the needs of people from different backgrounds** (e.g. notifies the appropriate person when finding an elevator is out of service)

Improvement Expected:

- **Demonstrates minimal effort to engage in learning or activities** (e.g. completes assigned training, but does not show effort to apply learning; expresses negative attitude about learning more about diversity and inclusion)
- **Sometimes uses inclusive language but gets defensive when alerted to use of incorrect terms; alerts supervisor/manager when obvious negative actions occur** (e.g. racial slurs)
- **Makes decisions or works in manners that limit inclusion or inadvertently results in the exclusion of others** (e.g. does not notify a supervisor when finding an icy ramp, but will salt it if asked)

Unacceptable:

- **Does not make any effort to learn when given the opportunity** (e.g. does not attend any workshops, do any online modules, or engage in any other activities when given the opportunity)
- **Uses derogatory terms when referring to and interacting with others even when educated on inclusive terms** (e.g. continues to use incorrect gender pronouns even when asked repeatedly not to); **participates in actions that hinder diversity and inclusion efforts** (e.g. laughs when a colleague uses a racial slur)
- **Fails to consider accommodations that meet the needs of people of different backgrounds** (e.g. does not fix or notify a supervisor of a broken hand railing in a staircase even when asked to)

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- Engages in ongoing professional development in diversity and inclusion initiatives and applies this knowledge and awareness to one's work and interactions
- Uses inclusive language when referring to and interacting with individuals from different identity groups (e.g. disability, race, gender, etc.); speaks up and notifies supervisor/manager when actions or environment hinder diversity and inclusion efforts
- Provides support that meets the needs of people from different backgrounds, thoughts, etc.; appropriately demonstrates equality and inclusion when providing support

Outstanding:

- **Actively seeks out and frequently engages in training and development opportunities around diversity and inclusion in a variety of formats** (e.g. instructor led training, online learning, book reading, blog posts, etc.); **applies what they have learned and educates others** (e.g. explains to a colleague why not trying to pronounce an international student's name is a microaggression)
- **Is regarded as an expert by others in using inclusive language in all forms of communication** (e.g. is sought out by colleagues on what language to use)
- **Provides support that is customized to the individual and that proactively supports diversity and inclusion efforts** (e.g. removes identifiers off resumes before distributing to search committee)

Exceeds Expectations:

- **Frequently engages in diversity and inclusion training and development opportunities in a variety of formats; applies knowledge to all work and interactions** (e.g. points out and corrects use of colloquialisms when editing documents)
- **Actively learns and applies inclusive language to all forms of communication** (e.g. formal and informal in-person interactions; phone calls; emails); **notifies supervisor/manager when actions or environment do not support diversity and inclusion** (e.g. learned appropriate LGBTQ terminology and checks that terms are used appropriately when editing documents)
- **Provides proactive support to all and supports diversity and inclusion efforts** (e.g. seeks regular feedback from each individual on how to support them more effectively)

Successful:

- **Voluntarily engages in diversity and inclusion training and development opportunities; applies knowledge to work and interactions** (e.g. checks the reading level of public documents)
- **Is respectful when interacting with others, including using appropriate terms; notifies supervisor/manager when actions or environment hinder diversity and inclusion efforts** (e.g. alerts supervisor when a ramp is icy)
- **Provides effective support to all by customizing approach depending on the person as appropriate** (e.g. accommodating explained childcare needs when scheduling meetings)

Improvement Expected:

- **Engages in diversity and inclusion training and development opportunities when asked; sometimes applies knowledge to work and interactions** (e.g. sometimes does not update documents to be more accessible to those with hearing or visual disabilities when notified of accessibility incompatibilities)
- **Sometimes uses inclusive language but gets defensive when alerted to use of incorrect terms; alerts supervisor/manager when obvious negative actions occur** (e.g. racial slurs)
- **Sometimes provides a differing level of support depending on one's identity group** (e.g. sometimes ordered preferred supplies for some managers not always for others)

Unacceptable:

- **Does not make any effort to learn about diversity and inclusion initiatives despite encouragement to do so; if attempts to learn, does not apply knowledge to interactions with others** (e.g. continues to schedule events on non-Christian religious holidays when asked not to)
- **Uses derogatory terms when referring to and interacting with others even when educated on inclusive terms** (e.g. continues to use incorrect gender pronouns even when asked repeatedly not to); **participates in actions that hinder diversity and inclusion efforts** (e.g. laughs when a colleague uses a racial slur)
- **Provides a differing level of support depending on one's identity group** (e.g. continues to use a small font size while knowing one person has difficulty reading it)

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- Identifies, builds upon and integrates/incorporates specific capabilities needed to enhance diversity and inclusion in particular subject area and interactions
- Observes and is aware of employee interactions, ensuring that colleagues are treated fairly in department processes and practices and identifying/addressing when diversity and inclusion is not upheld
- Effectively integrates diverse perspectives into decisions, projects, and plans

Outstanding:

