



W I S E L I

*Women in Science & Engineering Leadership Institute
University of Wisconsin-Madison*



OFFICE OF THE PROVOST

**ENHANCING DEPARTMENT
CLIMATE:
A CHAIR'S ROLE**

RESOURCES



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RECOMMENDED ACTIONS FOR ENHANCING DEPARTMENT CLIMATE

Discussions with and surveys of various groups across campus reveal the following common concerns:

- Lack of respect/consideration/politeness
- Ineffective communication
- Lack of recognition/visibility/value
- Lack of support/inequitable access to professional development opportunities
- Insufficient sense of community or belonging
- Difficulties achieving balance between work and family or personal life
- Illegal behaviors and demeaning, sexualizing, or condescending language and behaviors

In addressing these concerns it is important to note that though issues of climate may be common to all groups – faculty, academic staff, classified staff, post-graduate, graduate, and undergraduate students – the solutions or remedies for specific groups may differ.

To address these concerns we have developed the following set of recommended actions/activities/policies for the following areas:

- Basic manners – respect/consideration/politeness
- Effective communication
- Building a sense of community
- Promoting professional development
- Recognizing and valuing the work of departmental members
- Building sensitivity
- Balancing work and family/personal responsibilities
- Countering illegal behaviors and complaints about demeaning, sexualizing, or condescending language and behavior

To Enhance Basic Manners – Respect/Consideration/Politeness:

- Issue a policy statement that makes it clear that all individuals in the department – faculty, staff, and students - are to be treated with dignity and respect; that differential treatment of women and men, and minorities and non-minorities is not appropriate and will not be tolerated.
- Include showing respectful and considerate behavior to other departmental members and visitors in performance evaluations for both faculty and staff.
- Include, as an important element of showing respect and consideration, the need to address individuals by their appropriate titles. Program Administrators, for example, may prefer not to be called secretaries.
- Promote these policies by example.

To Improve Communication:

- Clearly and honestly communicate departmental values, intentions, expectations – and act in accordance with them.
- Clearly communicate departmental policies and procedures.
- For all faculty members, academic and classified staff members, post-graduate students, and other student employees, provide written clarification of conditions of employment, including information on vacation time, sick time, and grievance procedures.
- Provide informational documents to graduate students that includes information about requirements, expectations, policies, procedures, and qualifications for applying for fellowships, project assistantships, etc.
- Clearly define qualifications and application processes for all faculty and academic staff position openings and promotions.
- Provide open and honest communication about how departmental resources are allocated.
- In communicating, be sure to include all people/voices across campus – see **“Building a Sense of Community”** (below). Be sure to solicit perspectives from diverse groups of people.
- Promote collaboration and sharing of information
- Become aware of cultural and gendered differences in styles of communication, so that different styles of communication do not create problems. For example, many women tend to have a different communication style from men. If they speak in softer tones, seem more hesitant, or make hedging statements they risk not being respected, but if they speak authoritatively, they may be seen as “aggressive” and also risk not being respected. Women’s thoughts and ideas are often overlooked or downgraded for both of these reasons.

Building a Sense of Community:

- Give governance to all groups in your department.
 - For example, make sure you have representation from the academic and classified staff, and from post-doctoral and graduate students at all departmental meetings.
 - Consider giving these non-faculty representatives voting rights on departmental matters other than tenure decisions.
- Examine departmental committee membership and ensure that membership is diverse with respect to age, gender, nationality, race and ethnicity, etc.
- Examine departmental teaching assignments and insure that teaching requirements are appropriately and equitably distributed.
- Examine departmental events such as seminar series and sponsored conferences and ensure that presenters of various ages, genders, nationalities, races and ethnicities are included.
- Time departmental meetings so as not to exclude participation of specific groups. Parents, for example, are often unable to attend late afternoon meetings and events.
- As chair of departmental meetings:
 - Make sure that everyone has a chance to voice opinions or concerns. See the UW Office of Quality Improvement's webpage on "**How to Lead Effective Meetings**" for valuable advice. (<http://www.ohrd.wisc.edu/meetings/howto1.htm>)
 - Be sure to acknowledge and attribute ideas, suggestions, and comments accurately.
- Publicly recognize and praise faculty, staff, and students who perform work on behalf of the department:
 - For example, publicly thank individual faculty members who have contributed to efforts to recruit new graduate students into the department, staff members who have played an important role in organizing a departmental event, custodial staff who clean up after a departmental event, students who have served on special committees, etc.
- Promote inclusive behaviors:
 - Promote inclusive language by example, i.e., avoid using only male pronouns when referring to a group composed of males and females; avoid using language that makes assumptions about marital status and/or sexual orientation, i.e., use "partner" rather than "spouse."
 - Whenever appropriate include academic and classified staff in departmental social events.
- Host regular social events. Though some events may be appropriate for faculty only, or for faculty and graduate students, ensure that other events are open to all departmental members.
- Create a communal space – coffee room/lunch room
- See the worksheet (next page) "**Engaging Everyone in the Life of the Department.**" Consider creating a similar worksheet that includes teaching responsibilities (e.g. large introductory lecture courses, small upper-level seminar courses, laboratory intensive courses, etc.) and other functions pertinent to your department.

Engaging Everyone in the Life of the Department
(Developed by the Office of Quality Improvement)

“Getting lost in the crowd” is a common problem faced by new faculty and staff, and particularly women and people of color. These individuals may be overlooked for departmental assignments that would bring them into a collegial circle. Often an intentional effort is made to shield a new faculty member from departmental duties, but it is worthwhile to consider how to involve them without jeopardizing their scholarship.

