JOINT DEPARTMENT COMMUNITY STANDARDS

Department of Sociology

and

Department of Community & Environmental Sociology

Fall 2019 Edition

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Introduction

The UW-Madison Department of Sociology and Department of Community & Environmental Sociology (hereafter the Joint Departments) have endorsed a set of Community Standards designed to promote professional development and improve climate. Like the American Sociological Association (ASA) Code of Ethics, they articulate a common set of values upon which to build scientific work and professional interactions. These Community Standards include general principles, specific conduct expectations, and recommended practices. The Community Standards in no way supersede the tenets of the ASA Code of Ethics but, where possible, provide a greater level of specificity so as to apply to situations unique to UW-Madison. They are intended to provide guidelines for situations encountered by faculty, staff, and graduate students within the joint departments. Members of the joint departments are expected to aspire to the highest possible standards of conduct in their interactions with one another, individual and group research, teaching, service, and any other situations germane to their position(s).

The General Principles discussed below, like the General Principles of the ASA Code of Ethics, are aspirational goals to guide members of the joint departments toward the highest ideals of conduct. Although in some cases these principles are not enforceable rules, they should be considered normative guidelines by department members when navigating professional relationships, spaces, and research.

The Conduct Expectations herein are not exhaustive; conduct not specifically addressed is not necessarily either ethical or unethical. Personal activities having no connection to or effect on department members' performance in their professional roles are not subject to these Conduct Expectations.

The Recommended Practices are suggestions for improving climate and building and maintaining an inclusive, supportive, collegial environment in which all community members can thrive.

We expect all members of the joint departments, upon enrollment or employment (whichever may come first), to familiarize themselves with these Joint Department Community Standards as well as with the ASA Code of Ethics (https://www.asanet.org/code-ethics) and the University of Wisconsin-Madison policies regarding conduct (for faculty: https://secfac.wisc.edu/governance/faculty-legislation/; for academic staff: https://acstaff.wisc.edu/resources/policies-and-procedures; for university staff: https://kb.wisc.edu/ohr/policies/; for students: https://conduct.students.wisc.edu/).

General Principles

The Department of Sociology and the Department of Community & Environmental Sociology adhere to the Wisconsin Idea, which entails the promotion of good government through research and teaching, outreach to the public, and a strong commitment to academic freedom and the pursuit of truth, wherever that pursuit may lead. We reaffirm this last commitment with the words used by the Board of Regents in 1894: "Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

As department members, we seek, in the words of our late colleague Erik Olin Wright, "to flourish not just in terms of the brilliance of our scholarship and excellence of our teaching but in the human quality of the community within which that scholarship and teaching occur." We recognize that we have a diverse group of faculty, staff, and students, and we embrace and value the diversity of all our members. It is our goal to be inclusive and mindful of this diversity in our departmental policies, programs, classrooms, and interactions. As department members, we respect and honor all people, regardless of their age, culture, disability, ethnic origin, gender, gender identity, sexual orientation, marital status, parenting status, family organization, nationality, race, religion, citizenship, or socioeconomic status. We strive to create an inclusive environment that supports a diversity of perspectives and experiences, honors our identities, and views the diversity that we bring to these departments as a strength and a resource. In pursuing this goal, we acknowledge that our diversity will give rise to different forms of communication and different styles of relations, and we strive to keep these differences in mind as we implement "best practices" for inclusion.

As a part of our commitment to developing and sustaining a vibrant academic community, we work to create an inclusive environment through the following principles:

- We respect and affirm the dignity of each member of our community.
- We are committed to the ongoing education of our faculty, staff, and students as a part of the process of developing and maintaining a community that provides a supportive academic environment.
- We continually challenge ourselves, and others, to foster a climate where all can thrive.

The principles outlined above will guide us as we fulfill the specific responsibilities identified in the American Sociological Association Code of Ethics. These include:

(a) Providing proper training and supervision to our students, supervisees, or employees and taking reasonable steps to see that they perform their work responsibly, competently, and ethically.

(b) Delegating to our students, supervisees, employees, or peers only those responsibilities that they can reasonably be expected to perform either independently or with the level of supervision provided, based on their education, training, or experience.

(c) Not discriminating on the basis of age; sex; gender identity; sexual orientation; race; ethnicity; national origin; religion; disability; health condition; marital, domestic partnership, or parental status; or any other applicable basis proscribed by law.