- **Actively seeks out and frequently engages in training and development opportunities around diversity and inclusion in a variety of formats** (e.g. instructor led training, online learning, book reading, blog posts, etc.); **applies what they have learned and educates others** (e.g. explains to a colleague why not trying to pronounce an international student's name is a microaggression)
- **Is regarded as an expert by others in using inclusive language in all forms of communication** (e.g. is sought out by colleagues on what language to use)
- **Is regarded as an expert by others in integrating diverse and inclusive perspectives into all aspects of work** (e.g. is added to project teams to ensure inclusion is weaved throughout the project plan)

Exceeds Expectations:

- **Frequently engages in diversity and inclusion training and development opportunities in a variety of formats** (e.g. instructor led training, online learning, book reading, blog posts, etc.); **applies knowledge to all work and interactions** (e.g. ensures colloquialisms are not used in presentations)
- **Actively learns and applies inclusive language to all forms of communication** (e.g. formal and informal in-person interactions; phone calls; emails); **identifies and addresses when actions or environment do not support diversity and inclusion** (e.g. checks that all project materials are in line with appropriate LGBTQ terminology)
- **Proactively builds in diverse perspectives into projects and own work by integrating not only stakeholders' perspectives, but internal/external subject matter experts to review inclusivity opportunities and barriers** (e.g. including an accessibility expert on a project team to ensure all documentation and output is accessible with a screen reader)

Successful:

- **Voluntarily engages in diversity and inclusion training and development opportunities; applies knowledge to work and interactions** (e.g. checks the reading level of public documents)
- **Is respectful when interacting with others, including using appropriate terms; identifies and addresses when actions or environment do not support diversity and inclusion** (e.g. alerts maintenance when a ramp is icy)
- **Builds in opportunities to obtain and integrate different perspectives into decisions, projects, and plans** (e.g. identifies specific vetting process of various stakeholders throughout a project plan)

Improvement Expected:

- **Engages in diversity and inclusion training and development opportunities when asked; sometimes applies knowledge to work and interactions** (e.g. sometimes develops materials that are not accessible to people with hearing or visual disabilities)
- **Sometimes uses inclusive language but gets defensive when alerted to use of incorrect terms; addresses obvious negative actions** (e.g. racial slurs) **but doesn't notice or act on more subtle behavior** (e.g. inviting others to or participating in work events where only men on the team are invited)
- **Sometimes integrates diverse perspectives into work, but does not intentionally seek out alternative views** (e.g. is surprised to find out that a valuable stakeholder disagrees with the direction of a project)

Unacceptable:

- **Does not make any effort to learn about diversity and inclusion initiatives despite encouragement to do so; if attempts to learn, does not apply knowledge to interactions with others** (e.g. continues to schedule events on non-Christian religious holidays when asked not to)
- **Uses derogatory terms when referring to and interacting with others even when educated on inclusive terms** (e.g. not using preferred gender pronouns); **participates in actions that hinder diversity and inclusion efforts** (e.g. laughs when a colleague uses a racial slur)
- **Discourages discussions and differing perspectives in decisions, projects, and plans** (e.g. ignores technology suggestions from an older person on the team)

Values differences by ensuring that all people are included, respected and can engage in their work to the best of their abilities.

- Proactively provides resources and support for ongoing education of employees as it relates to diversity and inclusion; acknowledges and reinforces positive diversity and inclusion behaviors
- Creates and leads a culture/environment of inclusion by exemplifying inclusive behaviors, challenging the status quo, and suggesting improvements, as appropriate; promotes the interaction and integration of diverse individuals into teams to positively impact the function/department and to ensure diversity and inclusion needs are met
- Integrates different perspectives and backgrounds to meet organizational needs and establish the new way of working; models inclusive decision-making within own and across functions/departments

Outstanding:

- **Develops or facilitates new development opportunities for diversity and inclusion competencies for employees** (e.g. spends time during project debriefs analyzing inclusion of project and how it can be done more effectively for other projects)
- **Advocates diversity and inclusion practices for adoption in cross-functional initiatives** (e.g. is sought out by other divisions on methods for reaching out to diverse donor and alumni populations)
- **Consults with leadership to propose and implement inclusive departmental practices with regular assessment mechanisms** (e.g. designs fair and consistent applicant screening processes that entire division uses)

Exceeds Expectations:

- **Seeks out and proposes new development opportunities for diversity and inclusion competencies for self and employees** (e.g. finds several training sessions and removes barriers that could prevent employees from attending)
- **Infuses diversity and inclusion practices into all departmental initiatives; conducts regular review of protocols to be sure they are being followed and that the results are equitable** (e.g. provides consistent and regular coaching to all direct reports, including on how to further support diversity and inclusion)
- **Regularly audits departmental practices to ensure inclusive practices are implemented** (e.g. consults with team, peers, and subject matter experts when reviewing project management practices)

Successful:

