

Collaboration
Respect
Equity
Assistance
Transparency
ENGAGEMENT

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CREATEngagement – Toolkit for Fostering a Faculty Climate of Engagement

This guide provides an overview of five characteristics of a positive department climate for faculty members. No two departments or schools are exactly alike in terms of current department climate. Each has its own department history, rules (bylaws), and composition of faculty members. This guide provides a framework to consider the current climate within a unit, and identify strengths and challenges, in order to plan for improvement.

Sheridan et al., (2007) defined climate as “the atmosphere or ambiance of an organization as perceived by its members. An organization’s climate is reflected in its structures, policies, and practices; the demographics of its membership; the attitude and values of its members and leaders; and the quality of personal interactions.”

CREATEngagement

Five characteristics of an engaging department climate for faculty members are Collaboration, Respect, Equity, Assistance and Transparency. Each will be explored further in the following sections. These have been drawn from work with academic departments at other universities, as well as from themes in Stanford's 2019 Faculty Quality of Life Survey.

Merriam-Webster (2020) defines engagement as “emotional involvement or commitment” and work satisfaction surveys and studies often measure factors related to relationship quality as contributing to satisfaction and engagement (Callister, 2006). Factors that have been shown to detract from engagement with the department and the institution include, lack of respect, insufficient support for family and childcare responsibilities, lack of mentoring, unclear tenure and review processes, insufficient communication and access to information, lack of influence on department matters, excessive service responsibilities for underrepresented faculty and microaggressions, discrimination, and harassment (Aguirre, 2000; Callister, 2006; Settles et al., 2006; Stanley, 2006; Skachkova, 2007; Maranto & Griffin, 2010; Riffle et al., 2013; Campbell & O'Meara, 2014; Sheridan et al., 2017; Edwards & Ross, 2018).

The quality of interpersonal interaction, collegiality and connection among the faculty provides an important support and catalyst for excellence in scholarship and teaching. The climate of the department or school can help to engage and retain faculty members, enabling them to be more productive and do their best work (Campbell & O'Meara, 2014; Monk-Turner and Fogerty, 2010; Sheridan et al., 2017). However the opposite also holds, and isolation and exclusion can be detrimental to productivity and satisfaction and lead to stress and higher intention to leave, especially among women and faculty members from minority groups. (Callister, 2006; Lawrence et al., 2014; Patridge et al., 2014). The benefits of improving the climate, however, extend beyond underrepresented groups and increase productivity and engagement for all members of the department (Sheridan et al., 2017).

Role of the Department Chair

The department chair is a central figure in the life of the department. They are an important source of information, as well as a decision-maker, assigning teaching and service duties, and resources to help faculty members achieve professional goals. The chair serves as an arbiter of conflicts that may arise among faculty members, and plays an important role in monitoring and maintaining collegial behavior within the department. A chair can also help to connect faculty members with extradepartmental groups and sponsor faculty for awards and recognition beyond the department. In all of these ways, the chair influences faculty members' experiences of the department climate and can foster a positive and engaging climate, or contribute to a negative one.

Role of Faculty Members

Each faculty member also plays a part in creating the climate within the department. Through interpersonal contact senior faculty members can help newer members of the department acclimate and make important connections within the field and the institution (Fleming et al., 2016). Participating in mentoring, whether formally assigned or informal in nature, is an important way to support each other. Mentoring is helpful at all career stages and can be peer to peer, as well as between more senior and more junior members of the department. Faculty members can also contribute to a more engaging and supportive department climate by acting with respect towards one another, and standing up for department members who are the target of harassing, bullying or disrespectful behavior. The academic department has been compared to a family, with behavioral norms and expectations established and reinforced by the group itself. So, in this way, every faculty member is a contributor to department climate.

Collaboration



“(We need) a better understanding by the faculty of what the other faculty members do, their special areas of expertise, and develop a venue where these could coalesce for purposes of strategic innovation.”

Collaboration with colleagues inside and outside the department is an integral and rewarding part of the faculty career, and important to the advancement of knowledge. A number of items on Stanford’s 2019 Faculty Quality of Life survey assessed satisfaction with opportunities to collaborate and revealed varying levels of satisfaction by group. Going beyond collaboration for research and scholarship, connection and community among faculty colleagues is also an important and satisfying aspect of life in the Academy.

