

# Ohio University Department of Geological Sciences

## Safety Plan

Draft May 11, 2021



### 1. Introduction

This document contains information to assist members of the Ohio University Department of Geological Sciences, including students, staff, and faculty, in contributing to a safe, inclusive, and healthy workplace for all personnel. The URGE pod has written this Safety Plan, recognizing that:

- 1) academic pursuits in the geosciences include a wide array of skills and techniques, education and training, and classroom, laboratory, and field experiences, and
- 2) personal identity, perceived identity, and/or situational context during academic work can result in different types and severities of risks due to implicit and explicit biases within the geosciences, which may also disproportionately impact students, staff, and faculty.

This document is a supplement to--not a substitute for--the [Ohio University Student Code of Conduct](#), the [Ohio University Faculty Handbook](#), Department of Geological Sciences Code of Conduct, [OSHA Laboratory Standard](#), [Ohio University Lab Safety guidelines](#), group-specific Pre-Activity Safety Assessments, conditions and stipulations of permits to conduct OHIO-affiliated scientific work on various types of materials as well as in various states, countries, etc.

### 2. Code of Conduct

In order to provide a safe and inclusive working and educational environment, all participants must abide by university and departmental Codes of Conduct.

Ohio University has several Codes of Conduct and Policies that clearly establish expectations for behavior:

- Ohio University Student Code of Conduct: <https://www.ohio.edu/student-affairs/community-standards/student-code-of-conduct>
- Faculty Professional Ethics are outlined in the Faculty Handbook (Section IA2): <https://www.ohio.edu/faculty-senate/current-handbook>
- Ohio University Policy 03.004: Sexual Harassment and other Sexual Misconduct: <https://www.ohio.edu/policy/03-004>
- Ohio University Policy 40.001: Equal employment and Educational Opportunity <https://www.ohio.edu/policy/40-001>
- Ohio University Policy 41.135: Workplace Violence policy: <https://www.ohio.edu/policy/41-135>

- Ohio University Policy 03.003: Americas with Disabilities Act Compliance: <https://www.ohio.edu/policy/03-003>
- Ohio University Academic Misconduct Resources: <https://www.ohio.edu/student-affairs/community-standards/misconduct>

The Department of Geological Sciences URGE pod has drafted a Code of Conduct Policy for consideration by the faculty of the Department of Geological Science for adoption. See Appendix.

### **3. Violations Reporting Process**

There are multiple ways to report Code of Conduct violations at Ohio University. You can report an incident that you experienced, observed, or were told about, in the following ways. These are not presented in a recommended order; the best mechanism for reporting will depend on your situation:

- 1) Disclosure to a faculty member (all faculty are mandatory reporters and are lawfully required to share sensitive information with the appropriate offices).
- 2) Dean of Students Office provides information and support for students in distress or for violations of Code of Conduct caused by students. Call 740-593-1800 or visit <https://www.ohio.edu/student-affairs/dean-of-students>
- 3) Disclosure to the Ohio University Office of Equity and Civil Rights Compliance. Forms for reporting (1) sexual misconduct and (2) discrimination/bias/harassment and (3) Campus Security are located at the Equity and Civil Rights Compliance website: <https://www.ohio.edu/equity-civil-rights>. Reporting options include online forms, email to [equity@ohio.edu](mailto:equity@ohio.edu) or [titleIX@ohio.edu](mailto:titleIX@ohio.edu), call 740-593-9140, or in person or via mail to Lindley Hall 006. This reporting mechanism can be anonymous or you can include your name. However, the university policy states that with anonymous complaints the university may be limited in its ability to investigate the incident because the university's ability to obtain additional information may be compromised. The reporting process is presented in detail here: <https://www.ohio.edu/policy/03-004>.
- 4) Disclosure to law enforcement (911).
- 5) Confidential reporting and support services are offered through the Counseling and Psychological Services (740-593-1616), the Student Health Center (740-593-1660), the Survivor Advocacy Program (740-597-SAFE), and Employee Assistance Program (1-800-227-6007).

Ohio University Reporting Policy: <https://www.ohio.edu/policy/40-001>

### **4. Personal Safety**

Safety requires all department members feeling supported within our department. Training in cultural competency is a key step towards provide a safe environment for all department

members. A wide array of training in diversity and inclusion topics including introduction to campus resources to skills-based training are listed here: <https://www.ohio.edu/diversity/trainings> Some can be scheduled. Pre-recorded trainings are included below.