(d) Not exploiting in any way persons over whom we have direct or indirect supervisory, evaluative, or other authority such as students, supervisees, employees, or research participants.

(e) Not directly supervising or exercising evaluative authority over any person with whom we have a romantic or sexual relationship, including students, supervisees, employees, or research participants.[1]

(f) Not engaging in harassment of any person, including students, supervisees, employees, colleagues, or research participants.

As department members, we reject discrimination and harassment by any means, on the basis of any of the aforementioned characteristics. In addition, we oppose all forms of bullying, including threatening, humiliating, coercive, or intimidating conduct that causes harm to, interferes with, or sabotages scientific activity, careers, or individual well-being. Discrimination, harassment in any form, and bullying create a hostile environment that marginalizes individuals and communities. These behaviors prevent the healthy exchange of ideas and damage productivity and career advancement. Furthermore, by diminishing personal safety and threatening psychological well-being, these behaviors negatively affect the health and peace of mind of members of our community. Adhering to our joint department principles is especially important in relationships characterized by power differences, such as those between faculty and undergraduate students, but these principles apply equally to all interactions, including those among graduate students, between faculty and staff, and between peers.

[1] The University has consensual relationship policies that go beyond the ASA guidelines and must be followed by UW employees. See https://secfac.wisc.edu/governance/faculty-legislation/ii-307-statement-on-consensual-relationships/

Conduct Expectations

We expect all joint department faculty, staff, and graduate students to adhere to the general principles described in the previous section in their daily interactions with other university faculty, staff, and students, both on and off campus, as well as in their research, teaching, practice, and service activities. (For resources on promoting equity, diversity, and inclusion at the University, see https://diversity.wisc.edu/.) These principles apply, as well, to all conduct where an individual can be understood as representing the departments, the University, or the profession, such as at professional meetings, workshops, or conferences. The following section provides specific guidelines for expected conduct on the part of department members as well as definitions of prohibited conduct and information about reporting resources.

The University comprises a complex, hierarchical, and varied environment. Some types of conduct addressed in this document are prohibited throughout the campus by University rules (for example, sexual assault and other forms of violence, harassment, bullying, and discrimination). However, different units within the University are charged with responding to prohibited conduct. Where appropriate, this document provides information on when, how, and to whom prohibited conduct should be reported. In cases where ongoing behaviors are not clearly prohibited but have negative consequences for departmental climate, the Joint Department Faculty-Staff Climate Committee (FSCC), the Sociology Graduate Student Association Culture & Climate Committee (CCC), the Chair, the Academic Department Manager, and other relevant committees and personnel will work in their appropriate capacities to resolve the situation.

Discrimination, Microaggressions, Harassment, and Bullying

The joint departments strive to create an environment that is free of discrimination, harassment, microaggressions, and bullying. Such breaches of conduct marginalize individuals and disrupt communities. In doing so, they impair productive scholarship and inhibit collegiality and the free exchange of ideas.[2] Moreover, the University of Wisconsin has explicit policies prohibiting sexual violence and harassment, discrimination, and bullying (i.e., hostile and intimidating behavior). In addition, the University is governed by Title IX of the Education Amendments of 1972, a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity.

We encourage community members who are uncomfortable directly addressing an incident, or ongoing incidents, of discrimination, harassment, microaggression, and/or bullying to report the situation to one of the department chairs or to the Joint Department Faculty-Staff Climate Committee for help in resolving it. However, as detailed below, they should be aware that department chairs and FSCC members are required to report incidents that involve Title IX violations.

[2] https://ethics.agu.org/

All members of the joint departments, especially those who occupy positions of authority or privilege, are encouraged to reflect critically on the impact of their words and actions. This section discusses discrimination, microaggressions, harassment, and bullying.

As members of the joint departments, we strive to respect the claimed identities of others, but we are also aware that we should not presume the identity of other individuals—for example, their gender identity, sexual orientation, nationality, marital status, ability, or disability.

