Academic Affairs
Trusting Team Statement

Our teams are committed to contributing to and ensuring an environment of trust, collaboration, equity-mindedness, compassion, grace, and honesty. The components of a trusting team include:

- **Sharing responsibility**: We strive for collaboration and the unique contributions of each individual team member.

- **Acting Intentionally:** We trust that every team member is approaching their work, communication, and feedback with good intentions. We assume and recognize the best in one another (grace).

- **Showing Appreciation:** We acknowledge and celebrate the effort of each team member.

- **Continuous Communication:** We engage in the constant practice of giving and receiving effective and timely feedback.

- **Showing Compassion and Forgiveness:** We acknowledge that innovation involves risk. To support innovation, we understand the inherent risk of failing forward. We support change by embracing opportunities to learn from mistakes with compassion and grace.

- **Being Approachable:** We strive to be positive, professional and welcoming to students, faculty, and staff to ask questions, share ideas, and obtain valuable information.

- **Fostering Mutual Respect:** We have respect for each other and do all that we can to preserve one another's dignity. Prominent among this is civility, which Includes mutual respect, fairness, patience, and politeness.

Trusting Team in Action: Examples of Good Practice

- Share the goal you are trying to achieve rather than asking questions one at a time. Often the context of the bigger goal impacts the answer to your question(s).

- For things that are outside of normal operations/routine (change management), begin with the unit head—they have the university-wide lens that will allow them to steer you in the right direction.

- Cultivate habits of good communication: picking up the phone to sort things out, acknowledging an e-mail that will take some time to respond to, reminding yourself of the principles above. Not everyone speaks your language, sometimes level-setting around what terms mean is needed.

- Work toward a solution when you are frustrated with a pattern of work rather than harboring resentment (work with your unit leader as needed to address recurring issues).

- Be open in terms of appropriately sharing knowledge and information in in order to help each other do our work better (not withholding information as a form of power).

- Recognize teachable moments when you are asked about processes or when someone has made a mistake and practice patience—can you help them learn about the bigger picture (the "why" a certain process or rule is in place)?

- Think about ways to operationalize the principles above in working with the people in your own unit and with other units.

- Think through the ripple effects of decisions that you are involved in—who else needs to know who isn't in the room? How can the decision be communicated in a way that helps people understand the context for it?