**a. Antidiscrimination**

- i. Discrimination, Harassment, and Sexual Misconduct Training from the Office of Equity and Civil Rights: <https://www.ohio.edu/equity-civil-rights/discrimination-harassment-and-sexual-misconduct-training>
- ii. Implicit Bias training module: <http://kirwaninstitute.osu.edu/implicit-bias-training/>
- iii. Implicit Bias and Privilege webinar: <https://youtu.be/fYR-7QLnB6s>
- iv. Allyship webinar: <https://youtu.be/jfCiQWJJoWY>

**b. Bystander intervention and de-escalation training**

- i. Basic explanation: <https://www.ohio.edu/health-promotion/bystander>
- ii. Identifying and responding to microaggressions webinar: <https://vimeo.com/411027423>
- iii. Identifying and responding to microaggressions in the classroom webinar: Identifying and responding to microaggressions webinar:

**c. Anti-racism training**

- i. Kendi, Ibram X. (2020). The difference between being “not racist” and antiracist. TedTalk. June 17. <https://www.youtube.com/watch?v=KCxbl5QgFZw>
- ii. Micro-course: Fries-Britt, Sharon and Adrianna Kezar (2019). Race Relations on Campus: Lessons from Mizzou. [Available through ACE Engage](#)
- iii. [Project Ready – University of North Carolina](#)
- iv. [Talking about Race – National Museum of African American History and Culture](#)

Physical safety on and off campus is critical and is not equal for department members of all identities. It is important to be cognizant that department members of certain identities or ethnicities may experience reduced safety in certain environments. Department members should be prepared to provide support and assistance to assure safety of colleagues.

- a. **Ohio University Safety App.** Features emergency contacts, crisis alerts, in-app emergency chat, location service features, and more.

i. <https://apparmor.apparmor.com/clients/ohio.edu/>

**b. Ohio University Campus Transportation Services**

- i. Live bus tracking: <https://apcats.doublemap.com/map/>
- ii. CATS Daily Campus shuttles, run specific routes: <https://www.ohio.edu/transportation-parking/transit-services/cats-campus-transit>
- iii. Night and Weekend Campus Shuttle, provides transportation wo locations within 2 miles of campus: <https://www.ohio.edu/transportation-parking/transit-services/night-weekend-campus-transit-cats-late-night>
- iv. CATCAB Accessible Transit Service, a free para-transit service to assist those with mobility limitations: <https://www.ohio.edu/transportation-parking/transit-services/catcab>

### c. Support services

- i. The [Survivor Advocacy Program](#) (SAP) at Ohio University confidential provides support and advocacy services to student survivors of sexual assault, dating violence, and stalking. SAP advocates are available to assist in navigating medical, legal, and Title IX processes, aid in housing and/or academic accommodations, and to provide support for student survivors and friends or family members of survivors. SAP can be reached via their 24-hour hotline: 740-597- SAFE (7233), by emailing [survivor.advocacy@ohio.edu](mailto:survivor.advocacy@ohio.edu), or by dropping in to their office(s) located at 038 Lindley Hall M-F 9 a.m. - 5 p.m.
- ii. [University Counseling and Psychological Services](#) provides professional and confidential counseling to students. (Hudson Health Center, 3rd Floor; 24
- iii. [The Athens County Prosecutor's Victim Assistance](#) Program (740-592-3208; Athens Co. Court House, 1st floor, 1 South Court Street) is designed to assist the survivor throughout the criminal justice process. If you have questions about your rights, obtaining protection orders, making a victim compensation claim, or any other concerns, Athens County Prosecutor's Victim Assistance Program has trained advocates who can assist you.

## 5. On-campus safety

Activities on-campus and within the Department (i.e., laboratories, classrooms) are generally organized, planned, and directed by the faculty (Table 1).

Laboratory safety at Ohio University is monitored by the [Office of Environmental Health and Safety](#) as outlined in [Policy 44.109](#). There is also a Lab Safety Officer in the Department of Geological Sciences. It is the responsibility of the PI to ensure that laboratory safety standards are maintained. All faculty, students, staff, and visitors present in a laboratory space are expected to follow university and departmental safety guidelines and policies.

