



Stanford Earth Policy¹ on Respectful and Inclusive Behavior

The School of Earth, Energy & Environmental Sciences is committed to a respectful and inclusive workplace that provides an intellectual, collegial, and productive working environment that supports research, collaboration, teaching, and learning.

We Value

Excellence, integrity, and transparency in science, the discovery of new knowledge, and sharing knowledge through teaching and outreach not only in our fields of study but in our everyday lives;

Diversity of human experiences and perspectives across gender identity and expression, age, culture, race and ethnicity, sexual orientation, religion, ability, and class status, and across academic disciplines at all levels;

Collaboration and the fostering of collegial and productive relationships among students, staff, and the faculty that empower our individual contributions to the success of the School and community;

Respect and courtesy in how we treat all members of the Stanford community, as well as collaborators, work groups, and others;

Accountability for the impact of our individual words and actions and, collectively, for the health, wellbeing, and success of our community;

¹ This policy serves to reinforce and further explicate the expectations set forth in the Stanford University Code of Conduct. Should there be a conflict between this document and the University Code of Conduct, the University Code governs.

Growth in our lives and through our work, committing to lifelong learning through humility, curiosity, and intellectual vitality;

Communication that is honest, professional, and constructive; that invites, makes space for, and values all voices.

These values and the practices that follow compose a living document. Every person brings unique qualities, talents and dignity to our Stanford Earth community and, through all voices, our efforts to build a respectful and inclusive workplace will evolve and improve. Feedback is welcome and may be directed to any member of the Respectful Community Committee².

From Values to Practice

The bridge from aspirational values to lived practice requires that we adhere to the highest standards of ethical practice³, open ourselves to learning and growth, and maintain principles that value human difference, dignity, and respect. It further requires that we hold ourselves and our community accountable for the impact of our actions.

To Whom Does this Apply? All members of the Stanford Earth community are responsible for upholding our values and for creating a working and learning environment that brings these values to concrete expression in our everyday lives. This community includes undergraduate and graduate students, faculty and academic staff, postdoctoral scholars, visiting scholars/fellows, research staff, and administrative staff affiliated with the School. It also includes invited guests and visitors, volunteers, consultants, contractors, and others performing services for the Stanford Earth community.

Those in leadership roles, including all faculty members, supervisors, managers, and academic advisors, should be especially aware of the impact of their behavior on students, staff members, and other colleagues, and as such, should consider themselves as role models in the promotion of these values and practices.

Where Does this Apply? We represent Stanford and our values when we are on and off campus, in the field, and at professional gatherings. Because field education and research is such a key part of our community—and may bring specific challenges—we refer to an expanded document “Guidelines for Professional Conduct in the Field” for more detail (Appendix A).

² See Respectful Community Committee membership later in this document.

³ Stanford’s Code of Conduct and Fundamental Standard set primary policy for these expectations. This document has also benefited from, and is influenced by, the Lamont Code of Conduct (2019) and excellent guidelines for professional practice found in GSA’s (2019) Code of Ethics and Professional Conduct and in AGU’s (2017) Scientific Code of Conduct and Professional Ethics. Many in Stanford Earth are members of AGU and/or GSA and we encourage the application of relevant practices in our community where they do not conflict with Stanford’s Code of Conduct.

Expectations. The Stanford Code of Conduct sets out a comprehensive series of policies and expectations that each of us commits to following as citizens of the University. Within that context, we recognize that a culture of professionalism and respect is necessary to the academic success and well-being of all members of our Stanford Earth community. Behaviors that contravene this culture hinder scientific advancement, productivity, and innovation within our School; and they undermine well-being, meaningful work, and professional success. Such behaviors can do real, irreparable harm.

We join our university and professional societies in stating that we do not tolerate behaviors that **discriminate against, harass, sexually harass, bully, or retaliate** against others in our academic and other professional activities⁴.

Moving our values into practice, we expect members of our community to:

- ***Listen to others' points of view and respectfully seek to understand them***, acknowledging that those in power or positions of privilege have a real opportunity to encourage inclusion and, intentionally or not, may do harm by discouraging expression.
- ***Ensure equitable access to learning and research opportunities***, deploying inclusive teaching strategies, supporting productive collaboration and honest communication, challenging assumptions that limit opportunity, and mitigating barriers to success.
- ***Provide opportunity for growth and career advancement***, creating an environment that recognizes the unique qualities, talents, and perspectives of each individual and in which each person can flourish and thrive.
- ***Understand and mentor across difference***, recognizing the barriers in the institutional environment and career advancement that will vary because each of us brings a difference in background, identity, privilege, and cultural sensitivity to our academic home.
- ***Recognize that solutions reside in the institution as well as the individual***, owning responsibility to question and improve our institutional climate even as we help strengthen individual resilience.
- ***Act when we have concerns on behalf of ourselves or others***, understanding that action may take different forms—direct, delegated, deferred—depending upon the circumstances and individuals involved.