Discrimination: Discrimination is "an action or practice that excludes [or] disadvantages . . . individuals or groups of individuals on the basis of some ascribed or perceived trait."[3] Discrimination may be intentional or unintentional. Members of the joint departments understand that discrimination occurs along more lines than strictly defined legal categories, and we seek to avoid discrimination based on age; sex; gender identity; sexual orientation; race; ethnicity; national origin; religion; class or socioeconomic status; disability (mental and/or physical, visible and/or invisible); health condition; marital, domestic partnership, or parental status; or any other applicable basis proscribed by law. Furthermore, we recognize that discrimination may occur along multiple axes of identity (e.g., sexual orientation and race) at once and may be intensified by this complexity. Because discrimination is prohibited by both UW-Madison policy and federal statute (i.e., Title IX), the University has established procedures for investigating and resolving complaints. See https://compliance.wisc.edu/eo-complaint/. Note that the University strictly prohibits retaliation against a member of the University community for opposing discrimination, making a complaint of discrimination, or taking part in an investigation relating to an allegation of discrimination. See https://compliance.wisc.edu/wp-content/uploads/sites/102/2018/09/Safe-Learning-and-Work-Guide.Fall_.FY19-Accessible.pdf.

Microaggressions: Microaggressions are "brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative . . . slights and insults to the target person or group"[4] based on aspects of identity (e.g., race, gender, class, etc.). We make an effort to be aware of our words and actions and their effects on others and thereby to avoid incidents of microaggression. In addition, we encourage joint department members who observe microaggressions to intervene constructively. For information on identifying and responding to microaggressions, see https://www.talent.wisc.edu/home/Portals/0/LMD/2016/Microaggressions-Workplace%20Dec%202016.pdf To learn about bystander intervention or to attend an ActWIse training hosted by Violence Prevention, see https://www.uhs.wisc.edu/news/evoc/bystander-intervention-what-is-it/.

Harassment: Harassment is "unwelcome verbal, written, graphic, or physical conduct that is directed at an individual or group of individuals on the basis of [their] . . . actual or perceived protected status . . . and is sufficiently severe or pervasive so as to interfere with an individual's employment, education, or academic environment . . . and creates a working, learning, or activity environment that a reasonable person would

[3] http://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0013.xml
[4] Derald Wing Sue, *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation,* Hoboken, NJ: John Wiley & Sons, 2010, page 5.

find intimidating, offensive, or hostile."[5] Harassment occurs when someone's actions or words are unwelcome and violate another person's dignity or create an environment that is degrading, humiliating, or offensive.[6] It may consist of a single intense and severe act or of multiple persistent or pervasive acts that are demeaning and abusive or create a hostile learning or working environment. Sexual harassment may include sexual solicitation, physical advance, or verbal or non-verbal conduct that is sexual in nature. Racial harassment may include unnecessary, exaggerated, or unwarranted attention or attack, whether verbal or non-verbal, because of a person's race or ethnicity. As joint department members, we do not tolerate harassment of any person, including students, supervisees, employees, or research participants. University policies prohibit all forms of harassment. For UW policy on sexual harassment, see https://compliance.wiscweb.wisc.edu/wp-content/uploads/sites/102/2018/01/UW-Madison-Policy-on-Sexual-Harassment-And-Sexual-Violence-January-2018.pdf.

Bullying: Bullying is "unwelcome behavior pervasive or severe enough that a reasonable person would find it hostile and/or intimidating."[7] It may include the use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others in the professional environment. These actions can include abusive criticism, humiliation, the spreading of rumors, physical and verbal attacks, isolation, undermining, and professional exclusion of individuals through any means, when such behavior is "severe enough that a reasonable person would find it hostile."[8] University policy on hostile and intimidating behavior prohibits bullying; see https://hr.wisc.edu/hib/principles-and-policies/.

Reporting Options

We encourage individuals experiencing discrimination, harassment, or other climate-related problems to report the situation to a department chair or a member of the departments' Faculty-Staff Climate Committee (FSCC). In making such a report, individuals should consider whether the situation would require a report to the Title IX office as well (https://compliance.wisc.edu/titleix/) and whether they wish Title IX staff involvement, since the chair and most of the committee members are mandated reporters (see below). A graduate student experiencing a climate-related problem may want, instead, to report the incident to the Sociology Graduate Student Association's Culture & Climate Committee (CCC), whose members can then relay the problem (anonymously if requested) to the FSCC. Alternatively, department members may file a report with the University Office of Compliance (https://compliance.wisc.edu/) or another campus office (see https://hr.wisc.edu/hib/campus-resources/).

Mandatory Reporting

As members of the joint departments, we have certain obligations under both Wisconsin law and University policy regarding child abuse and neglect as well as Title IX and gender-based violence.