### a. Lab Safety Training

- i. All individuals who are involved with a research lab are required to complete Lab Safety training before actively joining a research lab. Training can be arranged from this link: <https://www.ohio.edu/facilities/safety>
- b. Guidelines for moving lab equipment are here: <https://www.ohio.edu/sites/default/files/sites/facilities/files/RelocatingLaboratories09.pdf>
- c. The EHG Chemical Hygiene Plan, which explains lab safety requirements is here: <https://www.ohio.edu/sites/default/files/sites/facilities/files/RelocatingLaboratories09.pdf>
- d. Additional lab safety resources are here: <https://www.ohio.edu/facilities/safety/radiation-safety/lab>

Sometimes unsafe workplaces or activities can result from financial, physical, cultural, or societal barriers of staff and students. There are risks associated with workplace safety after-

hours, if someone is alone, or in groups with differential power. For example, one safety risk may be inadequate or unreliable transportation for students/faculty to get to/from the building to work nighttime hours.

The URGE pod recommends using Chaudhary & Berhe (2020) as a guide to recognize unequitable and non-inclusive activities and barriers, power dynamics, and poor or inadequate training and mentorship that could cause on-campus safety issues in research labs and classroom use (e.g., after-hours completion of assignments on-campus).

**Table 1. Roles & responsibilities related to on-campus activities, conduct, and training.**

Responsibilities	Faculty	Students	Visitors/ Guests
Be familiar with roles and responsibilities, as outlined in Code of Conduct, Faculty Handbook, Student Code of Conduct, etc.	✓	✓	✓
Advocate for and foster a safe, inclusive, and diverse workplace, including within research programs, classroom environments, and service assignments, and departmental activities, on- and off-campus.	✓	✓	✓
Participate in recommended training and encourage informed discussions about DEI issues. Consult resources to improve training.	✓	✓	✓
Develop lab safety plans and field safety guides, and complete and review risk assessments for lab and field work, which may include (but are not limited to) details regarding travel logistics, lodging, meals, and explanations of financial obligations for those activities.	✓		
Identify training for research laboratory and field safety that could recognize and address financial, physical, cultural, or societal barriers that might impact safe classroom and laboratory research activities.	✓		

## 6. Travel and field work safety

Travel (to conferences, laboratory facilities, etc.) and field work (both in a classroom/group setting and for individual research projects) is an essential component of geological training and research. Managing risk is an inherent and essential component of travel and field work. All travel, both with classes and for research, must conform to the guidelines and policies stated established by Ohio University, the Office of Global Opportunities, and the department.

Travel requires carefully pre-planning to mitigate risks and particular attention must be paid to the additional risks posed to participants of historically underrepresented identities and backgrounds. Faculty (or trip organizers) should be aware of the cultural/racial/ethnic histories for destinations to make sure that students are comfortable and will be safe, and evaluate whether other locations should be considered. The faculty should also be responsible for obtaining financial resources to cover travel expenses, particularly for group travel.

Sometimes unsafe workplaces or activities can result from financial, physical, cultural, or societal barriers of staff and students. Most of the training for faculty from the Office of Global Opportunities, as defined by roles and responsibilities, focus on creating a safe, well-trained, and informed research group to prevent physical accidents in the field or while traveling that would be caused by common or unusual hazards. For example, risk assessments could include identifying risk associated with contracting diseases from ticks, mosquitos, etc., or risk for sunburn or dehydration. However, training could also be used to identify safe and inclusive practices for off-campus field/museum work or conference/meeting situations. For example, individuals may not feel comfortable traveling alone or to a site without resources like running water, or a location may be difficult and unsafe for an LGBTQ+ individual to navigate due to local politics or lack of antidiscrimination policies.

