

About the Rubric

The **CREATEngagement Self-Assessment Rubric** is intended for use in conjunction with the [CREATEngagement Toolkit](#). It provides a framework of five characteristics of a positive and engaging department/school climate, grouped together with actions supporting each characteristic. These represent the key areas to examine when thinking about how to create a more engaging faculty and staff climate within the department or school.



For each characteristic, three stages of development are identified in the rubric: **nascent**, **developing**, and **engaging**. While progression through these stages suggests that a department/school is moving toward alignment with the five

characteristics of an engaging faculty and staff climate, it should be noted that progress is likely not uniform and a department/school may be at different stages across the characteristics. Department/school members can consider the extent to which actions that promote an engaging faculty and staff climate are currently employed in the department/school. Ultimately, the group members themselves must agree on what they want the climate of the department/school to be, and together, through their own behaviors, will need to create it. The “Next steps” section of the CREATEngagement Toolkit provides guidance on considerations for moving forward.

How to Use the Rubric

The rubric is intended for use by faculty members, department chairs, and staff/administrators as a tool to help reflect on the climate at a particular point in time. This is a developmental diagnostic tool and is not a validated instrument. It can be used by individuals or groups to think about department/school climate, and the results can serve as a checklist to identify activities that already exist in the department/school and may inform thinking about others that might be employed to increase faculty and staff engagement. It can be used as a discussion starter and, when used at a later point in time, it can aid a department/school in assessing any changes over time.

The rubric provides an opportunity to more closely examine the department/school climate relative to each characteristic. While this can point to the most pressing organizational climate issues and support the prioritization of action steps, it is important to also keep in mind that the characteristics are interconnected.

Five Characteristics

Five characteristics of an engaging department climate are Collaboration, Respect, Equity, Assistance and Transparency. Please click graphic links for each of these below to learn more.

<p>COLLABORATION</p> <p>Encouraging and creating opportunities to work with other faculty members inside and outside the department</p>	<p>RESPECT</p> <p>Value and respect all members' contributions and perspectives</p>	<p>EQUITY</p> <p>Fair treatment of all, without bias or favoritism, equitable assignment of workload and resources</p>	<p>ASSISTANCE</p> <p>Attending to everyone's needs</p>	<p>TRANSPARENCY</p> <p>Making information available and easy to find</p>
--	--	---	---	---

Note: The 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> Please contact Susan Drange (sdrange@stanford.edu) with questions and feedback about this instrument.

For each characteristic and associated activity, indicate the frequency that best represents the **current** status of the school/department and any relevant examples.

Collaboration

Activity	Never 0 pts	Rarely 1 pt	Occasionally 2 pts	Frequently 3 pts	Examples
a. Informal meetings and connections within the department/school occur with encouragement by senior faculty/leaders					
b. There is professional collaboration in the school/department through colloquia, panel discussions, meetings					
c. Staff/administrators are invited to collaborate with faculty on shared aspects of the mission					
d. Writing groups within the department are active and easily accessible					
e. Senior faculty members or the chair provide help to new or untenured faculty in making connections with faculty outside the department with shared research interests					
f. Events for social connection are held, and may, on occasion, include staff colleagues					
g. Department shares all current faculty research interests in an easy to access/filter online tool or site					
COLLABORATION - POINT TOTAL:					
0-11 NASCENT	The climate in the department/school may be enhanced by focusing on opportunities to facilitate greater collaboration.				
12-16 DEVELOPING	The department/school sees value in and is working to expand opportunities for collaboration.				
17-21 ENGAGING	The department/school provides robust encouragement and creates ample opportunities to work with other faculty members inside and outside the department/school.				

