Diversity Factor Supporting Information
For the Performance Development and Evaluation for Non-Faculty Employees

The following information has been developed to improve the clarity of, provide definition to, and offer performance examples for the Diversity factor in the Non-Faculty Performance Evaluation form. This is designed to assist supervisors in choosing the most accurate rating for their employees.

Diversity Factor Description:

The employee welcomes, includes, and demonstrates respect for individuals from all groups, including the various characteristics* of persons in our community. Link to suggested diversity items:

*Characteristics: May include, but are not limited to: age, citizenship, physical or mental ability, education, title, rank, gender, racial or ethnic identity, political or ideological perspective**, geographic location, language, marital status, military experience, religion, sexual orientation, gender identity*** or expression”, nationality, and socio-economic status**.

**Ideological perspective: A set of views or beliefs about society, politics, economics, and future hopes and goals.

***Gender Identity: The internal sense of one’s gendered self (e.g. as a woman, man, girl, boy, intersex, or asexual) or of being perceived as a woman, man, girl, boy, intersex, or asexual.

*Gender Expression: How a person communicates their gender (both intentionally and unintentionally) to others, through behavior, clothing, hairstyle, voice, and emphasizing, de-emphasizing, or changing physical characteristics.

**Socio-economic Status: A person’s position in society which is primarily dependent on income-level, education, occupation, and place of residence.

See http://diversity.tamu.edu/Dictionary/DisplayAllTerms.aspx for more information about these and other diversity terms.

Rating Definition and Behavioral Examples (Examples of behaviors should be considered given the employee’s position and her/his opportunities to develop in those areas or perform those functions):

1. Does Not Meet Expectations: Does not welcome, demonstrate respect for, or engage people of diverse backgrounds, viewpoints, needs, and experiences. Does not participate in diversity-related activities as required by supervisor or position (includes being past due on mandated TAMU System-wide EEO training). Examples include:
   • Gives preferential treatment to one group of people over another.
   • Uses sexist or racist epithets or jokes.
• Criticizes or makes fun of those who are different.
• Is insensitive to the needs of people with disabilities.
• Exhibits cliquish behavior.
• Mistreats or refuses to work with someone because of their beliefs, sexual orientation, age, or any other characteristic mentioned above.
• Promotes, interacts with or seeks input from people in unequal or unfair ways, showing favor for a specific type of people.
• Does not include others who have different personalities, perspectives, backgrounds, and styles in decision-making and problem-solving.
• (SUPERVISORS ONLY) Fails to promote, encourage, mentor or support the professional development or professional advancement of employees who are members of particular groups.

2. **Meets Expectations:** Welcomes, shows respect for, and engages people of diverse backgrounds, viewpoints, needs and experiences. Also participates in diversity-related activities as required by supervisor or position. Examples include:
   • Completes university required diversity modules (e.g. Creating a Harassment Free Workplace).
   • Works effectively with others, regardless of their background, position, or status.
   • Includes those with different backgrounds in day-to-day interactions within the University community.
   • Treats all individuals with fairness, dignity, and respect.
   • Acknowledges, greets, and serves people equally, regardless of their identity.
   • Demonstrates sensitivity to their own and others’ communication styles.
   • Gathers input from others about issues and opportunities before making decisions.
   • Communicates effectively about issues of difference.
   • (SUPERVISORS ONLY) Ensures that people with a variety of differences (culture, race, ethnicity, language, national origin, religion, gender, age, disability, and sexual orientation) are present, welcome, and productive in our organization.

3. **Exceeds Expectations:** In addition to meeting expectations, employee frequently seeks and actively participates in a variety of diversity-related activities and demonstrates additional support for diversity. Examples include:
   • Seeks information from others who have different personalities, backgrounds, and styles; includes them in decision-making and problem solving.
   • Appreciates and encourages the insights and ideas of all individuals.
   • Creates or contributes to an environment in which co-workers feel valued, included, understood, and appreciated.
   • Examines one’s own thoughts and language for assumptions and stereotypical responses.
   • Encourages (even by example) colleagues/co-workers to support diversity efforts.
   • Demonstrates support for organizational policies and practices that enhance diversity.
   • Accommodates different personal styles that are effective in accomplishing desired outcomes.
   • Works to understand the perspectives of others.
   • Promotes fairness and equity.
• Includes people of all backgrounds and invites them to be part of informal work-related activities.
• Promotes collaboration across/between different groups.
• Participates in diversity committees or programming.
• (SUPERVISORS ONLY) Reviews, assesses, modifies, applies, and monitors policies, practices, services, and behaviors to ensure that they support diversity.
• (SUPERVISORS ONLY) Maintains an open door, creating access for all employees to receive mentoring, coaching, and support.

4. **Outstanding:** Employee consistently exceeds diversity-related requirements of the position. Examples include:
   • Promotes inclusive practices, policies, and workplace environments.
   • Proactively pursues educational opportunities.
   • Develops programs, collaborates with others, and/or actively encourages others to join the effort to advance department, university, and community-wide efforts aimed at reaching Texas A&M University’s diversity goals.
   • Engages the talents, experiences, and capabilities of others.
   • Creates opportunities for access and success.
   • Helps to identify and/or works to change organizational policies and practices that may be contrary to the University’s commitment to diversity.
   • Consistently encourages a work environment that is respectful and accepting of individual differences.
   • Consistently addresses non-inclusive behavior or policies (as appropriate for position).
   • Acknowledges and works through diversity-related conflict in a productive way; addresses concerns and differing opinions in a constructive, positive way.
   • Partners with community organizations to advance Texas A&M University’s commitment to diversity (Must be in employee’s official capacity. Personal service activities are not considered in professional performance evaluations).
   • (SUPERVISORS ONLY) Has a hiring record that demonstrates progress in achieving a more diverse workforce.
   • (SUPERVISORS ONLY) Accommodates needs of others, including the observance of non-traditional religious holidays/practices.
   • (SUPERVISORS ONLY) Provides professional development opportunities for employees to learn about diversity.
   • (SUPERVISORS ONLY) Holds others accountable for ensuring a respectful work environment.