**Table 3. Roles & responsibilities related to off-campus activities and travel with groups**

Responsibilities	Trip Organizer(s) & Supervisor(s)	Trip Participant(s)
<b>Trip Planning &amp; Preparations</b>		
Prepare a Pre-Activity Safety Assessment, ideally <i>before</i> committing to an itinerary or submitting travel authorization requests. Risks that are identified and cannot be reasonably controlled or mitigated shall be reviewed with department faculty and/or OGO, as appropriate.	✓	
Organize a meeting (or meetings) with participants to answer questions, discuss concerns, and finalize travel plans and itinerary, as outlined in the Pre-Activity Safety Assessment <i>before</i> travel arrangements are confirmed.	✓	✓
Identify and complete training requirements or any forms that require signatures, including (but not limited to) passports, visas if applicable, immunization/vaccination records, health insurance coverage.	✓	✓
Discuss financial obligations and requirements for travel, lodging, meals, and options for funding the offsite activities. This could be evaluating grant funds or applying for travel funding through OHIO (e.g., Graduate Student Senate) and/or department resources (e.g., Yates-Nance-Smith Endowment). Complete paperwork or documentation describing financial obligations for all individuals, including the role of the advisor/supervisor if a student is traveling along. Make travel arrangements in Concur with CBT.	✓	✓
<b>During and After Travel</b>		
Uphold all aspects of the Code of Conduct at all times, regardless of location or context.	✓	✓
Maintain open dialogue about expectations and experiences regarding safety. If a participant feels that they are unable to perform any aspects of the work/travel, either before or during travel, they should notify the trip organizer or designated group leader as early as possible	✓	✓
Respond to and report safety issues when appropriate, including locally and then to the Department and/or OHIO.	✓	✓
Submit travel receipts in a timely fashion (within 30 days of return) through Concur to ensure swift reimbursements.	✓	✓
Evaluate the experience to assess whether safety expectations were met; consider ways to improve.	✓	✓

**Table 4. Additional considerations for solo travel.** These items are additional to those in Table 3.

Responsibilities	Trip Organizer(s) & Supervisor(s)	Trip Participant(s)
<b>Trip Planning &amp; Preparations</b>		
Discuss the importance of a field partner for safety. If a field partner is recommended (this will be most cases), recruit a high quality team member.	✓	✓

Discuss financial obligations and requirements for travel, lodging, meals, and options for funding the offsite activities. This could be evaluating grant funds or applying for travel funding through OHIO (e.g., Graduate Student Senate), external agencies (e.g., GSA, Paleontological Society, and/or department resources (e.g., GSAG award). This may also include provision of satellite phone or other resources (i.e., firearm and firearm training) for remote field work. Complete paperwork or documentation describing financial and resource obligations for the individual, including the role of the supervisor/advisor if a student is traveling alone. Make travel arrangements (airfare, lodging, car rental) in Concur with World Travel to avoid financial burdens due to up-front costs for a student.	✓	✓
<b>During and After Travel</b>		
Maintain frequent communication (phone and/or email) with supervisor/advisor during travel. Respond to and report safety issues when appropriate, including locally (i.e., police), and then to the Department and/or OHIO.	✓	✓

The planning process for all travel and field work must include development of a Pre-Activity Safety Assessment checklist. Courses and travel that are developed in association with the Office of Global Opportunities will utilize their emergency response plan as a required planning step (Domestic: <https://www.ohio.edu/sites/default/files/sites/ogo/Faculty-Emergency-Plan-Domestic-Template.docx>; International: <https://www.ohio.edu/sites/default/files/sites/ogo/Faculty-Emergency-Plan-template.docx>). Faculty leading department travel developed outside of OGO collaboration must also generate a safety plan.

**a. Pre-Activity Safety Assessment checklist of discussions within the field team**

- When planning travel consider:
  1. What are the potential safety hazards and risks, including how people are treated?
  2. What is the plan for safety and does it include information on how to address harassment, bullying and discrimination?
  3. What is the conduct policy at the field site?
  4. Who is responsible for responding to a safety incident?
  5. What are the reporting mechanisms?
  6. How are conditions created and maintained that reduce all safety risks?
  7. What are the attitudes around alcohol and drug use at the field site and how may these interfere with field safety?

All student travel that includes a distance >100 miles, crossing state lines, or an overnight stay must be registered with the university per Ohio University Policy 23.001: Student Travel: <https://www.ohio.edu/policy/22-001>. Students must register with the form on this website no later than one week prior to departure: <https://www.ohio.edu/goglobal/travel>.

For international travel, additional guidance and travel insurance is available here:

- Student international travel guidelines and resources:
- <https://www.ohio.edu/goglobal/resources/health-safety>
- Employee International Travel Health Insurance Plan: <https://www.ohio.edu/goglobal/resources/health-safety/health-safety-staff>

- Faculty/Staff traveling internationally are eligible for up to 21 days of free travel insurance when traveling on Ohio University business. Sign up here: [https://ohio.qualtrics.com/jfe/form/SV\\_cvaqmY2pnjwEGPj](https://ohio.qualtrics.com/jfe/form/SV_cvaqmY2pnjwEGPj)

Tips for successful travel planning are presented here from the office of Global Opportunities traveler tips: <https://www.ohio.edu/goglobal/students/traveler-tips>

Many types of travel and field work utilize the Department vans. All drivers must provide a copy of their recent driving records. The 2-year unofficial abstract is sufficient and can be found at

