

BE PREPARED

For Sexual Harassment/Assault, Bullying, Alcohol Abuse, Psychological Breakdown, Violence, Suicide, and all Manner of Unprofessional Bad Behaviors....

Reflections of a Recovering Department Head

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As Department Head/Chair You Have Responsibility (but probably not full authority)

- To provide a safe and productive work environment for students, staff and faculty;
- To keep the department running
 - Courses
 - Undergraduate advising
 - Graduate research
 - Departmental facilities
 - Field trips
 - Extracurricular programs
- All department functions can be compromised by unprofessional behaviors



Nothing in my professional training prepared me for:

- The severity of interpersonal conflicts;
- Institutional policies that c/would not appropriately, effectively respond in a timely fashion;
- The need to coordinate evidence and documentation from: College Dean, Graduate Dean, Office of Sponsored Research, Intellectual Property, Information Technology, Legal Counsel....
- The irreversible damage that was done to individuals and the overall department;
- Having to find the tools and resources needed to effectively respond
- Having to prosecute 2 post-tenure dismissals that took years to resolve

A word cloud of terms related to workplace issues, including: Inclusion, Respect, Bullying, Power, Responsibility, Harassment, Climate, Freedom, Rights, Bias, Cultural, Workplace, Sexual, Safety, Consequences, Implicit, Microaggression, Trust, Sensitivity, and Coercion. The words are arranged in a cluster, with some oriented vertically and others horizontally, using a color palette of red, orange, and yellow.

Professionalism—We need to pay as much attention to “Responsible Conduct of Scientists”

- Power
 - Any hierarchical social structure has potential for use and abuse of power
 - Directed at the person: demeaning, coercive, exploitive
- Trust (David Resnik, Sci Eng Ethics. 2011 Sep; 17(3): 399–409)
 - Relationship between or among people.
 - Faculty-Student; Chair-Faculty/Staff; Editor-Author; Institution-Institution
 - Letters of recommendation; Journal/Proposal reviews
 - To facilitate cooperative/collaborative social interactions
 - Shared expectations of behavior
 - Generates ethical and legal duties; obligation to do what is expected
- Responsibility
 - To Science
 - To each other
- Justice
 - Fairness for all in practice and policy



Lessons that should have been learned in the sandbox

Everyone has a right to a safe, inclusive, productive work environment.

IMPACTS: On the Targets

- Traumatic and Irreversible
- Departure from the program;
- Psychological disorders (medication, counseling);
- Fear to be in the building; requests to re-key offices;
- Threat of retaliation
- Concerns about ability to
 - Continue research; Research Assistantship appointments, funding
 - Secure letters of recommendation
- Reassignment of faculty advisors
 - New graduate supervisory committees,
 - New thesis topics,
 - New funding;
 - Restrictions on publication due to intellectual property issues;
- An attempted suicide....in the end 17 graduate students were impacted (not counting impacts on the undergraduate program)



Marín-Spiotta, E., B. Schneider, and M. A. Holmes (2016), Steps to building a no-tolerance culture for sexual harassment, *Eos*, 97, doi:10.1029/2016EO044859.

IMPACTS: On other faculty/staff

- Continuing faculty had to pick up the slack
 - Perpetrators were suspended with full pay
 - Suspended from having contact with students (formal courses and advising); no released funds to hire replacement faculty
 - Perpetrators maintained their offices; were not **isolated** from contact with the department
- Assigned additional undergraduate advising,
- Assigned to cover required courses often with new course preparation
- Added mentoring/counseling for distressed students
- Supervision of grad students; defining new topics, forming new committees, seeking new funding, without ability to publish due to IP issues with former advisors.

Neutrality, silence is not an option; everyone has a responsibility and interest.

IMPACTS: On the department

- Uncertainty: due to privacy and confidentiality issues, faculty and students only could see disruptions to all departmental affairs;
 - classes were canceled, rescheduled, students reassigned new advisors
- Despite certified findings from the Affirmative Action officer, these incidents took months to years to resolve;
- Dept. was punished as faculty lines were left open for 2+ years after suspensions
- Although “confidential”, students witnessed many events that were then posted on social media—affected entire fabric of departmental life;
- Lack of confidence—a very conspicuous silence by the administration that would not acknowledge that these issues existed and were being addressed; no thanks to those who stepped up and kept the department functioning.