Enhancing Development of Networks

“I don't know what anyone else does with their days. We don't share work, we don't share grad students, it's a very diffuse community, if we can call it a community at all.”

For new faculty members, the department can play an important role in enhancing the development of networks. Higher education researchers have found that junior-senior faculty interaction is important for socialization and job satisfaction (August & Waltman, 2004), achieving tenure (Bilimoria, Joy, & Liang, 2008) and retention (Callister, 2006) for early career faculty. A department climate that encourages and enhances network opportunities is very important for network development, and can even overcome individual reluctance to develop social networks (Fleming, Goldman, Correll, & Taylor, 2016).

According to Fleming et al., elements of such an “enhancing” departmental climate for network development included:

- a supportive and welcoming department climate and department chair;
- an effective formal mentoring program;
- active help for faculty in developing cross disciplinary collaborations,
- thoughtful placement of new faculty offices
- presence of pre-tenure peers
- assigning new faculty to a few influential committees

While this last point may seem counterintuitive, strategically assigning pre-tenure faculty to a small amount of committee service helps them succeed by exposing them to a wider network of influential senior colleagues, and helps them to better understand organizational politics, as well as feel included in decision making (Fleming, et al., 2016; Carson, et al., 2019).

Facilitating collaboration

Some academic disciplines lend themselves to interdisciplinary study more than others, and for these establishing such networks is essential, and perhaps easier to do. However other fields may not have well-established interdisciplinary pathways, or even as much propensity for collaboration among peers within the unit. Yet findings from the Stanford Quality of Life Survey suggest that faculty members across the university desire more collaboration, inside and outside the department. For this reason, it is important for schools and departments to find ways to facilitate collaboration, networking and social interaction among faculty.

Making information about other faculty members' research interests easy to find is one way to help foster collaboration. In smaller department's this may occur without much extra effort, but in larger departments consider how to do this, both with technology and also in person, through purposefully sharing research interests in meetings or planned colloquia. Social gatherings also help people connect with one another, within the department and across a school or interdisciplinary fields. It may be that years ago, in a time when institutions were smaller, or academic life was less busy, making connections and collaboration occurred easily. In today's academy, purposeful efforts to enable and enhance collaboration, connection and community within and between academic units are necessary for increasing faculty engagement.

Recommended reading:

Fleming, S., Goldman, A., Correll, S. and Taylor, C. (2016). Settling In: The role of individual and departmental tactics in the development of new faculty networks, *The Journal of Higher Education*, 87(4).

Respect



“I regularly do not feel appreciated or recognized for my contributions within my department, be it for the particular areas of research I work in, my commitment to teaching and advising students well, or the other complex and multi-faceted aspects of the jobs we do as faculty. The culture in my department is one focused almost entirely on individual achievement in research and publication, and everything else is treated as incidental or even a waste of time. This feels isolating, inaccurate, and discouraging.”

A respectful department climate is one in which all faculty members’ contributions and perspectives are valued and recognized. This includes research, scholarship, teaching and service contributions. Including someone in a research collaboration or asking someone to review a draft are ways of showing respect for a colleague. Enabling full participation in meetings and in the decision-making process within the department are also ways to denote inclusion as a full citizen in department life. While these examples may seem ordinary and inconsequential, for those who have been excluded, cut off mid-sentence, forgotten or passed over, these kinds of actions hurt. Small things matter when it comes to creating a department climate of inclusion and belonging. Saying hello, remembering names, recalling small personal details like whether someone has a pet, all add up to helping people feel recognized and creating connection within the department.

Communication in Meetings

“Many faculty leaders have big egos and lack sensitive and thoughtful communication styles.”

Don’t take it for granted that everyone in the department has the same sensibility regarding interpersonal communication. As departments have become more diverse --by age, gender, race, ethnicity, international status and more --so too have opinions about what comprises civil, respectful and appropriate communication and behavior in departmental meetings. Agreeing to ground rules, or principles of community, with input from all department members is a good way to level expectations in this regard. If the department has already created ground rules in the past, it is wise to revisit them annually, so that newcomers are aware of them and others may be reminded. While these departmental conversations take time and may seem simplistic, faculty members’ participation in the discussion process holds more value than unilaterally implementing a list of rules.