<https://bmvonline.dps.ohio.gov/Login?method=UnOfficialBMVDrivingRecord&authLevelEnums%5B0%5D=DLNumber&authLevelEnums%5B1%5D=Person> for Ohio drivers. All drivers must also adhere to the domestic driving guidelines: <https://www.ohio.edu/sites/default/files/sites/ogo/Domestic-Programs-Driving-Guidelines.docx>

If a safety or code of conduct violation incident should occur while traveling, reporting should be first to local authorities (if relevant), then the Department Chair, then the university. Reporting procedures outlined above can be used as well as the OGO Incident report tool: [https://ohio.qualtrics.com/jfe/form/SV\\_1YAdWJSrfEm7SYd](https://ohio.qualtrics.com/jfe/form/SV_1YAdWJSrfEm7SYd)

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#### References used:

Anadu, J., Ali, H., Jackson, C. (2020) Ten steps to protect BIPOC scholars in the field, EOS, 101, DOI: [10.1029/2020EO150525](https://doi.org/10.1029/2020EO150525)

Chaudhary, V.B., Berhe, A.A. (2020) Ten simple rules for building an antiracist lab. PLOS Computational Biology, 16(10): [e1008210](https://doi.org/10.1371/journal.pcbi.1008210)

Demery, A.J.C., Pipkin, M.A. (2021) Safe fieldwork strategies for at-risk individuals, their supervisors and institutions. Nat Ecol Evol. 5, 5–9. <https://doi.org/10.1038/s41559-020-01328-5>.



# Ohio University Department of Geological Sciences

## Code of Conduct

Draft May 11, 2021



### 1. Preamble

The mission of the Geological Sciences Department is to provide students with an introduction to problem solving, critical thinking, and basic concepts using the earth sciences to show how modern observations can be extended into deep time. We prepare our undergraduate majors with a solid foundation in the discipline for use in their subsequent life, work, or advanced studies and impart to our graduate students a high level of knowledge, skills, and professionalism that enable them to advance their careers by integrating courses with forefront research into the processes that formed and now modify the Earth. This mission can only be achieved in an environment where all department members are highly valued for their diverse perspectives and identities.

The Department of Geological Sciences works to maintain an environment that allows science and scientific careers to flourish through respectful, inclusive, and equitable treatment of others. As a statement of principle, the department rejects discrimination and harassment by any means, based on factors such as ethnic or national origin, race, religion, citizenship, language, political or other opinion, sex, gender identity, sexual orientation, disability, physical appearance, age, or economic class. In addition, the department opposes all forms of bullying including threatening, humiliating, coercive, intimidating conduct, or physical violence that causes harm to, interferes with, or sabotages academic activity and careers. Discrimination, harassment (in any form), and bullying create a hostile environment that reduces the quality, integrity, and pace of the advancement of science by marginalizing individuals and communities. It also damages productivity and career advancement and prevents the healthy exchange of ideas.

The Department Code of Conduct establishes a set of principles and practices for professional behavior that governs all Geological Sciences students, faculty, staff, and visitors. This code of conduct is additional to the expectations outlined in Student Code of Conduct (<https://www.ohio.edu/student-affairs/community-standards/student-code-of-conduct>) and Professional Ethics outlined in the Faculty Handbook (<https://www.ohio.edu/faculty-senate/current-handbook>).

### 2. Principles

1. Environment that is welcoming and inclusive for all.
2. Excellence, integrity, and honesty in all aspects of professional work.
3. Professional courtesy, kindness, equity, and fairness in working with others.
4. Freedom to responsibly pursue science without interference or coercion.
5. Unselfish cooperation in all department activities.

### 3. Expectations

The Department is committed to equity, in both opportunity and in treatment, for all of our members and visitors. We will not discriminate on the basis of on the basis of race, color, national or ethnic origin, immigration status, religion, age, marital status, parental status, sex, sexual orientation, gender identity or expression, socioeconomic background, educational background, disability, or military service or veteran status. We will conduct ourselves in a professional manner, in which everyone is treated with dignity and respect.

Faculty and students are expected to conduct themselves in a lawful manner and uphold University rules and policies. In addition, department members of are expected to abide by the departmental Code of Conduct to foster a learning and research environment in which all members are valued, respected, and celebrated.

