

DIVERSITY AND INCLUSION GUIDE FOR APPRAISAL AND DEVELOPMENT PLANS

Suggested Diversity Objectives/Job Duties	Suggested Outcomes/Scoring Rubric
<p>MSU’s Institutional Impact: Progressing in Diversity Programming</p> <ul style="list-style-type: none"> • Promotes a diverse workforce/academic environment. • Designs instruction and curriculum that promotes knowledge and understanding of diversity. • Enhance and participate in opportunities to directly apply knowledge acquired to solving community-based issues of public concern. • Increase the number of programs and/or number of participants through innovative pathways. • Increase marketing proficiency to insure awareness of programs and services to diverse populations. • Manage programmatic assets prudently to ensure the unit operates within its means. 	<ol style="list-style-type: none"> 1 = Employee has minimal or no diversity program attendance. 2 = Employee actively participates in diversity programming on campus. 3 = Employee actively encourages and helps to increase participation in diversity efforts at the unit level. 4 = Employee demonstrates leadership in campus-wide diversity programming. 5 = Employee produces venues that increase understanding of diverse worldviews and the manner in which they shape U.S. culture and life and/or global culture and life.
<p>MSU as a Community of Learners: Demonstrating Personal and Professional Development</p> <ul style="list-style-type: none"> • Demonstrates knowledge of, respect for, and skills to engage with those of other cultures of backgrounds • Works effectively with diverse faculty, staff and students. • Expand collaborations and work with partners to improve self and unit readiness for service to diverse persons. • Improve utilization of unit assets for efficiency and accountability. • Adopts self-imposed and shared practices that promote learning about public issues of diversity. 	<ol style="list-style-type: none"> 1 = Employee only discusses diversity issues when asked; takes no initiative personally or professionally in diversity issues. 2 = Employee seeks personal development from diverse resources; is vocal about personal new knowledge of diversity issues. 3 = Employee reflects personal understanding of diversity in a variety of day-to-day situations, and applies this understanding to the job role, effectively engaging with diverse others. 4 = Employee demonstrates complex understanding and application of diversity issues by helping with campus services outside the unit in ways that recruit, retain and graduate diverse students; and/or recruit and retain diverse faculty/staff. 5 = Employee is looked to by others as a resource, is constantly seeking new opportunities for personal growth and applies complex understanding of diversity and inclusion opportunities to the division, the university, and the broader community in measurable products (such as programming, research, curricular development).
<p>MSU’s Comprehensive Commitment to Inclusive Excellence: Progressing as a Catalyst for Change</p> <ul style="list-style-type: none"> • Facilitates a work environment that encourages knowledge of, respect for, and development of skills to engage with those of other cultures or backgrounds. • Demonstrates inclusive conduct, acting as an advocate for Inclusive Excellence in selected fields consistent with MSU’s mission and vision. • Incorporates multicultural and multi perspective experiences that are needed to recruit, retain, and succeed in increasingly global society. • Uses a variety of teaching methods, resources and co-curricular approaches which promote diversity. • Incorporates multicultural issues into work activities. 	<ol style="list-style-type: none"> 1 = Employee does not contribute to diversity awareness nor to strategies for improvement in the workplace. 2 = Employee demonstrates understanding of the importance of unit diversity efforts, and is creative in ways to reach out to those who may not otherwise participate. 3 = Employee demonstrates leadership in campus-wide diversity work. 4 = Employee causes students, staff or faculty member to apply their knowledge of diverse cultural views and perspectives to discipline-based issues and situations. 5 = Employee can be regarded as a change agent to effect new policies and procedures related to diversity; and the employee’s work expands pedagogical knowledge, skill, or expertise in the delivery of instruction, development of curriculum, or the production of research.