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

## Effective leaders for improved climate do the following[1]:

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 that these impact their experience of climate. A good example is [former] Chancellor Wiley's statement to groups that, as a white male faculty member with the title "Chancellor," he generally did not experience the campus climate as negative. But he also recognized that he was not representative of all people on campus.

7. Listen carefully and empathetically and then can acknowledge and effectively articulate the experience of negative climate for specific under-represented or marginalized groups.

8. 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.

9. Insist that all voices are heard respectfully and "on their terms" (e.g., university staff on work time, students in the evenings, interpreters for limited English speaking staff) and provide multiple opportunities for input.

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1. Hamm, J. and Gary, M. UW-Madison Campus Climate Networking Group, 2002

10. 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.

11. Can publicly and privately say "I'm sorry" for unit/institutional actions that negatively affect climate.

12. 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.

13. Identify and use individuals as "sounding boards" or "reflectors," people who can provide honest feedback regarding the reaction of various groups to messages, situations, and actions.

14. 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.)

15. Insist on setting goals and taking action to improve climate.

16. Hold themselves and others accountable for their actions, for supporting the philosophy and mission of the institution, and for making a difference.