Our community is broad and we apply these practices in varied contexts. Each of the above points calls out for further expansion and contextual elaboration to create local meanings that guide professional behavior. We invite all members of our community to engage in the necessary conversations that bring these ideas to practical and relevant application.

⁴ See Definitions section later in this document for more detail.

Accountability. Each member of the Stanford Earth community contributes to the realization of our values through their own behavior and as an upstander⁵ who acts on behalf of others. Anyone who believes they have been subjected to any form of harassment, discrimination, or abusive conduct should connect to resources and reporting structures appropriate to the situation (Appendix B). Each University or School policy has its own review process and possible outcomes.

Individuals found to have violated a University or School policy or who fail to live up to our values may incur a range of consequences. For students, these include (but are not limited to): constructive conversation, formal warning, grade impact, community service, suspension, and expulsion. For faculty and staff, these may include (but are not limited to): constructive conversation, formal warning, salary and/or promotion impact, restriction on accepting/advising students or supervising others, removal from leadership positions, and termination.

Respectful Community Committee. The Respectful Community Committee in Stanford Earth regularly reviews this School policy document and acts as a resource around awareness and school climate. This committee *does not* adjudicate incidents of harassment or inappropriate conduct, though its members may help connect to relevant reporting structures. A list of current committee members is included on page 9.

Expectations for Professional Conduct in the Field

Fieldwork on land and at sea is core to the educational mission in Stanford Earth. Field experiences provide important educational, research, and career advancement opportunities, yet also present challenges that can compromise successful outcomes, a sense of inclusion, and well-being. Remoteness, unfamiliar or challenging physical situations, prolonged personal interactions, and unclear behavioral norms can all contribute to undesired and damaging outcomes—outcomes with potential for physical, emotional, and career harm. Each member of our community has a role to play in sustaining a safe and healthy field environment, and trip leaders are expected to design and implement measures that mitigate risk, inappropriate conduct, and harassment. The field is an extension of our workplace; all University and School policies apply in the field as they do on campus.

Acknowledging that rare field emergencies might call for flexible interpretation of some of the following points, our expectations include (and are not limited to) the following:

- Trip leader convenes a pre-trip meeting/orientation that clearly outlines goals, expectations, and individual roles. This occurs at a time sufficient to allow participants

⁵ An upstander is a person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked, harassed, or bullied. This is often contrasted to a “bystander,” who sees, but fails to act in support.

to evaluate and communicate possible accommodation needs. This meeting should include (and is not limited to):

- anticipated sleeping, bathroom, and eating arrangements. How will considerations for gender identity, dietary restrictions, or other concerns impact decisions?
- expected duties and how duties will rotate in a way that ensures equity and inclusion.
- physical and other environmental conditions that participants should expect. Are there accessibility challenges? How will necessary equipment/gear be made available to all who need it?
- expectations for conduct. Are there group norms, local cultural norms, or local laws to consider and prepare for?
- expectations for alcohol and controlled substances. Stanford's policies⁶ apply whenever the business of the University is being conducted and there may be even stricter rules in a given local setting.
- Accommodation needs are invited and the process to request accommodations in a confidential manner is made clear to all participants.
- Emergency plans and a process for communication are clear before departure. The home department or unit must have an accurate and updated participant list that includes both Stanford participants and any others who may be accompanying the trip.
- Leadership and decision responsibility need to be clear at all times, with a known path for reporting concerns, harassment issues, or incidents by any participant.
 - Where there is a hierarchical leadership structure (e.g., faculty leader + TA, ship captain + senior scientist), it is important for people to know to whom they can report and for what types of reasons.
 - If a person feels in physical danger or a target of harassment, they should have the option to leave a trip immediately and/or to report to any other participant.
- To the extent possible, at least three persons should be on any trip, and individuals should not work alone in remote or potentially dangerous situations.
- Safety briefings should be routine and at a frequency consistent with changing conditions.
 - Harassment awareness needs to be a part of these discussions, especially when working or living in a broader community such as at field stations, aboard ship, or other shared facilities.
 - An emergency response plan and ready access to emergency communication devices should be available to all participants. When a single individual holds the only path to communication devices this can be perceived as "gatekeeping," and is especially problematic if that person is in a position of leadership or power.
- Faculty members or other primary instructors should not share rooms, tents, etc. with students, postdocs, or staff for any reason.