Examples of guidelines related to respect, community and climate from other universities:

Brown University Diversity and Inclusion Toolkit, Guideline #3: Enhance Respect

<https://www.brown.edu/about/administration/institutional-diversity/resources-initiatives/resources-students-faculty-staff-and-alumni/diversity-and-inclusion-toolkit#3>

Goals for Physics Department Climate – Duke University

<https://studylib.net/doc/11560534/faculty-resolution-adopted%20-february-24-2003>

University of California Campuses - Principles of Community

<https://ucnet.universityofcalifornia.edu/working-at-uc/our-values/principles-of-community.html>

Recognition

“In being a minority faculty member, I have acquired an additional number of responsibilities that are merely rooted in my ethnic identity. This work takes a great deal of time and is not rewarded in any way.”

It is important to recognize service and teaching that faculty members contribute on behalf of the department, as well as important awards and career milestones. A department chair should thank faculty members for their service individually and also in department meetings, so that others are made aware of individual contributions. Awards and milestones can also be celebrated on department web pages and in newsletters. While a seemingly small gesture, saying thank you matters.

Harassment and Discrimination

Unfortunately, disrespect has become too common in academe. The 2019 Faculty Quality of Life Survey identified gender-based verbal harassment of women (slighted, insulted, condescended to or ignored; rude and offensive sexual remarks, sexist remarks, and offensive remarks about appearance, body or sexuality) as a prevalent experience for female respondents, with more than 30% saying they had experienced this during the last 12 months. Going beyond gender-based verbal harassment are more extreme forms of harassment, discrimination, gender-based misconduct and bullying.

“A great deal of stress has stemmed from gender discrimination and harassment within my [unit]. This has negatively affected my sleep, self-confidence and career trajectory. I have questioned my interest in continuing on faculty...due to these stresses.”

None of these behaviors should be tolerated in the department. If faculty are involved in these kinds of behaviors the department chair has a responsibility to act. Ignoring bad behavior will not make it go away, instead it is likely to increase and become more egregious over time.

Taking steps early to stop disrespectful behavior will prevent more serious harm in the future. Depending upon the situation, consult with senior administrators in your school, the Title IX Office (<https://titleix.stanford.edu/>), the Diversity and Access Office (<https://diversityandaccess.stanford.edu/>), Faculty Affairs (<https://facultyaffairs.stanford.edu/>), and Thomas Fenner, Deputy General Counsel (650-723-8122, tfenner@stanford.edu) about appropriate steps to take, required reporting, and help for addressing such cases.

Equity



“I have noted that almost all of the committee chairs in our department are female, particularly those [committees] that I perceive as less powerful and more administrative.”

Equity is about fair treatment, without favoritism or bias. Having access to opportunities, such as leadership positions and service on important committees, as well as the way resources are allocated, for example funds, space and research assistance, contributes to whether or not a faculty member feels the climate to be fair and equitable. Since different faculty members may need different kinds of assistance and support at different points in the career, one should not expect that this means everyone should have exactly the same opportunities and resources all the time, however, the rationale for how decisions are made around allocation of resources and opportunities should be understood by everyone in the department.

Equitable distribution of workload for teaching, advising and administrative service is also essential for department harmony and creating a positive and engaging department climate. Again, the rationale used for distributing tasks, and transparency about each faculty member’s contribution to the shared workload of the department is essential to maintain a sense of equity and fairness. Some departments have created documents listing each faculty member and their allocation of different kinds of committee work, teaching, etc., to provide transparency about who is doing what. Department chairs can use such a document as an annual sign-up sheet for each year’s tasks. This can also be helpful for encouraging members of the department who regularly avoid service, to feel some added responsibility to do their fair share.

“Teaching assignment is a highly non-transparent process. Teaching duties should be fairly applied ... Some faculties receive unfairly easier teacher assignments (deals) than others.”

In order to identify issues of equity, it is useful to have systems in place to review data about important standard departmental activities: recruitments, appointments, workload allocation, promotions, retention efforts and resignations. By looking at these data over time, patterns may be identified for different groups that suggest inequity or bias. Proactive steps can then be taken for future correction. Salaries should also be reviewed at the school or department level to ensure that equity is maintained over time. Without building in accountability processes, unfair incremental changes or patterns can develop that remain hidden and go uncorrected.