The Code of Conduct provided herein applies to all members of the department and to all participants in department-sponsored events. Membership or participation in the departmental activities constitutes an agreement to adhere to the Code of Conduct. These policies cover member conduct in all professional and educational settings and related environments.

### 4. Responsibilities

Effective instruction, learning, advising, research, and professional career growth require open communication, ethical professional conduct between all individuals, collegial interactions, and a responsive administration to ensure a positive and successful environment across all levels of the educational endeavor. To ensure a productive environment, all department members of are expected to treat one another respectfully and fairly, and serve as role models, upholding the highest ethical and professional standards.

The responsibilities below embody best practices to be used by all department members, including faculty, staff, and students. They are intended to provide a heightened awareness of the need to consciously establish effective and productive professional relationships that start with trust, courtesy, two-way communications, and shared expectations.

1. *Conduct*: Department members will react with honesty in the best interests of the department, take full responsibility for the trustworthiness of their research, teaching, and service activities, and treat others with courtesy, equity, fairness, and respect.
2. *Non-discrimination*: Department members will treat others with dignity and respect, regardless of their own or another's race, color, national or ethnic origin, immigration status, religion, age, marital status, parental status, sex, sexual orientation, gender identity or expression, socioeconomic background, educational background, disability, or military service or veteran status.

3. *Integrity*: Department members will be responsible for the integrity of their contributions to all professional activities related to the department and university.
4. *Inclusion*: Department members will foster classroom and research environments that are inclusive of diverse backgrounds and experience and recognize that education is fundamental for the promotion of student learning and professional development.
5. *Environment*: Department members are proactive departmental citizens, responsible for creating and maintaining a safe, open, and professional environment for learning, conducting, and communicating science with integrity, respect, fairness, trustworthiness, and transparency in all endeavors.
6. *Cooperation*: Department members will cooperate unselfishly in shared responsibilities including departmental service assignments and teaching loads.
7. *Power Imbalances*: Department members should be aware of, and sensitive to, the natural power imbalances in working relationships among undergraduate and graduate students, faculty of different ranks, departmental staff, etc.
8. *Misconduct*: Department members will not engage in discrimination, harassment, bullying, dishonesty, fraud, misrepresentation, coercive manipulation, censorship, or other misconduct. This applies to all professional, research, and teaching environments. See below for further discussion of what constitutes misconduct.
9. *Reporting*: Department members will take responsibility to act or intercede, where possible, to prevent misconduct. Any suspected misconduct, including fabrication, falsification, plagiarism of materials, as well as discrimination, harassment, bullying, or other unacceptable behaviors will be promptly reported following university policy and procedures (see below).

It is the goal of the Department of Geological Sciences to create a learning environment that supports a diversity of thoughts, perspectives, and experiences and honors all identities (including race, gender, class, sexuality, religion, ability, etc.).

## **5. Student-Advisor Relationship**

The relationship between a student and the student's advisor(s) is critical to the progression of science and therefore carries extra demands for ethical behavior. Key areas of sensitivity and concern for the advisor include, but are not limited to:

1. Provide an environment that is intellectually stimulating and free of harassment.
2. Be supportive, equitable, accessible, encouraging, and respectful.
3. Recognize and respect the diverse cultural, socioeconomic, religious, marital or parental, sexual orientation, gender identity or expression, experiences, and abilities of students.
4. Provide meaningful feedback with rapid turnaround time.
5. Be sensitive to the power imbalance in the student-advisor relationship.

All students (both undergraduate and graduate) and advisors need to be aware of the responsibilities of the advisor, the student, and the institution regarding their relationships. All

guidelines regarding the mentor-mentee relationship described above are also applicable to the graduate-undergraduate student mentor-mentee relationship.

## **6. Unacceptable Behaviors**

The Department works to maintain an environment that allows science and scientific careers to flourish through the respectful, inclusive, and equitable treatment of others. As outlined above, department members will not discriminate based on the basis of race, color, national or ethnic origin, immigration status, religion or religious belief, age, marital or parental status, sex, sexual orientation, gender identity or expression, socioeconomic background, disability, veteran status, or any other reason. Additionally, the department opposes all forms of bullying including threatening, humiliating, coercive, or intimidating conduct that causes harm to, interferes with, or sabotages academic activity and careers.

The following behaviors are considered violations of the Department Code of Conduct and should be reported and addressed, with consequences for the offender.