Women in traditionally male departments and people of color are often in high demand for campus committees and efforts because of the diverse perspectives they bring. Ask to be made aware of these campus activities and wherever possible help those involved bring back to the department what they are doing at the campus level.

The grid below is a format that department chairs can customize. Use this chart when assigning people to various roles and committees to ensure those opportunities are well distributed and that each person has some role in the life of the department.

The column on the far left includes standing committees, task forces, ad hoc work, and on-going activities in your department. All faculty/staff members are written at the top of each column. Check an individual’s column when they are assigned a departmental duty.

Committee/Activity	Jones	Smith	Their	Chavez	Bloom	Ono
Personnel Committee						
Budget Committee						
Research Committee						
Undergraduate Committee						
Equity Committee						
Graduate Committee						
Search Committee						
Symposium Committee						
Receptions & Social Events						
Faculty Senate Representative						
Departmental representative to Campus Committee X						
Member of Key Professional Organization						
Conference Planning Committee						

Promoting Professional Development:

- Consider giving faculty, academic staff, and classified staff time off to attend courses/workshops/national meetings.
- Consider providing financial support for faculty, staff, post-graduate students, and graduate students to attend workshops/courses/present at national meetings.
- When appropriate, consider sending staff and/or students to give presentations, rather than faculty.
- Encourage faculty to invite staff/students to present lectures in their areas of expertise.

Recognizing and Valuing the Work of Departmental Members:

- Publicly thank departmental members for their contributions to the department being sure to attribute credit accurately – see “**Building a Sense of Community.**”
- Make public announcements regarding awards/recognition departmental members (faculty, staff, or students) have received.
- Develop and enforce departmental standards regarding authorship, or enforce standards established by your academic discipline.
- Encourage all faculty and students to become aware of the academic contributions of their colleagues in the department and the university and to provide citations to these contributions in their academic writing and presentations.

Building Sensitivity

- When/if a representative of one particular group (e.g. graduate student/minority faculty) approaches you with concerns about treatment or policies in the department, meet with him or her and listen respectfully to his or her concerns. Hold a separate meeting with the group against whom the complaint was lodged and raise the concerns presented to you. Be sure not to identify any individuals who complained, but rather refer to them as a group. Likewise be sure not to identify individuals complained against, rather focus on the group as wholly responsible. Instead of focusing on blame and ill treatment, focus the discussion on solutions and means of improving the situation.
- If the complaint is in regard to illegal behavior, your response will have to differ – refer to section on “**Countering Illegal Behavior**” below.

Balancing Work and Family/Personal Responsibilities:

- Foster inclusiveness in scheduling departmental meetings and events.
- Develop creative and flexible solutions to accommodate family and personal developments. For example:
 - o Find out how other departments have covered teaching and other staffing needs when faced with faculty members who need to take time off to bear and/or care for a new child, who have experienced serious illness, or who must care for ill and/or aging family members.
 - o Invite faculty and staff to provide solutions for such necessary leaves.
 - o Consult with relevant campus offices and resources to find solutions:
 - Office of Academic Personnel <http://www.ohr.wisc.edu/APO/index.htm>; Director, Steve Lund, 263-2511
 - Brochure summarizing family leave policy and giving examples showing various ways that family leave can be implemented: <http://www.ohr.wisc.edu/polproced/fambroch2005.pdf>
- Budget for hiring lecturers and other staff members when needed for family and/or medical leave absences.

Countering Illegal Behaviors and Complaints about Demeaning, Sexualizing, or Condescending Language and Behavior

- Develop and clearly state a zero tolerance policy for discrimination, harassment, and unreported instances of conflict of interest in a consensual romantic or sexual relationship. See the Office for Equity and Diversity’s **“Summary of Relevant Laws, Policies and Regulations for Affirmative Action & Equal Opportunity”** for more information. (<http://www.oed.wisc.edu/laws.html>)
- If approached with a complaint of such behavior do not dismiss the complaint. Rather, immediately recognize the complaint, apologize for the treatment, and quickly determine what the individual approaching you wants. Ask, "What would you like me to do?" or, "How would you like me to help you?" This will help you avoid misunderstandings and clarify the person's objective in approaching you. Respect his or her decisions and don't impose what you think you would do under the same circumstances.
- Consult early and often with a campus resource – See the Office for Equity and Diversity’s (OED) **webpage on harassment** (<http://www.oed.wisc.edu/sexualharassment/index.html>) for more information and for a list of contact persons in each school/college appointed by deans/directors to assist in responding to sexual harassment concerns.
- Refer the individual approaching you to the OED and/or the contact person identified in your school/college.
- Take whatever action is demanded swiftly and fairly. Be prepared to deal not only with the principals involved but also with the effect it may have throughout the department.