Assistance



“I’ve been here over 20 years. The culture was different back then. I received no mentoring as a new faculty member. None, zero, zip. At the time I thought that suited me just fine. Turns out I could have used it. Watching my junior colleagues now, I see that they receive quite a bit of formal and informal mentoring. I think that is great, and I want to encourage the continuation of this. A faculty position is so much more than scholarship.”

Assistance is about attending to everyone’s needs – providing help, resources and support at the time that it is needed. Faculty members need a variety of support over the course of the career including mentoring, accommodation to take time off for care of family and self, seed funds to get a pilot project off the ground, technical or statistical support, etc. To create a supportive and engaging department climate, a department chair should try to understand and anticipate the needs of faculty members. It is also helpful to communicate what kinds of assistance are available, for example small funds for unexpected problems, the range of family-friendly accommodations that the university provides, mentoring for new faculty, as well as for mid-career and later, if desired. Once faculty members are aware of the range of types of assistance, they should also be encouraged to ask for what they need. Fostering a climate within the department where it is normal to receive help, and where it is understood that we all need support and assistance at different times in the career, will enable faculty members to access and receive what they need to be most productive.

Mentoring

Only 43 percent of respondents to the 2019 Faculty Quality of Life Survey felt they had received adequate formal mentoring. Of all the survey findings related to department/school climate, formal mentoring had the lowest satisfaction rating. This points to a need to improve formal mentoring for faculty members across the university.

Faculty mentoring is often practiced as a means to help untenured faculty members advance to tenure. However, this view of the purpose of mentoring and of the kind of faculty member who might wish to have some form of mentoring is much too narrow. Mentoring can provide task-specific technical advice and also psycho-social support. It can be helpful for navigating tricky political issues within academe and also for learning how to juggle the demands of career and family. At later career stages, mentoring can also help a faculty member move forward into a new research trajectory. Mentoring for leadership roles is also essential, since few academics were taught about how to chair a department or lead a division or institute when they were in graduate school.

Formal mentoring programs within the department require some organization and oversight to ensure that mentor-mentee needs are being met, and to negotiate conflicts and interpersonal issues that may arise. Often this is the responsibility of the department chair, though in larger departments it may be delegated to another faculty member. Key aspects of formal mentoring programs include written agreements between the mentor and mentee about the purpose, content and goals of the mentoring partnership. Agreement on the frequency of meetings, the duration of the arrangement, and on the schedule for check-ins with whomever is overseeing the program is necessary. If an untenured faculty member is the mentee, it should be made clear whether and in what way the mentor will participate in the tenure decision process. Each school may have different requirements for the formal faculty mentoring process and there is also a large body of literature about mentoring that can be helpful. Additional programs and guidance about practices for faculty mentoring will also be provided in the future through a new mentoring initiative from the Office of Faculty Development.

Accommodations

Less than 50% of the female respondents who felt they needed an accommodation (pregnancy, caregiving for child, elder, family member, or for own health) asked for one. And even among the women who asked for and received a child caregiving accommodation, 42% felt it was insufficient to address their need. Why might this be the case? A study at UC Berkeley, also found various caregiving accommodations to be under-utilized by female faculty. In their study the two reasons for it were lack of knowledge about the policies and accommodations available, and also the fear of using the policy (UC Faculty Family Friendly Edge, 2007). Other research has found that we have implicit biases about gender and caregiving, such that mothers are seen as less competent and committed to their work than fathers or women who are not parents (Correll, Benard, Paik, 2007). This would explain the reluctance of female faculty members to draw attention to their caregiving needs. It suggests that, at the department level, we should increase everyone's awareness about the accommodations available at Stanford to help faculty members with their caregiving and health-related needs, and also normalize the use of such policies, so that faculty members will not fear that their chances of advancement or their professional reputation would be hurt for using them.

Recommended resources:

Effective Policies and Programs for the Retention and Advancement of Women in Academia- WorkLife Law, UC Hastings College of the Law, January 2013

<https://worklifelaw.org/publication/effective-policies-and-programs-for-retention-and-advancement-of-women-in-academia/>

Frasch, K., et al. (2007). Creating a family friendly department: Chairs and Deans Toolkit. UC Faculty Family Friendly Edge, Berkeley, CA.

