

# CREATEngagement Checklist

<https://facultydevelopment.stanford.edu/diversity-engagement/createngagement>

The **CREATEngagement Checklist** is intended for faculty members, department chairs and administrators as a tool to help guide thinking about how to create a more engaging faculty climate within the department or school. It provides a framework of five characteristics of a positive and engaging department/school climate, grouped together with actions supporting each characteristic. Individuals or groups can use this checklist to identify activities that already exist in the department/school and to think about others that might be employed to increase faculty engagement. It can be used as a discussion starter. Use in conjunction with CREATEngagement Toolkit.

## Characteristic

## Check items that occur in the department/school

### COLLABORATION



Encouraging and creating opportunities to work with other faculty members inside and outside the department

- Informal meetings and connections within the department (e.g., brown bag lunches) occur frequently.
- Professional collaboration in the school/department through colloquia, panel discussions, etc., happens often.
- There are plenty of opportunities to provide each other with informal feedback on works in progress.
- Writing groups within the department are active.
- New or untenured faculty members receive help (from senior faculty members or the chair) in connecting with faculty outside the department who share research interests.
- There are frequent events for social connection, and may, on occasion include staff colleagues.
- The department shares current research interests of all the faculty in an easy to access and filter online tool.

### RESPECT



Value and respect all members' contributions and perspectives

- Faculty member's awards and accomplishments are publicly recognized (e.g., in a faculty meeting, on the website, newsletter, etc.)
- Research and scholarship across all subfields or methodologies is treated with equal respect, including interdisciplinary research.
- Faculty member's service/administrative contributions are recognized and valued.
- Faculty member's teaching, mentoring, and advising activities are recognized and valued.
- Clinical work is recognized and valued.
- The Chair thanks each faculty member for their contributions.
- Faculty colleagues thank one another for their contributions.
- Diverse perspectives are sought and valued, including from administrative staff.
- The department has discussed and agreed upon expectations for civil communication and behavior in the department (aka ground rules, principles of community, etc.), including as it pertains to all constituents (administrative staff, research assistants)
- The Chair maintain boundaries of civil discourse and behavior within the department.
- Department members stand up for one another and call attention to instances of possible bias or disrespect.

*These five characteristics of a positive department climate are drawn from reports and resources for improving department climate developed at the University of Michigan, Brown University and Columbia University, and from Stanford's 2019 Faculty Quality of Life Survey and its findings. For further information and resources visit <https://facultydevelopment.stanford.edu/diversity-engagement/createngagement>*

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## EQUITY



Fair treatment of all, without bias or favoritism, equitable assignment of workload and resources

- Leadership opportunities are allocated and communicated fairly.
- Opportunities to serve on important committees are available and are made known across the department.
- Departmental practices for allocating teaching and service are clear and understood by all faculty members.
- Faculty and staff are reviewed regularly and provided actionable feedback about performance.
- Annual metrics on recruitment, appointments, workload, promotions, retention efforts and resignations are tracked and reviewed over time in order to identify patterns of disparity (either at the school or department level).
- There is an annual salary review process to discover and correct salary inequities.

## ASSISTANCE



Attending to everyone's needs

- The department has a formal mentoring program.
- The Chair or another faculty member is accountable for how mentoring is progressing.
- Mentoring is available for department members beyond the pre-tenure years, if needed.
- Different kinds of accommodations are readily provided for those who need them.
- Consideration and assistance are provided for family and/or dual partner issues if they arise (beyond recruitment).
- There are safe venues for voicing complaints, issues and ideas available to everyone in the school/department.
- There is sufficient administrative, technical or statistical staff support available for faculty members.
- Small funds are available to address unexpected issues and problems that faculty members may encounter (at the department or school level).

## TRANSPARENCY



Making information available and easy to find

- Departmental policies and bylaws are easily accessible and reviewed annually.
- Faculty and staff are included in the departmental decision-making process, as appropriate.
- New faculty members are given a structured orientation or onboarding in the department, including school/departmental policies and bylaws.
- Guidelines for tenure and advancement are available and clearly communicated to everyone.
- Everyone understands tenure clock extension and the different kinds of accommodations (caregiving, disability, etc.) available for faculty if needed, or if asked about by a mentee.
- Departmental meetings are publicized in advance and held regularly during a time convenient for those who may have family responsibilities.

We are seeking helpful practices related to these concepts to share in future programs. Please email Susan Drange, Associate Vice Provost and Executive Director of Programs ([sdrange@stanford.edu](mailto:sdrange@stanford.edu)) with ideas and feedback.