<h1 style="margin: 0;">CAMPUS CLIMATE</h1> <p style="margin: 0;"><i>Get involved. Make a difference.</i></p>	
<p>Climate Home</p> <p>The issue What is Campus Climate?</p> <p>Q&A with Provost Spear</p> <p>Campus Climate Update</p> <p>What can you do? Days of Listening and Discovery</p> <p>Day of Listening for Students (Oct. 28)</p> <p>Tools you can use</p> <p>Ideas for your own workplace</p> <p>Campus resources</p> <p>Feedback</p> <p>UW-Madison campus climate inventory</p> <p>Background/Resources Plan 2008 (Campus diversity plan)</p> <p>Diversity Web (Student Affairs)</p> <p>Climate survey and initiatives at other campuses</p> <p>Annotated bibliography</p>	<h2 style="margin: 0;">Tools for Effective Leaders</h2> <p>Recognizing that leaders have a critical role in impacting organizational climate, the Campus Climate Networking Group identified leadership as one of four areas to address at its November 5, 2002 meeting. Jeffrey Hamm and Gary Mitchell agreed to meet as a workgroup and develop a list that represented dispositions, knowledge, and performances that effective leaders must demonstrate to promote a positive organizational climate. We hope that this list will be used for leaders(learning and development, hiring, and evaluation. Thanks to the Committee on Women in the University and various individual academic and classified staff for their contributions. We hope that this document will remain a work in progress, to be revised and expanded as required.</p> <p>Jeffrey Hamm and Gary Mitchell University of Wisconsin-Madison December 8, 2002</p> <p>Effective leaders for improved climate do the following:</p> <ol style="list-style-type: none"> 1. Communicate regularly and effectively to all staff about general unit/institutional goals, values, and decision-making processes. Use these to help build a sense of common purpose among unit/institution members and to insure institutional accountability. 2. Maintain the visibility of climate issues by consistently raising and discussing them with others in the unit/institution. Examples might include presentations to institutional forums, governance groups, and committees; emails or memos to all staff; training and development opportunities. 3. Recognize and can explain the specific, concrete effects of climate on the unit or the institution(for example, impacts on productivity, effectiveness, recruitment, retention. 4. Establish a fundamental unit/institutional expectation around treating others with dignity and respect. Lead in the development and implementation of guidelines, policies, or rules for respectful treatment of others where these do not exist. Hold those accountable who violate these. 5. Publicly acknowledge the diversity of experiences around climate depending on an individual(s identity, status, and location in the unit/institution. 6. Can talk about their own background and identity and the way

TOOLS FOR EFFECTIVE LEADERS

7. that these impact their experience of climate. A good example is Chancellor Wiley's statement to groups that, as a white male faculty member with the title (Chancellor, he generally does not experience the campus climate as negative. But he also recognizes that he is not representative of all people on campus.
8. Listen carefully and empathetically and then can acknowledge and effectively articulate the experience of negative climate for specific under-represented or marginalized groups.
9. Work to insure that all affected parties are (at the table) when organizational issues are at stake. For example, help insure that important committees include staff with various identities, backgrounds, and statuses. Highlights the fact when important groups are not represented.
10. Insist that all voices are heard respectfully and (on their terms) (e.g., classified staff on work time, students in the evenings, interpreters for limited English speaking staff) and provide multiple opportunities for input.
11. Regularly and publicly acknowledge good performance in general and positive efforts to improve climate in particular. Recognize and build on what we already do well. Identify and support individuals who are advocates for change and are willing to be pioneers.
12. Can publicly and privately say (I'm sorry) for unit/institutional actions that negatively affect climate.
13. Demonstrate good interpersonal skills by greeting people, getting to know the names of people who work in their building, even taking time to stop in and see people in their offices.
14. Identify and use individuals as (sounding boards) or (reflectors, people who can provide honest feedback regarding the reaction of various groups to messages, situations, actions.
15. Identify and use a mentor or small support group to encourage and support them in their (personal work) around issues of identity, difference, and power (i.e., helps them struggle with their own racism, sexism, classism, etc.)
16. Insist on setting goals and taking action to improve climate.
17. Hold themselves and others accountable for their actions, for supporting the philosophy and mission of the institution, and for making a difference.

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Feedback, questions or accessibility issues: comments@uc.wisc.edu

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CAMPUS RESOURCES

The UW-Madison Campus offers an abundance of excellent programs and a host of talented and helpful people who are available to assist you in your efforts to help make our campus “a positive, supportive place to work learn and live” (UW Provost’s Office, Climate Initiative). This listing of resources is intended to acquaint you with the many programs, people, and websites you can rely on for assistance and advice. This listing provides web address and contact information for:

- Major **Initiatives and Programs** related to climate
- **Policies** regarding climate-related issues
- **Resources for Faculty and Staff**
- **Resources for Students**
- **Climate-Related Workshops**

Initiatives and Programs

- **UW – Madison Office of the Provost – Department Chairs’ Toolkit**
<http://www.provost.wisc.edu/deptChairs/docs.html>
 This valuable resource provides a list of important UW-Madison and UW System offices, programs, documents, policies, reports, procedures, and other resources of interest to chairs of academic departments. Where available, links to online versions are provided.
- **Creating Community**
<http://www.provost.wisc.edu/climate/>
 Website designed to provides news and updates about activities related to efforts to enhance campus climate; links to diversity plans, reports, and policies; information and reports on diversity forums; and links to programs related to improving climate for various campus-wide communities.
- **UW – Madison Office of the Provost, Diversity and Climate**
<http://www.provost.wisc.edu/climate.html>
 The Associate Vice Chancellor for Diversity and Climate provides leadership to ensure that staff and student diversity and climate issues are addressed. This page provides links to programs and initiatives, policies and reports, and campus resources related to climate and diversity.
- **Academic Staff Mentoring Program**
<http://acstaff.wisc.edu/>
 This program is for new and continuing academic staff. Participants will be encouraged to examine their toolbox of skills, network with other academic staff, attend professional training, actively participate in governance, and become more connected to the campus community and the larger group of staff participating in this program. Program evaluations indicate that it really works!