⁶ <https://adminguide.stanford.edu/chapter-2/subchapter-2/policy-2-2-8> ; <https://exploreddegrees.stanford.edu/nonacademicregulations/student-alcohol-policy/>

- Behavioral norms can blur between work/instructional time and leisure time in the field. Any time employees are with students or those they supervise, they should comport themselves as if at work and in alignment with the University Code of Conduct. Students should further abide by all aspects of the Fundamental Standard and Honor Code.⁷

⁷ Fundamental Standard: <https://communitystandards.stanford.edu/policies-and-guidance/fundamental-standard>
Honor Code: <https://communitystandards.stanford.edu/policies-and-guidance/honor-code>

Definitions⁸

The following terms describe inappropriate and unwelcome conduct in the workplace. All are behaviors that are damaging to those impacted and some are also illegal.

1. **Discrimination:** unequal or unfair treatment in professional opportunities, education, benefits, evaluation, and employment (such as hiring, termination, promotion, compensation) as well as retaliation and various types of harassment. Stanford University does not discriminate on the basis of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, age, sex, sexual orientation, gender, gender identity, gender expression, military status, veteran status, or any other characteristic protected by law, in connection with any aspect of employment at Stanford.⁹
2. **Harassment:** A type of discrimination characterized by unwanted, unwelcome, demeaning, abusive, or offensive behavior toward individuals based on any characteristic protected by law. Offensive conduct constitutes harassment when unwanted behaviors ¹⁾ become a condition of access to an opportunity, education, benefit, evaluation, or employment; or ²⁾ the conduct is severe or pervasive enough to create a work or educational environment that most people would consider intimidating, hostile, or abusive. These acts may include epithets, slurs, or negative stereotyping based on gender, race and ethnicity, sexual identity, or other categories protected by law. Also included as manifestations of harassment are threatening, intimidating, or hostile acts; denigrating jokes and displays; or circulation of written or graphic material that denigrates or shows hostility or aversion toward an individual or group.
3. **Sexual Harassment:**¹⁰ unwanted and/or unwelcome sexual advances, requests for sexual favors or contact, and other verbal, physical, visual conduct of a sexual nature become sexual harassment when:
 - a. It is implicitly or explicitly suggested that submission to or rejection of the conduct will be a factor in academic or employment decisions or evaluations, or permission to participate in a University activity (Quid Pro Quo), OR
 - b. The conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating or hostile academic, work or student living environment (Hostile Environment).
4. **Bullying and Abusive Conduct:** malicious behavior often involving power or perceived vulnerability that a reasonable person would find hostile, offensive, and unrelated to legitimate business/academic interests. It can include repeated infliction of verbal

⁸ Definitions drawn from GSA Code of Ethics and Professional Conduct (2019), Lamont Code of Conduct (2019), and Stanford University Code of Conduct

⁹ See Policy 1.7.4 in Stanford University's Code of Conduct for more information on discrimination and harassment prohibited by the University: <https://adminguide.stanford.edu/chapter-1/subchapter-7/policy-1-7-4>

¹⁰ See Policy 1.7.1 in Stanford University's Code of Conduct for most current definitions and more information on sexual harassment prohibited by the University <https://adminguide.stanford.edu/chapter-1/subchapter-7/policy-1-7-1>

abuse, such as remarks, insults, epithets; or physical conduct that a reasonable person would find threatening, intimidating, or humiliating; or gratuitous sabotage or undermining of a person's work performance. Typically, a single act does not constitute abusive behavior.

5. **Microaggression**¹¹: brief verbal, nonverbal, and environmental slights, snubs, or insults that, intentionally or not, send denigrating or unwelcomed messages to any group, particularly underrepresented and/or marginalized individuals.

Reporting Structures and Resources

Adhering to Stanford's Code of Conduct¹² requires that any suspected violations of applicable standards, policies, laws, or regulations be brought to the attention of the appropriate cognizant office. Reporting would normally be made to the immediate supervisor, instructor, or advisor. In situations where it is not appropriate or comfortable to report to an immediate supervisor, individuals may go to a higher level within the department, program, school, or university.

Reporting Obligations: there are specific situations mandated by law that require persons who are considered agents of the university to report. Except for University-recognized confidential resources, certain University staff members (including student staff members) with knowledge of unreported concerns relating to Title IX Prohibited Conduct¹³ are required to report such allegations to the Title IX Coordinator. These Responsible Employees include supervisors and faculty and staff who have responsibility for working with students in the capacities of teaching, advising, coaching, or mentoring. Reporting by these individuals is required regardless of whether the subject of the Title IX Prohibited Conduct has or has not indicated they will contact the appropriate office.