[5] https://compliance.wisc.edu/eo-complaint/
[6] https://www.nwsa.org/content.asp?contentid=46
[7] https://hr.wisc.edu/hib/
[8] https://ethics.agu.org/

All UW-Madison employees and all volunteers and contractors who have regular contact with children while performing services for UW-Madison are required to report child abuse or neglect immediately, if they observe an incident or threat of child abuse or neglect, learn of an incident or threat of child abuse or neglect, or have reasonable cause to believe that child abuse or neglect has occurred or will occur. Reports must be made either to the UW-Madison Police Department by calling 608-264-2677 or to Child Protective Services in the Dane County Department of Human Services by calling 608-261-5437 during office hours (7:45 am to 4:30 pm, Monday through Friday) or 608-255-6067 after hours and on weekends. See https://www.wisconsin.edu/uwsa/policies/docs/mandatory-reporting-of-child-abuse-and-neglect-policy-executive-order-54/, https://compliance.wisc.edu/titleix/mandatory-reporting/#all-uw-employees, and https://uwpd.wisc.edu/services/reporting-child-abuse-neglect/.

2. All UW-Madison employees who either witness or receive a report of a sexual assault of a student are required to report the incident via an online form (https://cm.maxient.com/reportingform.php?UnivofWisconsinMadison&layout_id=11) in order to comply with Wisconsin Statutes Chapter 36 and the federal Clery Act. *Please note that you do not reveal the name of the student who disclosed the sexual assault to you. Also, you do not need to know the answers to all the questions in order to report the incident*. See https://compliance.wisc.edu/titleix/mandatory-reporting/#all-uw-employees.

3. Title IX Responsible Employees (i.e., those perceived as trusted representatives of the University) are mandated to ensure that all victims of sexual harassment and sexual violence are properly connected to resources and reporting options. See https://compliance.wisc.edu/titleix/mandatory-reporting/#title-ix-responsible-employees. Responsible Employees are required to report any violation of the UW-Madison Sexual Harassment and Sexual Violence Policy (i.e. gender discrimination, sexual harassment, sexual assault, dating/domestic violence, stalking, related retaliation). The policy is here: https://compliance.wisc.edu/wp-content/uploads/sites/102/2018/09/UW-Madison-Policy-on-Sexual-Harassment-and-Sexual-Violence.pdf; Responsible Employees are listed in Appendix A, pp. 16-17.

4. Employees who are Campus Security Authorities (i.e., members of the UW Police Department, individuals who provide security or monitor access to any campus facility, and faculty and staff with significant responsibility for student and campus activities) are required to report certain crimes disclosed by anyone, regardless of when they occurred, if the crimes occurred on campus, on public property next to campus, on property owned or controlled by UW-Madison not near campus, or on property owned or controlled by a registered student organization. See https://compliance.wisc.edu/titleix/mandatory-reporting/#campus-security-authorities.

5. When complaints are made to a department chair or to members of the FSCC, they will take action to safeguard the confidentiality of complainants, if issues can be resolved within the department. Nevertheless, if a complaint must be forwarded to the Title IX office, neither the chair nor the

Committee members can guarantee confidentiality. In general, a completed complaint investigation is considered a public record and can be released if a request is made. (See https://compliance.wisc.edu/public-records/and https://wisconsin.staterecords.org/.) However, any record requested under the State of Wisconsin's Public Records Law will have information redacted by the University legal office as permitted by law, once an investigation has concluded.

Recommended Practices

The following section provides examples of practices that foster an inclusive and collegial climate. These practices are not mandatory; however, sociological scholarship shows that substantive and specific actions like these make equitable workplaces possible. Given this knowledge, we offer ideas and strategies that can contribute to a vibrant, diverse, and respectful community.

Supervising, Advising, and Professional Relationships[9]

The joint departments include undergraduates, graduate students, staff, and faculty members. This section describes best practices for professional relationships among members of the joint departments.

Working with Teaching Assistants, Research Assistants, and Project Assistants

Faculty members and others who supervise graduate assistants should familiarize themselves with, and adhere to, the contract between the Teaching Assistants Association (TAA) and the University and subsequent revisions developed by the Graduate Assistantship Policies & Procedures (GAPP) Working Group. This information can be found at https://grad.wisc.edu/funding/graduate-assistantship-policies-procedures-workgroup/. While this contract is no longer legally binding—since the TAA, like other public employee unions, was decertified as a result of Wisconsin Act 10—the University continues to honor most of its elements and encourages departments to do the same. The contract and amendments to it define the various types of employment (TA/RA/PA) and describe appropriate duties, maximum work hours, recommendations for evaluation practices, and grievance procedures.