<https://ucfamilyedge.berkeley.edu/sites/default/files/chairsanddeanstoolkitfinal7-07.pdf>

Transparency



“One of my primary sources of stress is getting funding for my lab and I am not alone! For internal grants there is never any feedback provided which is very disappointing as I am sure that many of us could benefit from that. I also feel that for many of the internal awards, the recipient(s) is pre-decided. Again there should be more transparency about this mechanism.”

“One huge stress is the lack of information and the lack of standards regarding many important processes, such as -- quite critically -- promotion and tenure reviews. It is surprising that for a profession that prides itself on rigor and depth, there is such little transparency and visibility into (a) what the standards for these processes are, and (b) how those standards are applied.”

Transparency means making all kinds of information available and easy to find. This also includes providing clear and actionable feedback about faculty members’ work and what is needed for advancement. Only 60% of the faculty responding to the 2019 Faculty Quality of Life Survey felt they had adequate information and feedback about what it takes to succeed as a faculty member.

Some departments and schools are thoughtful and organized about providing transparency. Bylaws are posted on the department website and reviewed and updated by the faculty regularly. There is a standard plan for how to on-board and welcome new members to the department that includes review of important policies and a contact list for accomplishing various administrative tasks. In other cases, leaders make the mistake of believing that if they have said something once, it has been communicated. For information to reach everyone it must be repeated many times using different media – in department meetings, via email, on the department website, in one-on-one meetings – and also over the course of time. Often people will not hear a message unless it is of relatively immediate importance to them, so making sure important policies or available programs are reviewed and communicated every year can help faculty members receive the information when it is pertinent to them.

Another issue from the 2019 Faculty Quality of Life Survey had to do with adequate information about leadership opportunities and the opportunity to serve on important committees. Having a voice in decision making about the direction of the department also emerged as an issue. These suggest a lack of transparency and inclusion and the possibility that important opportunities for advancement are being communicated through informal networks. This can create an impression of inequity and may skew leadership roles and important committee participation to an older “insider” network that is closed to newer and more identity diverse faculty members. The solution to a problem like this is to deliberately identify opportunities and develop a system to publicly post and communicate about them with the whole department.

INTERCONNECTION OF THE FIVE CHARACTERISTICS OF AN ENGAGING CLIMATE FOR FACULTY

Five characteristics of an engaging faculty climate have been presented here as separate concepts. In reality, these characteristics are interconnected -- when one is present it enhances another. The opposite is also true, and if one is absent, it can make other characteristics difficult or impossible to enact. For example, respect is a foundation upon which collaboration and equity rely. Transparency can increase a sense of equity. However, without transparency about how decisions are made, assistance provided to some (but not all) may be seen as inequitable. Of the five, respect is the most important and potentially the most difficult to enact. Respect is the basis for valuing and including others in the community. Without respect, harmful behaviors like verbal harassment, physical harassment, discrimination and bullying appear and flourish.

About changing organizational climate

Changing the climate within a department/school is very slow work. Typically, the impetus for such endeavors begins with a negative incident, or a slow build-up of frustration on the part of a portion of the department/school members. As we have seen with the 2019 Faculty Quality of Life Survey data, the view of this smaller, less happy and more frustrated group is in contrast to a large portion of the population who feels the climate is fine as it is and that there is no need for change. Sometimes department chairs and academic leaders themselves may be part of the complacent group, because their own experience has been satisfactory. Changing an organization's climate requires finding a way to convince the complacent that change is necessary, while keeping those who are already frustrated with things as they are, onboard and participating together with the whole department/school to enact change.

Next steps

Take the 2019 Faculty Quality of Life Survey results as a strong indicator that each school and department has some room for improvement when it comes to factors that influence faculty engagement. Given what faculty members already know about their own department or unit, it is likely that they can identify one or more of the five characteristics described here as a priority for action. However, the urge to gather MORE data is often a first reaction by faculty members upon receiving survey results of this kind. Many leap to the idea of developing a local climate survey and administering it themselves within the department. This takes a lot of time, the survey instrument itself can become a point of contention, and most importantly it poses challenges for data integrity and faculty members' privacy. There are other ways to gather information than through a survey.

Consider what the endpoint of efforts to change the department/unit climate will be. Ultimately the faculty themselves have to agree on what they want the climate of the department to be and they together, through their own behaviors, will need to create the kind of collegial working environment of which they want to be a part. This requires communication and dialogue within the department. So, instead of one more survey, it may be possible to go directly to other less formal and more interactive ways of gathering information and start a dialogue in the process.