- **Women Faculty Mentoring Program**

<http://www.provost.wisc.edu/women/mentor.html>

The Women Faculty Mentoring Program (WFMP) began in 1989. A study commissioned by the Chancellor in 1987 revealed that untenured women faculty members were voluntarily resigning from the University of Wisconsin-Madison at a rate greater than that of their male counterparts. Many women cited feelings of isolation as a major reason for their departure. To try to address such problems, all women faculty were invited to participate in the Women Faculty Mentoring Program. In 1990 the Office of the Associate Vice Chancellor formally adopted the program for Academic Affairs. In 1997, the program's mission was expanded to include additional resources and services for tenured women.

- **Committee on Women**

<http://www.secfac.wisc.edu/committees/Roster.asp>

The Committee on Women consists of nine faculty members, six academic staff members, the Associate Vice Chancellor responsible for women's issues, and the Director of the Office for Equity and Diversity. The committee evaluates and monitors the status of women faculty and academic staff at the university, makes recommendations to the University Committee and Academic Staff Executive Committee regarding priorities, programs, and policies directed toward improving the status of women at UW-Madison, and makes suggestion to administrative officers about implementing priorities and policies designed to address issues of gender equity.

- **Office for Equity and Diversity (OED) Initiatives:**

- **Leadership Institute**

<http://www.library.wisc.edu/EDVRC/leadershipinstitute.html>

For more information, please contact the OED: 263-2378

The Leadership Institute offers a safe and respectful environment for engaging in a sustained dialogue about ourselves and others, and the meaning of work and leadership. Within a diverse learning community, we will examine where we are in our careers and how we came to be here, and will re-envision future possibilities to help lead UW-Madison into an increasingly complex future. A major goal is to enhance and build our capacities to work and lead more effectively, thereby contributing toward a campus climate affirming and validating diverse worldviews and ways of being in the world. Open to faculty, classified and academic staff, and administrators, this program meets once a week throughout the nine-month academic year.

- **Seeking Educational Equity and Diversity (SEED) Seminar**
<http://www.library.wisc.edu/EDVRC/seedseminar.html>
For more information, please contact the OED: 263-2378
A national project on inclusive curriculum, SEED is open to all faculty, staff, and administrators interested in multi-cultural and gender-balanced scholarship and its implications for a more inclusive curriculum and teaching methods. This seminar provides a unique opportunity to meet in a safe and respectful environment to discuss and develop strategies for building inclusive curricula and classrooms. Using readings, videos, reflective writing and group work, we discuss the impact of race, class, gender, age, ability, sexual orientation and other defining aspects of our identity, and ourselves, on teaching and learning. The SEED seminar meets for one three-hour session per month during the academic year.
- **Seeking Educational Equity and Diversity by the Experienced and Doing (SEEDED) Seminar**
<http://www.library.wisc.edu/EDVRC/seededseminar.html>
For more information, please contact the OED: 263-2378
This seminar is for those who are already working on access and inclusion issues and are committed to further deepening their understanding of creating accessible and inclusive teaching and learning environments and processes. The seminar provides a respectful learning community in which participants will explore and identify strategies for creating teaching and learning environments that promote excellence for ALL. The SEEDED Seminar meets for one three-hour session per month during the academic year.
- **Student Seeking Educational Equity and Diversity (SEED)**
<http://www.library.wisc.edu/EDVRC/studentseedseminar.html>
For more information, please contact the OED: 263-2378
Using readings, videos, reflective writing, guest speakers and group work, student participants will discuss the impact of race, class, gender, age, ability, sexual orientation, and other defining aspects of our identity on our learning environments and our community. This seminar provides a unique opportunity to meet in a safe and respectful environment for much needed conversations around all of these topics and their pervasiveness in society and in our daily lives. This seminar meets three times in one semester.
- **Excellence Through Diversity Institute**
<http://www.library.wisc.edu/EDVRC/excellencethroughdiversity.html>
For more information, please contact the OED: 263-2378
This Institute is an intensive, nine-month-long program designed to train-the-trainers/facilitators. The Institute provides a learning community and organizational change support network focused on creating and sustaining authentically inclusive and responsive teaching, learning and working environments that are conducive to success for all. The Institute is open to faculty, staff and administrators.

- **Sexual Harassment Information and Resources**
<http://www.oed.wisc.edu/sexualharassment/index.html>
 The Office of Equity and Diversity (OED) can assist with concerns about any type of prohibited harassment or discrimination, including harassment based on gender, race, religion, ethnicity, age, disability, and sexual orientation. This website is designed to help prevent and respond to sexual harassment. **A list of contacts is provided on the following pages:**
<http://www.oed.wisc.edu/sexualharassment/resource.html>
<http://www.oed.wisc.edu/sexualharassment/contact2b.html>
- **Division Level Representative (DLR) Program**
 Director, Nancy Malz, nmalz@vc.wisc.edu, 263-2407
 Division Level Representatives (DLR's) are designated by their Dean or Director to assist supervisors, managers, and employees in their division in responding to disability-related employment matters. To find out more about disability related matters, see: <http://www.oed.wisc.edu/disability/>
 To find out who serves as DLR for your school, college, or division see:
<http://www.oed.wisc.edu/disability/dlrdiv.html>
- **PLAN 2008**
<http://www.provost.wisc.edu/plan2008/>
 The UW-Madison Campus Diversity Plan
- **Women in Science and Engineering Leadership Institute (WISELI)**
<http://wiseli.engr.wisc.edu/>
 WISELI is a centralized, visible administrative structure with a mission to address a number of impediments to women's academic advancement. The center structure of WISELI allows the Institute to bring the issues of women scientists and engineers from obscurity to visibility. The long-term goal of WISELI is to have the gender of the faculty, chairs, and deans reflect the gender of the student body. WISELI's active initiatives include:
 - Workshops on enhancing climate for department chairs
 - Workshops for search committee chairs
 - Celebrating Women in Science and Engineering Grant Program
 - Life Cycle Research Grants
 - WISELI Seminar Series