We recommend the following best practices for joint department faculty members working with graduate student employees:

- Avoid assigning duties or activities that are outside the student employee's academic/professional responsibilities.

[9] This section draws on: The Drexel University TA Manual, University of Maine's TA Handbook, Carnegie-Mellon's Department of Philosophy's TA Handbook, and USC's Graduate Assistant Handbook

- Respect student employees' need to allocate their time among competing demands while maintaining timely progress toward their degree. To this end, set reasonable deadlines for completing grading or other tasks.

- Discuss policies and expectations for work hours, vacation time, parental leave, and health contingencies.

- Try to distribute the workload as evenly as possible throughout the semester, and find ways to modify the workload when more hours are required than the TAA contract/GAPP policy allows. In the case of TAs, this may require that the instructor request a paid grader for the course.

- Establish clear and consistent expectations at the beginning of the semester. A great deal of latitude exists with regard to the duties that faculty can delegate to graduate assistants, so clarifying these expectations is crucial. For example, it is useful for faculty and TAs to discuss who will write exam questions, essay prompts, and assignment instructions; who will proctor exams; who will evaluate written work; what the grading criteria are and when grading should be completed; how often the teaching team will meet; and how multiple TAs on the same course team will work together. Similarly, it is important for faculty and RAs to discuss criteria for authorship at the beginning of all collaborative projects and to clarify policy on the student using research conducted through the RAship for inclusion in a thesis or dissertation.

- Insofar as possible, supervisors should strive to make students' employment a learning experience that contributes to professional development by sharing strategies and activities that have worked for a particular topic or problem and pedagogical practices that engage students. In addition, faculty might provide RAs and PAs the opportunity to practice new research skills; likewise, they might offer senior TAs the opportunity to design a project or to give a guest lecture. However, such opportunities are optional for graduate students; they should not be considered a required duty.

Advisor-Student Relationships[10]

The relationship between a graduate student and the student's faculty advisor is unique, because it fosters and shapes the student's training and greatly influences professional development, job placement, and career advancement. Moreover, the advisor plays a number of roles vis-à-vis the student--supervisor, mentor, co-author, funding source, future colleague--all of which need to be understood and navigated thoughtfully. Thus many graduate education programs issue guidance for advisors and students to heighten awareness of their roles and responsibilities. Key principles typically include:

- Promoting an environment that is intellectually stimulating and free of harassment;
- Being supportive, equitable, accessible, encouraging, and respectful;
- Recognizing and respecting the cultural backgrounds of students;
- Being sensitive to the power imbalance in the student-advisor relationship.

[10] https://ethics.agu.org/, http://science.psu.edu/graduate-students/advisor-graduate-student-interactions

In order to provide effective guidance, mentoring, and support, faculty advisors are encouraged to adopt the following best practices:

- Advise graduate students on the selection of an appropriate thesis or dissertation topic, and assist them in forming a committee.
- Help students to set clear expectations and goals regarding their academic performance, research progress, and professional development.
- Meet regularly with students to provide timely and useful feedback on research activities and academic progress.
- Provide students with training and oversight with regard to designing research projects, developing specific research skills, writing grant proposals, preparing and presenting work at conferences, drafting and revising articles for publication, and navigating the review process.
- Foster engagement in the discipline by encouraging participation in professional associations and promoting networking with colleagues.
- Find ways to provide students with guidance and supervision during any periods of prolonged absence, such as a sabbatical.
- Provide and discuss clear criteria for authorship at the beginning of all collaborative projects.
- Respect the professional choices students make—whether it means pursuing a career within or outside of academia or within or outside their research discipline—and assist them in achieving their goals.
- Provide career advice, offer help with application and interview preparation, and write letters of recommendation in a timely manner.
- Be a role model by acting in an ethical, professional, and courteous manner toward other students, staff, and faculty.

In order to develop fruitful and rewarding relationships with faculty advisors, students are encouraged to adopt the following best practices:

- Maintain open and regular communication with advisors. Ask questions. Let them know where you are academically and professionally. As you and your advisor feel comfortable, you may share what's happening with you personally.
- Be proactive. For instance, prior to a meeting, send a list of items you'd like to discuss; when seeking guidance on a draft of a thesis or dissertation chapter, indicate the type of feedback you'd find most useful.
- Respect the commitments and responsibilities advisors have. For example, when considering a date for a dissertation defense, ask how much lead time your advisor will need to read the dissertation; when applying for grants and jobs, request letters of support well in advance of the deadline.
- Keep your advisor apprised if your research interests have evolved, if your career goals have changed, or if the advising relationship is no longer productive.