- **Designates time for self and all employees to participate in diversity and inclusion development opportunities; applies competencies learned during these opportunities in daily practice** (e.g. expects employees to create accessible materials)
- **Regularly communicates the value of diversity and inclusion among teams; puts protocols in place to promote equity in treatment** (e.g. facilitating forums for team members to discuss areas of improvement)
- **Regularly consults stakeholders or best practices before implementing departmental practices** (e.g. gets team's input when determining schedule and agenda for team meetings)

Improvement Expected:

- **Allows employees to engage in diversity and inclusion activities and opportunities, but does not introduce these activities to the entire team** (e.g. sometimes informs employees about learning opportunities related to diversity and inclusion)
- **Communications omit diversity and inclusion as an objective; no systems in place to ensure equitable treatment of direct reports and peers** (e.g. makes little effort to ensure that diversity is reflected in public documents)
- **Sometimes consults stakeholders or best practices before implementing departmental practices** (e.g. sometimes consults team members before determining new team processes)

Unacceptable:

- **Discourages participation in professional development opportunities for employees under their supervision as it relates to diversity and inclusion** (e.g. will not allow employees to engage in diversity and inclusion training sessions during work hours)
- **Communications to team minimize or disparage diversity and inclusion as an objective, as well as the team's role in achieving this** (e.g. claims that diversity and inclusion is not a responsibility of themselves or the team)
- **Does not seek input from stakeholders or consult best practices when implementing departmental practices** (e.g. does not discipline employees appropriately)

Values differences by ensuring that all people are included, respected and can engage in their work to the best of their abilities.

- Encourages participation in and provides professional development opportunities for employees as it relates to diversity and inclusion; serves as an example to others by demonstrating appropriate diversity and inclusion behaviors
- Communicates the positive effects of diversity and inclusion among team(s); ensures that direct reports and peers are treated fairly in department processes and practices and understands their responsibility in creating a diverse and inclusive environment
- Seeks input from key leaders and/or stakeholders and takes appropriate action to ensure that department practices are inclusive

Outstanding:

- **Creates a department-wide diversity and inclusion professional development initiative** (e.g. expects themselves and managers to create and track diversity and inclusion learning plans for employees)
- **Is a role model for other leaders on diversity and inclusion feedback mechanisms and initiation of efforts to promote diversity and inclusion on teams** (e.g. efforts to increase retention are replicated in other divisions)
- **Method for integrating stakeholder expertise and best practices when making decisions is considered a model for whole organization** (e.g. is sought out by other campuses on methods for reaching out to diverse donor and alumni populations)

Exceeds Expectations:

- **Seeks out and proposes new development opportunities for diversity and inclusion competencies for self and employees** (e.g. finds several training sessions and removes barriers that could prevent employees from attending); **models the ongoing learning process by engaging in it themselves**
- **Builds regularly occurring process to gain feedback and suggestions from employees about work environment and processes; initiates efforts to promote diversity and inclusion on teams** (e.g. establishes a team to identify ways to increase retention through building an inclusive environment, such as flexible work arrangements, and regularly tracks progress of initiatives)
- **Conducts a regular audit of decision-making practices in organization to ensure that inclusive practices are implemented** (e.g. consults with diversity and inclusion experts to explore new ways diversity and inclusion can be integrated into their functional area)

Successful:

- **Informs employees about and encourages them to attend diversity and inclusion educational opportunities; educates themselves on diversity and inclusion; expects employees to apply learning to their job** (e.g. enforces the expectation of avoiding colloquialisms in all presentations)
- **Asks for suggestions and feedback from employees about work environment and processes, makes timely adjustments based on feedback, and monitors progress; supports efforts to promote diversity and inclusion on teams** (e.g. supports team in advertising an open position in a variety of outlets)
- **Regularly integrates expertise from stakeholders and best practices when determining how to meet organizational needs** (e.g. checks with subject matter experts to ensure diversity and inclusion best practices are integrated in current projects)

Improvement Expected:

- **Requires employees to participate in some form of diversity and inclusion education, but does not link diversity and inclusion training to job responsibilities** (e.g. allows time for training but does not expect employees to avoid scheduling events on religious holidays)
- **Asks for suggestions and feedback from employees about work environment and processes, but does not act upon them in a timely or transparent way; attempts to include diversity into teams but does not question/change standardized practices** (e.g. continues using non-standardized interview process)
- **Sometimes seeks input from stakeholders and consults best practices when determining how to meet organizational needs** (e.g. may involve some stakeholders in building renovation decisions but does not prioritize accessibility of building)

Unacceptable:

- **Does not support employees in improving diversity and inclusion competence in or provide learning opportunities to do so** (e.g. declines requests by employees to take work time to attend a diversity and inclusion training session).
- **Does not ask for suggestions from employees about how to improve work tasks as related to inclusion; does not seek out or act upon suggestions or complaints related to inclusion; does not attempt to integrate diversity into teams** (e.g. does not consider diversity in hiring or when forming teams or committees)
- **Does not seek input from stakeholders or consult best practices when determining how to meet organizational needs** (e.g. makes decisions about reorganizations alone)