Behaviors that are prohibited and which may result in disciplinary action include:

1. Harassment in any form, including sexual harassment, denigrating jokes, stereotyping, or a recurring pattern of microinvalidations, microassaults, microaggressions, and microinsults (see definition of terms);
2. Physical abuse or intimidation, including disregard for another's safety;
3. Verbal or written abuse or intimidation (in-person or remotely), including but not limited to: harmful or negative comments related to race, color, national or ethnic origin, immigration status, religion, age, marital status, parental status, sex, sexual orientation, gender identity or expression, socioeconomic background, level of education, disability, or veteran status;
4. Violating the previously communicated (verbally or nonverbally) physical, emotional, and sexual boundaries of others through the continuation of otherwise prohibited behaviors, or through verbal or written comments founded on any personal aspect of another individual;
5. Display or distribution of images or recordings involving provocative behavior, bigotry, nudity, sexual activities, or physical force against oneself, another person, or a community;
6. Intentional, unwelcomed physical behaviors (in-person or remotely), including but not limited to: stalking, physical contact, and aggressive or intimidating displays and/or body language;
7. Threats (implied or real) of physical, emotional, professional, or financial harm;

8. Retaliation such as withholding employment or academic opportunities or other actions against anyone reporting a violation of this policy (including reporting to any faculty / staff, police, or the Title IX office),
9. Any other behaviors that may reasonably be assumed to have the effect of creating, contributing to, or maintaining an environment that is hostile toward or damaging to a person or group.

## 7. Reporting Options

There are multiple ways to report Code of Conduct violations at Ohio University. You can report an incident that you experienced, observed, or were told about, in one or more of the following ways:

- 6) Disclosure to a faculty member (all faculty are mandatory reporters and are lawfully required to share sensitive information with the appropriate offices).
- 7) Dean of Students Office provides information and support for students in distress or for violations of Code of Conduct caused by students. Call 740-593-1800 or visit <https://www.ohio.edu/student-affairs/dean-of-students>
- 8) Disclosure to the Ohio University Office of Equity and Civil Rights Compliance. Forms for reporting (1) sexual misconduct and (2) discrimination/bias/harassment and (3) Campus Security are located at the Equity and Civil Rights Compliance website: <https://www.ohio.edu/equity-civil-rights>. Reporting options include online forms, email to [equity@ohio.edu](mailto:equity@ohio.edu) or [titleIX@ohio.edu](mailto:titleIX@ohio.edu), call 740-593-9140, or in person or via mail to Lindley Hall 006. This reporting mechanism can be anonymous or you can include your name. However, the university policy states that with anonymous complaints the university may be limited in its ability to investigate the incident because the university's ability to obtain additional information may be compromised. The reporting process is presented in detail here: <https://www.ohio.edu/policy/03-004>.
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Ohio University Reporting Policy: <https://www.ohio.edu/policy/40-001>

## 8. Code of Conduct Review

A review and assessment of the Departmental Code of Conduct will be conducted on an annual basis by the Geological Sciences Diversity and Inclusion Committee, who may make recommendations for revisions that will be voted on by the faculty. This will ensure that all

policies and procedures are operating as intended and are kept up to date and reflect current best practices.

## 9. Definition of Terms

- *Color*: the relative pigmentation and/or shade of a person's skin, which may or may not relate to a person's racial heritage or ethnic identity.
- *Conflict of Interest*: a situation that has the potential to undermine the impartiality of a person because of the possibility of the person's self-interest working against professional or public interests.
- *Disability*: any physical or mental impairment, visible or invisible, that substantially limits one or more major life activities (Modified from the U.S. Department of Housing and Urban Development).
- *Diversity*: can be broadly defined to include all aspects of human difference, including, but not limited to race, gender, age, sexual orientation, religion, disability, social-economic status, and status as a veteran.
- *Equity*: fairness in treating people without bias discrimination, prejudice, bigotry, or favoritism
- *Ethnicity*: a person's affiliation with or membership of a larger group of people classed according to common racial, national, tribal, religious, linguistic, or cultural traditions, origins or background. (Modified from Merriam-Webster)
- *Gender expression*: the external representation or appearance of one's gender or sexual identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine. (Modified from the Human Rights Coalition)
- *Gender identity*: one's internal concept of self as male, female, a blend of both or neither. One's gender identity can be the same or different from their sex assigned at birth. (Modified from the Human Rights Coalition)
- *Harassment (other)*: Harassment includes, but is not limited to: (i) epithets, slurs or stereotyping; (ii) threatening, intimidating or hostile acts; and (iii) denigrating jokes and display or circulation of written or graphic material that denigrates or shows hostility or aversion toward an individual or group.
- *Harassment (sexual)*: Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment refers to behavior that is not welcome, is personally offensive, debilitates morale, and therefore, interferes with work effectiveness. The following are examples of behavior that, when unwelcome, may constitute sexual harassment: (i) sexual flirtations, advances, or propositions; (ii) verbal comments or physical actions of a sexual nature; (iii) sexually degrading words used to describe an individual or group; (iv) a display of sexually suggestive objects or pictures; (v) sexually explicit jokes; and (vi) unnecessary touching.
- *Immigration status*: the type of residency status a person has within their country of residence, including the pathway to or from such status.