Relationships between Faculty/Graduate Students and Staff Members

The contributions of all employees are integral to the success of the joint departments' teaching, research, and service missions. Because staff members bring specific, valuable forms of education, expertise, and experience to their jobs, faculty and graduate students should engage with them as respected professionals. In addition, because staff members juggle multiple, and sometimes competing, responsibilities, it is important for faculty and graduate students to familiarize themselves with the expertise of individual members of the staff and to be mindful of their areas of responsibility and time constraints when making requests or seeking information.

Staff members should recognize that, as the local experts, they often hold information and facilitate access necessary for faculty and graduate students to function efficiently. It is important for staff members to familiarize themselves with the responsibilities and demands placed on faculty and graduate students in order to orient, guide, and advise them most effectively. Each member of the staff should work to create and nourish an atmosphere of mutual respect that is conducive to the goals of the departments.

In order to foster productivity and sustain a climate of collegiality, we encourage faculty and graduate students to adopt the following best practices:

- Respect staff members' knowledge of University policies and procedures.
- Grant staff members the autonomy to approach a problem in the ways they find most effective or appropriate.
- Make requests with sufficient lead-time.
- Respect staff members' need to confer with one another (i.e., refrain from interrupting their conversations).
- Be sensitive to staff members' need for concentration and focus (i.e., refrain from barging in with a request; instead, ask if they are busy, and, if so, make an appointment to talk with them later).

Collegial Relationships

As mentioned above, an academic department includes individuals with an array of statuses and employment contracts who belong to the same professional learning community. Thus each member of a department should work to create and nurture an atmosphere of mutual respect that is conducive to the research, teaching, and service goals of the department. We recommend the following best practices for fostering such a community:

- Encourage and respect the opinions of others.
- Keep confidentiality when requested and appropriate.
- Work directly with colleagues to resolve differences, if possible, rather than leaving them unaddressed.
- Avoid disparaging co-workers.
- Respond in a collegial fashion to requests from others.

- Ensure that requests made of others are reasonable, and respect their time constraints and responsibilities.
- Refrain from behaviors that violate the University's discrimination, hostile and intimidating behavior, and sexual harassment policies.

In the context of meetings, brownbags, and classrooms, we recommend the following strategies that have proven effective in creating a respectful environment:

- Communicate with respect for others, critiquing ideas rather than individuals.
- Value a diversity of viewpoints.
- Avoid interrupting others or "talking over" them.
- Be mindful of the "space" you take up while speaking—if you are normally loud and talkative, give others a chance to speak; if you are normally quiet, encourage yourself to speak more.
- Pay attention to who is talking. Notice whether people from marginalized groups are being interrupted or talked over. If they are, ask for their input, or ask those who are interrupting or talking over to give others a chance to speak.

Accessibility

Everyone benefits from more inclusive spaces. Thus as members of the joint departments, we aim to foster accessibility both inside and outside the classroom. We can make simple changes that enable people who have a disability to participate fully in the important conversations in meetings, classrooms, brownbag gatherings, seminars, and colloquia. The UW-Madison McBurney Center provides services and support to help us improve accessibility. Information and resources are on the Center's website: https://mcburney.wisc.edu.

Communications

Communication is the lifeblood of any academic unit. For this reason, it is important for all members of the joint departments to manage our communications in ways that allow necessary information to be transmitted, acknowledged, and acted upon. This involves developing systems for reading and responding to email in a timely way.

In nearly all circumstances, we should use email, rather than social media, in written communications about departmental business. Specifically, faculty and TAs should not ordinarily use social media (including text messages) to communicate with students in their classes.

University policies prohibit UW employees from engaging in political communications that involve using University resources or that take place during work time. These extend to both in-person activities on campus and electronic communications. More information and the policies themselves are at this link: https://kb.wisc.edu/page.php?id=21678.

Plagiarism and Academic Dishonesty

In publications, presentations, teaching, practice, and service, we explicitly identify, credit, and reference the author of written work when we take data or material from it, whether that person's written work is published, unpublished, or available electronically. For faculty, staff, and graduate student researchers, the American Sociological Association's Code of Ethics, Section 13, provides guidance on acknowledgement of sources and use of material. For students enrolled in courses, the UW System's policies regarding academic misconduct—Chapter UWS 14: Student Academic and Disciplinary Procedures—define academic misconduct and detail disciplinary sanctions, hearings, and appeals.