Respect

Activity	Never 0 pts	Rarely 1 pt	Occasionally 2 pts	Frequently 3 pts	Examples
a. Awards and accomplishments of all faculty members are consistently and publicly recognized (e.g., in a faculty meeting, on the website, etc.)					
b. Research and scholarship across all subfields and methodologies, including interdisciplinary research, is encouraged and treated with equal respect					
c. Service/administrative contributions of faculty and staff are recognized and valued					
d. Teaching, mentoring & advising activities, and clinical work , if applicable, are recognized and valued					
e. Diverse perspectives are sought out, encouraged, and valued , including from administrative staff					
f. The department/school discusses and agrees upon expectations for civil communication and behavior across all constituencies in the department when needed (aka establishes ground rules, principles of community, etc.)					
g. The chair maintains boundaries of civil discourse and behavior within the department					
h. Faculty and staff members proactively create an environment that fosters respect and minimizes the potential for harmful bias for all constituents in the department					
RESPECT - POINT TOTAL:					
0–12 NASCENT	The climate in the department/school may be enhanced by focusing on opportunities to foster respect.				
13–18 DEVELOPING	The department/school sees value in and is working to provide greater recognition and respect of contributions and perspectives.				
19–24 ENGAGING	The department/school clearly values and fully recognizes everyone’s contribution and perspective.				

Equity

Activity	Never 0 pts	Rarely 1 pt	Occasionally 2 pts	Frequently 3 pts	Examples
a. All faculty and staff are encouraged and supported to pursue a wide range of professional and leadership opportunities					
b. Attention is paid to the composition of important committees in order to facilitate equitable access and inclusion of a range of perspectives					
c. Established processes are used to equitably allocate teaching and service duties					
d. Faculty and staff members are reviewed regularly, provided actionable feedback about performance , and provided access to resources to support development					
e. Annual metrics on recruitment, appointments, workload, promotions, retention efforts, and resignations are tracked; reviewed over time in order to identify patterns of disparity (either at the school or department level); and actions are taken as needed					
f. A salary review process is used to discover and correct salary inequities for all members of the department/school					
EQUITY - POINT TOTAL:					
0-8 NASCENT	The climate in the department/school may be enhanced by focusing on opportunities to promote equity and recognize bias.				
9-13 DEVELOPING	The department/school seeks to enhance equity and minimize bias.				
14-18 ENGAGING	The department/school promotes the fair treatment of all members, without bias or favoritism, and equitably assigns workload and resources.				

Assistance

Activity	Never 0 pts	Rarely 1 pt	Occasionally 2 pts	Frequently 3 pts	Examples
a. Faculty members at all career stages are encouraged and supported to participate in mentoring tailored to their needs					
b. The chair or another assigned senior faculty member checks on how mentoring of early career faculty is progressing					
c. Different kinds of accommodations are available and provided for those who need them					
d. Consideration and assistance with family/dual partner support are provided if issues arise (beyond recruitment)					
e. Complaints, issues and ideas for improvement are invited and received in a safe space from all department/school constituents					
f. There is sufficient administrative, technical, or statistical staff support available for faculty members					
g. Small funds are available to address unexpected issues and problems that faculty members may encounter (at the department or school level)					
ASSISTANCE - POINT TOTAL:					
0-11 NASCENT		The climate in the department/school may be enhanced by more fully attending to everyone's needs.			
12-16 DEVELOPING		The department/school is working to identify ways to offer help.			
17-21 ENGAGING		The department/school clearly values and invests in the resources to assist faculty and support success.			

Transparency

Activity	Never 0 pts	Rarely 1 pt	Occasionally 2 pts	Frequently 3 pts	Examples
a. Departmental policies and bylaws are easily accessible and reviewed on a regular basis					
b. Decision-making processes are transparent and equitable , with participation by faculty and administrators actively encouraged					
c. New faculty are given a structured orientation/onboarding , including school/departmental policies and bylaws					
d. Guidelines for tenure and advancement are easily accessible and clearly communicated to everyone					
e. The chair, senior faculty, or assigned mentor proactively communicates with pre-tenure faculty about progress toward tenure and promotion and shares information about available accommodations (e.g., tenure clock extension, leaves)					
f. Departmental meetings are publicized in advance and held regularly during a time convenient for those who may have family responsibilities					
TRANSPARENCY - POINT TOTAL:					
0-8 NASCENT		The climate in the department/school may be enhanced by reviewing what and how information is available.			
9-13 DEVELOPING		The department/school sees value in and is working to improve availability and easy access to information.			
14-18 ENGAGING		The department/school makes information available and easy to find.			

Overall Totals

Characteristic	Total
COLLABORATION (21 pts)	
RESPECT (24 pts)	
EQUITY (18 pts)	
ASSISTANCE (21 pts)	
TRANSPARENCY (18 pts)	
<i>TOTAL SCALE = 0 - 102</i>	
TOTAL	