Campus Security Authorities (CSA's) are staff and faculty with significant responsibilities for student and campus activities. CSA are required to report certain offenses in accordance with the Clery Act.¹⁴

Reporting Confidentiality: There are select resources that are confidential (see below). The information you share with them is protected by federal and state laws and cannot be shared without your explicit permission. **Confidential resources** are not required to report to Stanford Title IX and will not share information except in certain circumstances. Those circumstances include: pursuant to a court order or other legal obligation, if they have reason to believe that a

¹¹ Derald Wing Sue, *Microaggressions in Everyday Life: Race, Gender and Sexual Orientation*

¹² Stanford University Code of Conduct Reporting Suspected Violations, including options for reporting beyond the local unit: <https://adminguide.stanford.edu/chapter-1/subchapter-1/policy-1-1-1>

¹³ See Policy 1.7.1 in Stanford University's Code of Conduct for more information on sexual harassment prohibited by the University <https://adminguide.stanford.edu/chapter-1/subchapter-7/policy-1-7-1>

¹⁴ Clery Act/Campus Security Authority Notification Requirements: <https://police.stanford.edu/pdf/CSA-Flowchart.pdf>

student or staff member presents a risk of harm to self or others, or if a minor is being abused. **Non-confidential resources** treat the information you share with the maximum amount of discretion possible, but are required to report sexual harassment and abuse, allegations of discrimination, minor abuse, and risk to oneself or others, to the appropriate cognizant office.

University Reporting Options and Selected Points of Support (confidential where noted by *)

Stanford Title IX: 650-497-4955, titleix@stanford.edu, or <https://titleix.stanford.edu/>
All concerns of sexual harassment and sexual misconduct for faculty, staff, including other teaching titles, postdocs, and students should be reported to Stanford's Title IX Coordinator. The Title IX office will then triage the concern to the appropriate office (i.e. UHR's EL&R for staff concerns) if needed. See also **SHARE** for additional resources: <https://harass.stanford.edu/>

Stanford University Diversity and Access Office: 650-723-0755, equalopportunity@stanford.edu, or <https://diversityandaccess.stanford.edu/> For discrimination on the basis of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sex, age, sexual orientation, gender identity, veteran status or any other trait or status protected by applicable law.

Counseling and Psychological Services (CAPS)* For a broad range of student services including crisis counseling, individual therapy, medication assessment and management, and group therapy. 650-498-2336 and <https://vaden.stanford.edu/caps>

Confidential Support Team (CST)* Free and confidential support to Stanford students impacted by sexual assault and relationship violence, including domestic abuse, intimate partner abuse, stalking, and sexual or gender-based harassment and discrimination. CST services include brief emotional support and ongoing individual counseling. 650-725-9955
<https://vaden.stanford.edu/get-help-now/confidential-support-team>

Faculty Staff Help Center* Confidential counseling and other resources for faculty, staff, postdocs and spouses/domestic partners. (650) 723-4577, helpcenter@lists.stanford.edu, or <https://cardinalatwork.stanford.edu/faculty-staff-help-center>

Office of the Ombuds* Confidential, neutral, and independent resource for faculty, staff, students, and postdocs to listen and help address concerns. 650-497-1542, berlinb@stanford.edu, or <https://ombuds.stanford.edu/>.

Stanford Earth Reporting Options and Selected Points of Support (all non-confidential)

Department Chairs and Program Directors, Student Services teams, Directors of Graduate and Undergraduate Studies, and/or faculty advisors are generally the best place to start with a non-confidential concern. Many issues can be resolved at the local level and appropriate connections or referrals can be made to other appropriate resources.

Sexual Harassment Advisors are available to anyone in the Stanford community who seeks guidance about sexually harassing behavior or information about the University's policy and procedures. The advisors are authorized to receive complaints. They are non-confidential resources and will treat information discreetly and privately.

Amy Balsom, amyb@stanford.edu

Jef Caers, jcaers@stanford.edu

Sue Crutcher, crutcher@stanford.edu

Scott Fendorf, fendorf@stanford.edu

Ann Marie Pettigrew, ampetti@stanford.edu

Human Resources: Sue Crutcher, crutcher@stanford.edu for faculty and staff concerns escalated to the Dean's Office

Assistant Dean for Student Services: Alyssa Ferree, afferree@stanford.edu for graduate student and postdoc concerns escalated to the Dean's Office

Respectful Community Committee: This committee regularly reviews this Policy on Respectful and Inclusive Behavior and acts as a resource around awareness and school climate. This committee *does not* adjudicate incidents of harassment or inappropriate conduct, though its members may help connect to relevant reporting structures.

Members (AY20-21):

Sue Crutcher (Co-chair, Associate Dean for Human Resources and Faculty Affairs)

Robyn Dunbar (Co-chair, Associate Dean for Educational Affairs)

Greyson Assa (Undergraduate Student)

Ines Azevedo (Assoc. Professor, Associate Chair for Diversity and Inclusion)

Lupe Carrillo (Director of Diversity, Equity, and Inclusion)

Alyssa Ferree (Assistant Dean for Student Services)

Jonathan Payne (Professor, Sr. Associate Dean for Faculty Affairs)

Shelley Ratay (Program Director, Change Leadership for Sustainability)

Marius von Essen (Graduate Student)

Chenghao Wang (Postdoctoral Scholar)