Policies

- **Equity in Faculty Salary Policy**
<http://www.provost.wisc.edu/salaryequitypolicy.html>
- **Faculty Strategic Hiring Initiative Policy and Guidelines for Ensuring Faculty Diversity**
<http://www.provost.wisc.edu/hiring/facshi.html>
- **Domestic Partner Benefits Policy**
<http://www.provost.wisc.edu/dpp.html>
- **UW Family Related Leave Policies**

<http://www.ohr.wisc.edu/polproced/fambroch2005.pdf>

A brochure developed by the Academic Personnel Office to summarize benefits and resources available to help faculty, staff, and student balance work and family. Particularly helpful examples showing the variety of arrangements that chairs, faculty and staff have successfully used to achieve balance are included.

- **Faculty Policies and Procedures**

http://www.secfac.wisc.edu/governance/FPP/Table_of_Contents.htm

This is a very large document -- consisting of eleven chapters. Chairs will probably find the following chapters/sections most useful:

- Chapter 5- Departmental Faculties

http://www.secfac.wisc.edu/governance/FPP/Chapter_5.htm

- Chapter 7 - Faculty Appointments

http://www.secfac.wisc.edu/governance/FPP/Chapter_7.htm, especially

- Sect. 7.05 - Guidance and Annual Evaluation for Probationary Faculty

http://www.secfac.wisc.edu/governance/FPP/Chapter_7.htm#705

- Sect. 7.14 - Criteria for the Granting of Tenure

http://www.secfac.wisc.edu/governance/FPP/Chapter_7.htm#715

- **Faculty Governance Legislation**

<http://www.secfac.wisc.edu/governance/index.htm>

- Department Personnel Records Policy

<http://www.secfac.wisc.edu/governance/legislation/Pages500-599.htm#502>

- Policy on Review of Tenured Faculty

<http://www.secfac.wisc.edu/governance/legislation/Pages100-299.htm#106>

- **Tenure Guidelines**

- For the Arts and Humanities Division:

<http://www.secfac.wisc.edu/divcomm/artshumanities/TenureGuidelines.pdf>

- For the Biological Sciences Division:

<http://www.secfac.wisc.edu/divcomm/biological/TenureGuidelines.pdf>

- For the Physical Sciences Division:

<http://www.secfac.wisc.edu/divcomm/physical/TenureGuidelines.pdf>

- For the Social Sciences Division:

<http://www.secfac.wisc.edu/divcomm/social/TenureGuidelines.pdf>

- **Open Meetings and Open Records**

- Guidelines for complying with Open Meetings Laws:

<http://www.wisc.edu/legal/legalservices/OpenMtg.pdf>

- Guidelines for responding to Public Records Requests:

<http://www.wisc.edu/legal/legalservices/PubRecordsReq.pdf>

On-Campus Resources

(Primarily for faculty and staff)

- **Associate Vice Chancellor for Diversity and Climate**
<http://www.provost.wisc.edu/climate.html>
 Bernice Durand, bdurand@wisc.edu, 262-5246
- **Associate Vice Chancellor for Faculty and Staff Programs**
<http://www.provost.wisc.edu/facstaff.html>
 Laurie Beth Clark, lbclark@wisc.edu, 262-5246
- **Academic Leadership Support Website**
<https://fpm-www3.fpm.wisc.edu/ohrd/CourseCreation/Default.aspx?tabid=71>
 This website is designed specifically for department chairs and other academic leaders. Intended to help you successfully lead your department or unit, it provides quick and practical advice on such topics as: hiring faculty and staff, leading effective meetings, addressing conflict, and assessing student learning. Other topics are currently being developed.
- **Campus Childcare, Office of**
<http://www.housing.wisc.edu/partners/childcare/>
 Director, Lynn Edlefson, lynn.edlefson@housing.wisc.edu, 262-9715
 Provides information about childcare centers available on campus, about funding and scholarships for childcare, resources for parents, and links to off-campus childcare referrals and resources.
 See also **WISLI's Childcare Initiative:**
http://wiseli.engr.wisc.edu/initiatives/lifecareerinterface/3c_childcare.html
- **Disability**
<http://www.oed.wisc.edu/disability/index.html>
 Provides information about the Americans with Disabilities Act and resources for employees and managers.
- **Employee Assistance Office (EAO)**
<http://eao.wisc.edu/>
 Director, Stephen R. Pearson, Room 526 Lowell Hall, 263-2987
 The University of Wisconsin established this office to assist faculty and staff with maintaining and enhancing both their personal and professional lives. Its staff offers services to promote emotional well-being as well as respectful and productive work environments. They can provide assistance with such workplace issues as: back-to-work conferences, change, conflict management, dispute resolution, organizational assessment, and respect in the workplace. They can also provide assistance with personal issues, such as: alcohol abuse, anger control, divorce, drug abuse, emotional problems, family violence, financial problems, grief, impact of disability and chronic disease on individuals and families, marital or family problems, separation, and