The size of a department/unit and the nature of its issues should help determine how to proceed. In smaller units, with high trust in the department chair, information can be gathered by the chair through individual or group meetings, via email or in open discussion during a department meeting. The CREATEngagement Faculty Checklist could be used to spur thinking and to help focus the conversation. If more anonymity is desired, or if the department is larger, a small faculty committee could gather input through group meetings and interviews with faculty members and then provide a summary of their findings to the department as a whole. Depending on the situation, and the kinds of questions being pursued, technology, such as Poll Everywhere, could be used in a faculty meeting to gather an aggregate high-level sense of the department climate related to the five characteristics of an engaging department climate and use this information to support a faculty discussion. There will also be instances where problems are deeply ingrained, or issues are already contentious, and an outside third party is needed to assist in the process. If this is the case, consult with your school's senior administrators. The Office of Faculty Development, Diversity and Engagement, or the Ombuds Office may also be able to help by consulting with the department/unit directly or helping to find external consultants who can assist with this work.

Once information is gathered the department/unit needs to identify the most pressing organizational climate issues and prioritize action. Creating a committee to carry this work forward is a next step (if a committee related to faculty diversity and engagement, or similar work doesn't already exist). The committee would be responsible for developing solutions to address the high priority issues identified, and proposing these to the faculty for agreement, before working toward implementing ideas. The Office of Faculty Development, Diversity and Engagement can offer consulting support and point to research and best practices from other institutions, as a way to help departmental/unit committees in their work.

Maintaining and building upon organizational climate change



In order to support ongoing improvement, it is important to periodically assess the status of the department/unit. Some departments hold one department meeting a year devoted to discussing department climate issues. Department climate issues can become part of the self-study that is done for departmental review. In some schools, department chair evaluations include gathering information about the department climate. Department strategic planning can also include plans for improving faculty diversity, engagement and issues related to department climate. Consider ways to build assessment of the department/unit climate into existing reports and annual activities, so that it isn't separate from the department's normal business, but becomes part of it.

For more information and assistance:

Susan Drange, Associate Vice Provost in the Office of Faculty Development, Diversity, and Engagement is available to consult with department chairs, committees, individual faculty members and administrators interested in improving the department/school climate. She can provide guidance and point to relevant research, practices and resources from other institutions related to creating a more engaging climate for faculty members. Contact: sdrange@stanford.edu (650) 498-0350.

*NOTE: The five characteristics of an engaging department climate for faculty were drawn from Waltman and Hollenshead, 2005, **Creating a positive departmental climate: Principles for best practices**. NSF ADVANCE at the University of Michigan; Columbia University Arts & Sciences: **Improving Department Climate: Tools and Resources for Departments & Department Chairs, March 2019** and Columbia University Office of the Provost: **Guide to Best Practices for Departmental Climate, December 2019**; Brown University: **Diversity and Inclusion Toolkit #3, Office of Institutional Equity and Diversity, website accessed February 2020.***

Boxed quotes were taken from Stanford's [2019 Faculty Quality of Life Survey](#) results.

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CREATEngagement Faculty Checklist

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

The **CREATEngagement Faculty 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.
- The department shares current research interests of all the faculty in an easy to access and filter online tool.

RESPECT



Valuing and recognizing all faculty 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 valued.
- The department has discussed and agreed upon expectations for civil communication and behavior in the department (aka ground rules, principles of community, etc.).
- The Chair maintain boundaries of civil discourse and behavior within the department.
- Faculty 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>

CREATEngagement Faculty Checklist

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EQUITY



Fair treatment of all faculty, 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 members 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 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 members are included in the departmental decision-making process.
- 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) with ideas and feedback.

The Office of Faculty Development, Diversity and Engagement (OFDDE), led by Vice Provost Matt Snipp, supports the faculty through a variety of programs and initiatives focused on fostering diversity and engagement. OFDDE also assists in faculty recruitment and retention efforts to ensure that Stanford has an excellent and diverse faculty. The office works with deans, chairs and search committees with outreach efforts in developing talented and diverse applicant pools, and serves as a central resource for all faculty recruits and newly hired faculty in their transition to the Stanford community.