

Diversity, Equity and Inclusion		
Unacceptable (1)	Meets Expectations (3)	Far Exceeds Expectations (5)
Uninterested in pursuing opportunities (e.g., readings, forums, special interest groups, etc.) that could foster greater self-awareness and reflection on one's biases, assumptions and attitudes	Shares learnings from training, readings, etc. with staff and others to foster self-awareness of biases, assumptions and attitudes, including discussions and team building exercises.	Shares learnings from training, readings, etc. with peers and senior leaders (across the institution) to foster self-awareness of biases, assumptions, and attitudes. Provides tips and guidance on how other leaders can disseminate this knowledge.
Does not encourage others to pursue opportunities for personal and professional development (e.g., LOD classes, e-learning, books) on issues related to diversity, equity, and inclusion.	Sets goals and expectations that others on staff pursue personal and professional development on DEI. Includes in annual performance review.	Shares with fellow leaders across the institution how to set goals and expectations for staff to pursue personal and professional development in DEI.
Overlooks opportunities (e.g., staff meetings, retreats) to share insights and support (through words, actions, etc.) regarding the role of social identity (e.g., race, gender, disability status, religion, etc..) and its relevance in the workplace.	Facilitates dialogue in staff meetings, retreats, etc. regarding social identity and its relevance in the workplace.	Shares with fellow leaders how to facilitate dialogue in staff meetings, retreats, etc. regarding social identity and its relevance in the workplace.
Seldom, if ever, shares personal examples or best practices in the use diversity-related organizational policies, procedures, and/or resources (e.g., DEI office) to help resolve issues and make decisions.	Provides training, guidance, and resources to staff that ensure diversity-related organizational policies, procedures, and/or resources (e.g., DEI office) are understood and leveraged when making relevant decisions.	Contributes to creation of diversity-related organizational policies, procedures, and/or resources (e.g., DEI office); helps with efforts to communicate these across the enterprise.
Shows little interest in building relationships with people from other cultures and backgrounds; seldom seeks and uses their ideas, opinions, and insights.	Is a sought-after resource for how to establish relationships with people from other cultures and backgrounds; seeking and using their ideas, opinions, and insights; and encouraging others to do the same.	Proactively shares with others best practices in how to establish relationships with people from other cultures and backgrounds; seeking and using their ideas, opinions, and insights; and encouraging others to do the same.
Does not provide leadership and guidance on the importance of recognizing and addressing incidents of explicit and implicit bias in the workplace.	Sets clear expectations and best practices in recognizing and addressing incidents of explicit and implicit bias in the workplace. Holds others accountable for a bias free workplace.	Is a sought-after resource for setting best practices in recognizing and addressing incidents of explicit and implicit bias in the workplace. Holds others accountable for a bias free workplace.

Please be mindful of different cultural norms and neurodiverse populations when applying these standards