

# Code of Conduct

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## Expectations

In this group we are all expected to:

- Treat others with fairness, integrity, respect, and transparency.
- Reject discrimination and harassment by any means.

As an advisor I will:

- Create an environment that is open, safe, and free of discrimination and harassment.
- Be accessible, supportive, and equitable.
- Listen to everyone's voice.
- Outline realistic and healthy progress goals with each student to ensure transparency.
- Be sensitive to the power imbalance in the student–advisor relationship.
- Recognize and respect the backgrounds and experiences of my students.

## Unacceptable Behaviors

Everyone in our group has the right to be free from discrimination and harassment.

The following behaviors are considered violations of our code of conduct:

- **Discrimination** means unequal or unfair treatment in education, professional opportunities, benefits, evaluation, and employment as well as retaliation. Discriminatory practices can be explicit, implicit, intentional, or unconscious and can be based on factors such as race, ethnicity, religion, citizenship, language, political or other opinion, gender identity, sexual orientation, disability, physical appearance, age, or economic class.
- **Harassment** is a type of discrimination that consists of act(s) which are unwanted and harmful. Conduct constitutes harassment when it becomes a condition of education, professional opportunities, benefits, evaluation, and employment or when the conduct is severe or pervasive enough to create a hostile environment.
- **Bullying** is the use of coercion or force to intimidate or abuse others in an environment that involves a real or perceived power imbalance.

## Reporting Options

Contact the Office of Equity and Inclusion at (902) 494-6672. The complaint process is described here (<https://www.dal.ca/dept/vpei/hres/discrimination/complaint-process.html>) and here (<https://www.dal.ca/dept/vpei/hres/personal-harassment/complaint-process.html>). The following are resources for individuals who have experienced sexualized violence (<https://www.dal.ca/dept/vpei/hres/sexualized-violence/supports-and-resources.html>). See Dalhousie's Statement on Prohibited Discrimination [https://www.dal.ca/dept/university\\_secretariat/policies/human-rights---equity/prohibited-discrimination-.html](https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/prohibited-discrimination-.html) and Code of Student Conduct [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html).

### **What to do if you see unacceptable behaviour (bystander intervention)**

An effective way that we can prevent harm to members of our group is by looking out for each other. All members of this group are expected to share in the responsibility of creating a safe environment and to act when they witness unacceptable behaviour. Here are some suggestions to take an active role in the safety of our group:

- If a situation makes you or others uncomfortable recognize that this is a problem and that you can be part of the solution to help.
- Take action to diffuse the situation while staying safe; some ideas include checking in with the targeted individual or diffusing the situation by distracting those involved (look at that neat thing over there!).
- If you are uncertain if there is a problem, check in with the individuals involved to see if they are okay or need help.
- Look out for your friends and colleagues, but never put yourself at risk.

### **Field work**

Field work poses unique challenges:

- New, unfamiliar, unknown, or nonexistent rules of conduct and reporting mechanisms.
- Exposure to unfamiliar and harsh conditions compared to home.
- Reduced independence for access to transportation, food, medical resources, etc.
- Distance from personal support networks at home.

Certain individuals are more vulnerable to conflict and violence in the field as a result of their visible identity. This is including, but not limited to, those expressing visible signs of their race/ethnicity, religion, citizenship, gender identity, sexual orientation, or disability.

Before going in the field, I will do my best to inform future fieldworkers of potential risks, minimize these risks to the greatest extent possible, and provide resources available in case of an incident. We can individually discuss your safety concerns and how I can facilitate a safe environment for you in the field. If you are uncomfortable at any time in the field, please contact me so that we can discuss ways navigate these risks or change plans to avoid these risks.

### **Annual review**

This code of conduct will be reviewed annually within the group to ensure it is comprehensive and is upheld.

### **Other useful resources**

Decoloniality and anti-oppressive practices for a more ethical ecology (Trisos et al. 2021)

Anti-racist interventions to transform ecology, evolution and conservation biology departments (Cronin et al. 2021)

Safe fieldwork strategies for at-risk individuals, their supervisors and institutions (Demery and Pipkin 2022)

### **Resources used in forming this code of conduct**

- [https://serc.carleton.edu/advancegeo/resources/codes\\_conduct.html](https://serc.carleton.edu/advancegeo/resources/codes_conduct.html)
- [https://www.agu.org/-/media/Files/Learn-About-AGU/AGU\\_Scientific\\_Integrity\\_and\\_Professional\\_Ethics\\_Policy\\_document.pdf](https://www.agu.org/-/media/Files/Learn-About-AGU/AGU_Scientific_Integrity_and_Professional_Ethics_Policy_document.pdf)