Research Practices

The ASA's Code of Ethics establishes standards with regard to most research practices, including the following:

- Informed consent
- Publication and the review process
- Responsibilities of reviewers
- Contractual and consulting services
- Planning and implementing research projects (including offering inducements to research subjects, protecting confidentiality, and sharing data gathered)

The UW Health Sciences Institutional Review Boards (https://kb.wisc.edu/hsirbs/) and the UW Educational and Social/Behavioral Science Institutional Review Board (https://research.wisc.edu/compliance-policy/human-research-protection-program/education-and-social-behavioral-science-irb/) oversee compliance with federal and UW human subjects protections.

Conclusion

The Joint Department Community Standards discussed above comprise an effort to define the values and norms that guide a productive and healthy program, identify behaviors that detract from a collegial and thriving environment, and recommend best practices that can enhance professional relationships and improve climate. This is a living document and will be revised and updated by the Faculty-Staff Climate Committee and the SGSA Culture & Climate Committee as the need arises. In the meantime, we hope that it will contribute to the goals that former Sociology chair William Sewell outlined for the department: Excellence, Diversity, and Decency.

APPENDICES

A. ASA Code of Ethics' General Principles

The American Sociological Association's (ASA's) Code of Ethics sets forth general principles that underlie sociologists' professional responsibilities and conduct. These principles and standards should be used as guidelines when examining everyday professional activities. They constitute normative statements for sociologists and provide guidance on issues that sociologists may encounter in their professional work.

The following are the five General Principles outlined by the ASA Code of Ethics:

Principle A: Professional Competence

Sociologists strive to maintain the highest levels of competence in their work; they recognize the limitations of their expertise; and they undertake only those tasks for which they are qualified by education, training, or experience. They recognize the need for ongoing education in order to remain professionally competent; and they utilize the appropriate scientific, professional, technical, and administrative resources needed to ensure competence in their professional activities. They consult with other professionals when necessary for the benefit of their students, research participants, and clients.

Principle B: Integrity

Sociologists are honest, fair, and respectful of others in their professional activities—in research, teaching, practice, and service. Sociologists do not knowingly act in ways that jeopardize either their own or others' professional welfare. Sociologists conduct their affairs in ways that inspire trust and confidence; they do not knowingly make statements that are false, misleading, or deceptive.

Principle C: Professional and Scientific Responsibility

Sociologists adhere to the highest scientific and professional standards and accept responsibility for their work. Sociologists understand that they form a community and show respect for other sociologists even when they disagree on theoretical, methodological, or personal approaches to professional activities. Sociologists value the public trust in sociology and are concerned about their ethical behavior and that of other sociologists that might compromise that trust. While endeavoring always to be collegial, sociologists must never let the desire to be collegial outweigh their shared responsibility for ethical behavior. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

Principle D: Respect for People's Rights, Dignity, and Diversity

Sociologists respect the rights, dignity, and worth of all people. They strive to eliminate bias in their professional activities, and they do not tolerate any forms of discrimination based on age; gender; race; ethnicity; national origin; religion; sexual orientation; disability; health conditions; or marital, domestic, or

parental status. They are sensitive to cultural, individual, and role differences in serving, teaching, and studying groups of people with distinctive characteristics. In all of their work-related activities, sociologists acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own.

Principle E: Social Responsibility

Sociologists are aware of their professional and scientific responsibility to the communities and societies in which they live and work. They apply and make public their knowledge in order to contribute to the public good. When undertaking research, they strive to advance the science of sociology and to serve the public good.

For the complete document, go to:
http://www.asanet.org/sites/default/files/asa_code_of_ethics-june2018.pdf

B. Restrooms and Lactation Rooms

The Sewell Social Sciences Building has restrooms on each floor. The restroom at the south end of the 6th floor is handicapped-accessible. The restroom at the north end of the 2nd floor is gender-inclusive. A lactation room is on the 5th floor, inside the women's restroom (room 5209), for nursing parents. Agricultural Hall has restrooms on the 1st and 2nd floors. Those on the 1st floor are handicapped-accessible. A lactation room is inside the women's 2nd-floor restroom. The joint departments will work toward making gender-inclusive restrooms as accessible as the current gender-segregated restrooms.