Office for Equity and Diversity (OED)

<http://oed.wisc.edu/>

Luis Piñero, Director and Assistant Vice Chancellor for Workforce Equity and Diversity, lapinero@vc.wisc.edu, 263-2378

The Office for Equity and Diversity is a unit within the Office of the Vice Chancellor for Legal and Executive Affairs. The OED provides leadership and education to University employees and students on principles of equity and diversity to promote respectful and supportive work and learning environments. The office coordinates campus compliance with affirmative action and equal opportunity requirements and serves as a resource for schools, colleges, divisions, and committees regarding equity and diversity issues.

- **Equity and Diversity Committees in Schools and Colleges**

<http://oed.wisc.edu/committees.html>

Equity and Diversity Committees advise deans, directors, and unit heads on equity and diversity issues, and report on an annual basis to the Advisory Committee for the Office for Equity and Diversity for coordination with the center. These school, college, and divisional-level committees also coordinate with various campus-level governance committees, as appropriate.

- **Gay, Lesbian, Bisexual & Transgendered Resources on Campus**

<http://www.wisc.edu/provost/women/gay.html>

Provides a list of resources.

- **Human Resource Development, Office of (OHRD)**

<https://www.ohrd.wisc.edu/>

Director, Don Schutt, dschutt@bascom.wisc.edu, 263-1016

Offers courses, seminars, and conferences for professional development. Offers a new web service, “**My Professional Development**,” that allows you to register your interests and receive notification of events relevant to these interests.

(<http://www.myprofdev.wisc.edu/>)

- **Human Resources, Office of (OHR)**

<http://www.ohr.wisc.edu/>

Director, Carla Raatz, 263-6561

The Office of Human Resources exists to serve faculty and staff in the development, implementation, and evaluation of a comprehensive personnel training and employment relations system. Provides information on benefits and policies.

- o **Academic Personnel Office**, <http://www.ohr.wisc.edu/APO/index.htm>
Director, Steve Lund, 263-2511
- o **Classified Human Resources**, <http://www.ohr.wisc.edu/CPO/index.htm>
Director, Jim Stratton, 262-3233
- o **International Faculty and Staff Services**,
<http://www.ohr.wisc.edu/ifss/index.htm>
Director, Deborah Ahlstedt

- **Ombuds Office for Faculty and Staff, Campus-wide**
<http://www.ombuds.wisc.edu/>
523-524 Lowell Center, 265-9992
The Ombuds Program serves as an informal, impartial, confidential, and independent resource for faculty and staff at the University of Wisconsin-Madison. It supplements the ombuds services available to students through the Dean of Students Office and to Medical School faculty, staff, and students through Ombuds Rosa Garner.
- **Ombuds for the Medical School**
Rosa Garner, rgarner@facstaff.wisc.edu, 265-9666
The Medical School ombudsperson serves as a neutral, independent and confidential resource for faculty, staff and students within the Medical School community. Staff associated with the UW Hospital and Clinics may also find help here. The ombudsperson will provide you with a safe forum to voice concerns, organize thoughts, assess feelings, evaluate a situation and decide on what is important and relevant to your dilemma. Working with the ombudsperson, you can explore options ranging from simply talking about your problem to pursuing a formal grievance proceeding. You select the options you prefer.
- **Sexual Harassment Information and Resources**
<http://www.oed.wisc.edu/sexualharassment/index.html>
The Office for Equity and Diversity (OED) can assist with concerns about any type of prohibited harassment or discrimination, including harassment based on gender, race, religion, ethnicity, age, disability, and sexual orientation. This website is designed to help prevent and respond to sexual harassment. **A list of contacts is provided on the following pages:**
<http://www.oed.wisc.edu/sexualharassment/resource.html>
<http://www.oed.wisc.edu/sexualharassment/contact2b.html>

On-Campus Resources (Primarily for students)

- **Dean of Students Office**
<http://www.wisc.edu/students/>
Interim Dean of Students, Lori Berquam, lberquam@bascom.wisc.edu
The Office of the Dean of Students is a resource for undergraduate and graduate UW-Madison students in all programs, schools, and colleges. Our offices work to enhance the quality of campus life. Since we know that all students, faculty and staff do their very best work in a safe and supportive campus environment, we, as well as many other departments on campus, sponsor a wide variety of programs, services, and activities that promote individual and group safety and security.
- **Campus Childcare, Office of**
<http://www.housing.wisc.edu/partners/childcare/>
Director, Lynn Edlefson, lynn.edlefson@housing.wisc.edu, 262-9715
Provides information about childcare centers available on campus, about funding and scholarships for childcare, resources for parents, and links to off-campus childcare referrals and resources.