There is always collateral damage that will reverberate for years

Rewards and Recognition

- Annual Performance Review
 - Typically limited to research teaching, service
 - A fourth criterion is needed: review of professionalism, “citizenship”, civility, with sanctions, remediation if necessary
- Promotion and tenure is dependent on quality of scholarship; there is a close relation to professional societies
 - Publications, professional service, awards
- AGU Code of Ethics
 - Sexual harassment as a form of scientific misconduct
 - Self-reporting requirement
 - Sanctions may include exclusion from meetings, publication, consideration for awards



Soccer (as metaphor for life....); As Department Head/Chair (referee)

- Know the rules and procedures;
- Position yourself to make the call;
- Practice proactive officiating (intervene early before people get in trouble)
- Be decisive, and act to protect safety (of players) and the integrity of the game
- Realize that in dynamic situations you have to be prepared to act **immediately**
- No one wins by not showing a card...get bad behavior out of the game early, before something irreversible happens



Final (hard earned) Advice

- Set the standard—every day in every way
- Be proactive; be prepared; look for the warning signs;
 - Awareness: microaggressions, implicit bias
 - Modeling acceptable behavior
 - License to act as moral agents; empower by-standers
- Have an incident plan in place; know policies; chain of communications
- Build relations with Student Services, Affirmative Action, Human Resources, Campus Security, Counseling and Psychological Services
- Protecting personal safety must be your highest priority; but protecting privacy, confidentiality is also important.
- Build a departmental climate that is inclusive, welcoming, and SAFE;
- An ounce of prevention is always the best policy.





Teaching GeoEthics Across the Geoscience Curriculum

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GeoEthics

What Is
GeoEthics?

Why Teach
GeoEthics

How to Teach
GeoEthics

GeoEthics and Self

GeoEthics and
Profession

GeoEthics and
Society

GeoEthics and
Earth

Selected
GeoEthics
Resources

Case Studies
Collection

Contribute
Materials

GeoEthics
Workshop 2014

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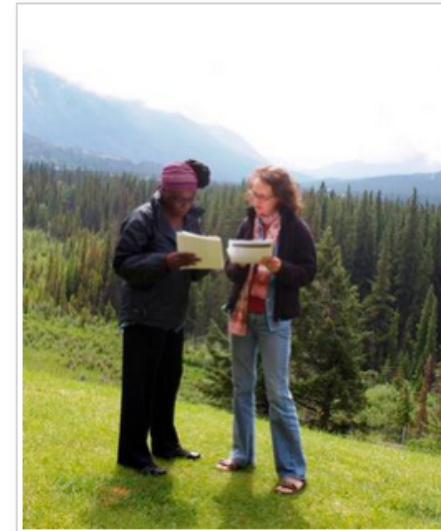
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Jump down to: [What do we mean by GeoEthics](#) | [Why Teach GeoEthics](#) | [How to Teach GeoEthics](#) | [Multiple Facets of GeoEthics: Self, Profession, Society, and Earth](#) | [Teaching Resources](#) | [2014 Workshop](#) | [Get Involved/Contribute](#)

Ethics Education is an increasingly important component of the pre-professional training of (geo)scientists. Funding agencies (NSF, NIH) require training of graduate students in the responsible conduct of research, employers are increasingly expecting their workers to have basic training in ethics, and the public demands the highest standards of ethical conduct by scientists. Yet, few faculty have the requisite training to effectively teach about ethics in their classes, or even informally in mentoring students working in their labs.

This module has been developed to meet the need of introducing ethics education into the geoscience curriculum:

- **For faculty**, resources, case studies, and teaching activities are provided to facilitate instruction in ethics within established geo "core" courses or in a dedicated course on "GeoEthics";
- **For students**, resources are provided to help expand their understanding of ethical situations that may arise in their careers, and to give them the tools they need to appropriately address these issues.



What do we mean by "GeoEthics"?



This workshop is funded through the [National Science Foundation](#) Ethics Education in Science and Engineering (ESEE) program, grant number NSF 1338741.

<http://serc.carleton.edu/geoethics/index.html>

How can the NAS help?

- Provide advice and clarity regarding rights and responsibilities:
- For Departments/Institutions
 - Guidelines for Faculty (and Student) Codes of Conduct
 - Balancing privacy/confidentiality of those accused and targeted
 - Need to protect the safety, positive work environment for those targeted
 - Need for speedy resolution; suspension, isolation, termination
- When do these cases become criminal?
 - How should the academy interface with law enforcement?
 - What are the jurisdictional and procedural interfaces and boundaries?
- What is the role of academic institutions when these become civil cases?
- What is the public right to know; FOIA?