- *Inclusion*: creating an environment where all people are involved, empowered and recognized.
- *Marital status*: a person's status as engaged, married, unmarried, divorced, or widowed.
- *National origin*: the nation from which a person originates.
- *Parental status*: whether or not a person is pregnant, has children, or plans to have children, including through pregnancy, surrogacy, adoption, or any combination thereof.
- *Physical abuse and intimidation* (non-sexual; including threats): any intentional action or threat of an action, including willful disregard for the safety of others, that causes (or could reasonably be believed to cause) physical injury, trauma, or suffering.
- *Race*: a socially-constructed category within humankind that shares certain distinctive physical traits. (Modified from Merriam-Webster)
- *Religion*: a person's system of beliefs (or absence of belief), which may include a commitment to or an observance of an organized faith system.
- *Sex*: the sum of the structural, functional, and behavioral characteristics of organisms that are involved in reproduction, and which may distinguish among females, males, and intersex individuals. (Modified from Merriam-Webster)
- *Sexual Orientation*: an inherent or immutable and enduring emotional, romantic or sexual attraction (or lack thereof) to other people on the basis of their gender and/or sex. (Modified from the Human Rights Coalition)
- *Stalking*: the act or crime of willfully and repeatedly following or harassing another person (in-person or remotely) in such a way that could reasonably cause a fear of injury or harm.
- *Title IX Violation*: the collective term used for incidents involving discrimination, harassment, sexual harassment, sexual misconduct, stalking, dating violence, domestic violence, and/or retaliation.
- *Verbal or written abuse or intimidation* (in-person or remotely): any intentional verbal or written act or threat of such that causes (or could reasonably be believed to cause) emotional, professional, or financial harm or distress to another, including:
  - *Microaggressions*: comments or actions that indirectly express a prejudiced attitude toward a member of a marginalized group (adapted from Merriam-Webster)
  - *Microassaults*: verbal or non-verbal communications or actions that are meant to cause another harm
  - *Microinsults*: verbal or non-verbal communications that are intentionally rude or demeaning
  - *Microinvalidations*: a type of microaggression that excludes, ignores, or demeans a person's thoughts or emotions
- *Veteran status*: whether an individual is currently or has previously served in a national branch of the military

## 10. Relevant Ohio University Policies

- Ohio University Student Code of Conduct: <https://www.ohio.edu/student-affairs/community-standards/student-code-of-conduct>

- Faculty Professional Ethics are outlined in the Faculty Handbook (Section IA2): <https://www.ohio.edu/faculty-senate/current-handbook>
- Ohio University Academic Misconduct Resources: <https://www.ohio.edu/student-affairs/community-standards/misconduct>
- Ohio University Policy 03.003: ADA Compliance: <https://www.ohio.edu/policy/03-003>
- Ohio University Policy 03.004: Sexual Harassment and other Sexual Misconduct: <https://www.ohio.edu/policy/03-004>
- Ohio University Policy 03.006: Whistle-blowing and Retaliation: <https://www.ohio.edu/policy/03-006>
- Ohio University Policy 40.001: Equal employment and Educational Opportunity <https://www.ohio.edu/policy/40-001>
- Ohio University Policy 41.135: Workplace Violence policy: <https://www.ohio.edu/policy/41-135>
- Ohio University Policy 03.003: Americas with Disabilities Act Compliance: <https://www.ohio.edu/policy/03-003>

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**Resources used:**

1. The American Geophysical Union's 2017 Scientific Integrity and Professional Ethics Handbook <https://www.agu.org/Learn-About-AGU/About-AGU/Ethics>
2. Paleontological Society Policy on Non-Discrimination and Code of Conduct <https://www.paleosoc.org/non-discrimination-and-code-of-conduct>