See also **WISELI's Childcare Initiative:**

http://wiseli.engr.wisc.edu/initiatives/lifecareerinterface/3c_childcare.html

- **Campus Women's Center**
<http://cwc.studentorg.wisc.edu/>
 4th floor, Memorial Union, cwc@studentorg.wisc.edu, 262-8093
 A student organization committed to empowering women in order to strengthen the entire community, the Campus Women's Center provides a variety of women-centered support services, educates the campus community on a number of women's issues, and serves as a resource and referral center for all students.
- **Creating Community Website, University of Wisconsin - Madison**
<http://www.diversity.wisc.edu/>
 Provides news, announcements, and resources related to diversity on the UW-Madison campus. Includes links to relevant student organizations.
- **OED Graduate Assistant Equity Workshops**
<http://www.oed.wisc.edu/workshop.html>
 Training sessions for Teaching Assistants and Program/Project Assistant that focus on diversity, discrimination, and harassment. The sessions are presented by the Office for Equity and Diversity and the McBurney Resource Center in collaboration with the Teaching Assistants' Association (TAA).
- **Graduate Women's Mentoring Forum**
<http://www.womenstudies.wisc.edu/WSRC/Gradwomen.htm>
 Sponsored by the Women's Studies Research Center, the Graduate Women's Mentoring Forum aims to bring together graduate students and faculty from various disciplines to informally discuss topics that concern graduate women.
- **International Student Services**
<http://www.intstudents.wisc.edu/>
 Interim Director, Pap Sarr, sarr@redgym.wisc.edu, 262-1409
 International Student Services (ISS) offers a wide variety of services to international students at the University of Wisconsin-Madison. The ISS staff provide information and programs to international students about the campus and community and provide support and assistance concerning visas and related immigration issues.
- **Lesbian, Gay, Bisexual and Transgendered (LGBT) Resources on Campus**
 - **Office of the Provost, Women Faculty and Staff Issues – LGBT Resources**
<http://www.wisc.edu/provost/women/gay.html>
 - **University Housing LGBT Resources**
<http://www.housing.wisc.edu/lgbt/>
 - **LGBT Campus Center**
<http://lgbtcc.studentorg.wisc.edu/>
 Memorial Union, 2nd floor, lgbtcc@rso.wisc.edu
 The mission of the **Lesbian, Gay, Bisexual & Transgender Campus Center** (LGBTCC) is to help foster a safe learning environment that supports students'

academic learning environment as well as students' academic, personal, and interpersonal growth and development.

- **McBurney Disability Resource Center**
<http://www.mcburney.wisc.edu/>
 Director, J. Trey Duffy, jtdaffy@wisc.edu, 263-5174
 The McBurney Center's mission is to assist in creating an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. We cooperate through partnerships with students, faculty, and staff to promote students' independence and to ensure recognition of their abilities, not disabilities. All General Questions should be directed to the front desk: 263-2741 (phone), 263-6393 (tty), 263-2998 (fax).
- **Multicultural Student Center (MSC)**
<http://msc.wisc.edu/msc/>
 Director, Candace McDowell, cmmcdowe@facstaff.wisc.edu, 262-0285
 Since the Fall of 1988 the Multicultural Student Center (MSC) has been providing out of classroom experiences where students and other members of the University community can learn about and appreciate other cultures. The MSC works in cooperation with Wisconsin Union program staff, student organizations and various campus groups and departments to develop a wide variety of educational and social programs such as: lectures, discussions, receptions, cultural celebrations, art displays, and theatrical performances. The MSC also provides information and referrals to various campus resources and support services and maintains a list of Multicultural Student Organizations

 - **MSC Programs**
<http://msc.wisc.edu/programs/>
 - **Multicultural Student Organizations**
<http://msc.wisc.edu/orgs/>
- **Ombuds for the Medical School**
 Rosa Garner, rgarner@facstaff.wisc.edu, 265-9666
 The Medical School ombudsperson serves as a neutral, independent and confidential resource for faculty, staff and students within the Medical School community. Staff associated with the UW Hospital and Clinics may also find help here. The ombudsperson will provide you with a safe forum to voice concerns, organize thoughts, assess feelings, evaluate a situation, and decide on what is important and relevant to your dilemma. Working with the ombudsperson, you can explore options ranging from simply talking about your problem to pursuing a formal grievance proceeding. You select the options you prefer.
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- **Student Organizations Office (S00)**
<http://soo.studentorg.wisc.edu/>
Room 239, Red Gym, soo@redgym.wisc.edu, 263-0365716 Langdon Street
Provides a listing of and links to registered student organizations and information about SOO programs.
- **University Housing Diversity Resources**
<http://www.housing.wisc.edu/diversity/>
Provides a listing of resources and programs for residents of University Housing.

OTHER WEBSITES ON CAMPUS CLIMATE

AWIS Academic Climate Page (<http://www.academicclimate.org/index.asp>)

American Council of Education (ACE) – Online Resources for Department Chairs (<http://www.acenet.edu/resources/chairs/index.cfm>)

American Association of University Professors (AAUP) Issues in Higher Education

(<http://www.aaup.org/aaup/issued/default.htm>)

Diversity and Affirmative Action in Higher Education

(<http://www.aaup.org/AAUP/issued/diversity/>)

Balancing Work and Family

(<http://www.aaup.org/AAUP/issued/WF/>)

Association of American Colleges and University (AACU)

Section on Diversity (<http://www.aacu.org/issues/diversity/index.cfm>)

Diversity Web (<http://www.diversityweb.org/>)

Section on Women (<http://www.aacu.org/issues/women/index.cfm>)

Campus Women Lead – the website of the National Initiative for Women in Higher Education

(<http://www.campuswomenleading.org/>)

UW System Office of Academic Diversity and Development

(<http://www.uwsa.edu/oadd/>)

RECOMMENDED READINGS

Readings on Leadership

Selections from: Ann Lucas, *Strengthening Departmental Leadership* (San Francisco: Jossey-Bass Publishers, 1994).

- Chapter 1, “Strengthening Leadership at the Departmental Level” – Presents “six myths that make chairs believe they are powerless,” provides rebuttals to these myths, and describes the types of power chairs can exert.
- Chapter 2, “Roles and Responsibilities of Chairs” – Concentrates on describing nine major areas of leadership responsibility and briefly lists and defines seven managerial/administrative tasks.
- Chapter 3, “Leading the Academic Department” – Briefly presents research on leadership styles. Argues that “transformational leadership” is the most effective style of leadership for department chairs who wish to create an intellectually stimulating environment for both faculty and students, a climate that “exudes excitement and enthusiasm about the work” of the department, a “climate in which faculty members can be supportive of each other.” Discusses five characteristics of transformational leaders.

Selections from: John H. Zenger and Joseph Folkman, *The Extraordinary Leader: Turning Good Managers into Great Leaders* (New York: McGraw-Hill, 2002).

- Chapter 1, “Demystifying Leadership” – Introduction to this research-based book that aims “to present a way for you personally to think about your own leadership abilities and how you might go about increasing those, if you choose.” Using a “database of approximately 200,000 questionnaires completed by subordinates, peers and bosses,” the authors identified and compared the top 10 percent to the bottom 10 percent of leaders. Twenty insights about the differences that separated these two groups are described in the book and summarized in this introductory chapter.
- Chapter 4, “The Competency Quest” – Critiques efforts to “identify and define the competencies of effective leaders” and then select as leaders “people who possess those competencies.” Discusses why these efforts have not worked and how this approach can be made more effective. Presents sixteen behaviors/competencies that have the most powerful effect on “impressions about leadership effectiveness.”

Selections from: Harlene Anderson, et al., *The Appreciative Organization* (Taos Institute Publications, 2001).

- Chapter 3, “Leadership as Collaborative Participation” – Instead of viewing leaders as people who possess a set of skills and characteristics that enable them to command and control others this article sees leaders as those who can engage others in collaborative participation. Provides advice and suggestions for leading through collaborative participation.

Enhancing Departmental Climate -- Readings offering Tools/Advice/Recommendations for Department Chairs:

- Estela Mara Bensimon, Kelly Ward, and Karla Sanders, “Fostering Collegiality,” in *The Department Chair’s Role in Developing New Faculty into Teachers and Scholars* (Boston: Anker Publishing, 2000).
Because this book focuses on developing new faculty members, this section concentrates on strategies for integrating new faculty members into the life and culture of the department. **The authors’ recommendations for fostering collegiality, however, can easily be applied to all faculty members in a department.** The authors address difficulties women and racial/ethnic minorities may experience in developing collegial relationships with other faculty members and, more importantly, provide advice targeted specifically to these groups.
- Selections from: Kathleen D. Ryan and Daniel K. Oestreich, *Driving Fear out of the Workplace* (San Francisco: Jossey-Bass Publishers, 1988).
Chapter 13, “Collaborate on Decisions” – Describes a five-stage model of decision-making and provides recommendations for increasing collaboration on decision-making in your workgroup. The authors note that each method of decision-making (from a leader making the decision alone, to a leader delegating the decision to a group) is effective and appropriate depending on the situation. They stress the importance of becoming aware of your current decision-making patterns, deciding which method of decision-making is most appropriate to the situation, clearly communicating to your workgroup what type of decision-making you are using, and communicating your decision and the reasons it was reached.
- David L. Cooperrider and Diana Whitney, “A Positive Revolution in Change: Appreciate Inquiry” in *Appreciate Inquiry: Rethinking Human Organization toward a Positive Theory of Change* ed. David Cooperrider et al., (Stipes Publishing, 2000).
Describes Appreciative Inquiry and how it can be used, as an alternative to problem solving, to improve organizations. (Also applies to the section “Managing conflict” – below.)

Managing Conflict -- Readings offering Tools/Advice/Recommendations for Department Chairs:

- Selections from Ann Lucas, *Strengthening Departmental Leadership*
Chapter 9, “Managing Conflict” – Provides strategies and advice.
- Selections from Kathleen D. Ryan and Daniel K. Oestreich, “Discuss the Undiscussables,” from their book *Driving Fear out of the Workplace*
An introduction provided at a workshop with Daniel Oestreich describes “undiscussables” – issues people discuss frequently, but not with the person or people who can do something about the problem – and how they can negatively influence a workplace. The chapter provides advice and guidelines for how to improve your workplace by initiating discussion of undiscussables. Perhaps the

RECOMMENDED READINGS

most important piece of advice is to rely on “an outside facilitator if your group experiences a lot of mistrust and cynicism or if you want to participate fully as a group member and not worry about leading the discussion.” Facilitators may be available through the UW Employee Assistance Office (<http://wiscinfo.doit.wisc.edu/eao/>) and the UW Office of Quality Improvement (<http://www.wisc.edu/improve/who/serve.html>).

- Kevin “Doc” Klein, “Dialogue: The Key to Moving Beyond Structural Conflict,” *About Campus* 7 (March 2002): 9-15.
A very brief description of “dialogue,” the steps/skills needed to foster dialogue, and how dialogue can be used in institutions of higher education to allow us “to work better with our colleagues in order to create a dynamic and exciting environment in which students can learn.”