Section A: About us

We are **TEAM VIDA**, the **T**ransmission, **E**cology **A**nd **M**apping of **V**ector-borne **I**nfectious **D**isease **A**gents lab. We selected the lotus as the center of our logo for its representation of life, strength, and resilience in many cultures across the globe. The lotus has a notably hardy seed that can sprout after lying dormant for several months to hundreds of years. Then, upon emergence from *murky* standing waters, the lotus plant reveals exquisitely beautiful flowers. With our logo, we recognize the strength of resilience of the communities around the globe that continue to be impacted by vector-borne infectious diseases to this day. We also acknowledge the unique and unequal collection of adversities that we all face and wish to honor the strength and resilience required for each of our paths.

Section B: Purpose of this document

This document serves as a resource emphasizing and codifying our lab values for all current and future members, as well as outlines the procedures we have agreed upon to uphold and live by our values.

Section C: Statement of values

We value the diversity and unique human experiences and perspectives that individuals bring to our group, the university, and the global community. We firmly believe that every respectful individual is deserving of equal rights, privileges, and opportunities and that equity and social justice benefits our society as a whole. We recognize the humanity in each other and prioritize the well-being of each individual. We strive to continuously learn, improve, and grow and believe that everyone is capable of personal growth when they cultivate humility and practice accountability. We value making an impact through our research for the advancement of science and society more broadly. We firmly believe that the whole of our group is greater than the sum of its parts and thus prioritize the cultivation and maintenance of a harmonious and supportive culture.

Section D: Introduction to the code of conduct

Guided by our values of equity, well-being, personal growth, and making an impact, we recognize the importance of maintaining a <u>safe</u>, <u>sustainable</u>, and <u>productive</u> working environment. This working environment serves as a foundation that facilitates the achievement our goals, including the betterment and progress of all members, the scientific community, and society more broadly. As such, we have developed a code of conduct to establish this working environment, and each member of TEAM VIDA is expected to behave in accordance with the principles and procedures as they are outlined.

<u>**Definitions:**</u>

<u>Safe:</u> Our work environment should follow all biosafety guidelines and provide a safe space for each member to be accepted and heard.

Sustainable: Our work environment should prioritize the well-being of its members and group harmony, which requires a commitment to support and respect one another.

Productive: Our work environment should foster effective collaborations, encourage innovative thinking, support opportunities for growth, and promote the timely and transparent dissemination of knowledge.

Section E: Code of conduct

Principle #1: Inclusion and equity. We firmly believe that our lab is strengthened by the collective sum of the individual differences, life experiences, knowledge, and self-expression of our respectful and considerate group members. In line with this belief and the belief that every individual who upholds a culture of mutual respect is deserving of respect and dignity, we strive to create an inclusive environment in which people across varying identities are and feel valued, welcomed, respected, included, represented, and heard and

that they fully belong, can be authentic, can contribute to the collective, and have a voice.

a. We adhere to the non-discrimination policy as set forth by Colorado State University. In line with this policy, we are committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy. We firmly stand against and are committed to bringing attention to bigotry and discrimination of all forms.

b. As a diverse working group, we must all be committed to recognizing our own privileges, unlearning personal biases, and experiencing discomfort as we learn about other life experiences. We also understand that we are each works in progress, and we strive to create a safe environment to educate one another as needed.

c. We expect every member of our group to participate in our ongoing efforts to educate ourselves on issues that affect underrepresented groups and protected classes, such as microaggressions, unconscious bias, white supremacy, white saviorism, racism, sexism, anti-LGBTQI movements, and other exclusionary actions. This education includes at a minimum carefully reading or re-reading the "Essential readings for inclusion" folder annually in advance of our planned Code of Conduct revisitation meetings.

d. We honor the diversity of our group, the university, and the global community by recognizing cultural holidays and events in a culturally appropriate manner.

e. We strive to practice good communication and interact as a respectful, and cohesive "family-oriented" group. This includes educating each other and holding each other accountable for the inclusion of all cultures within this lab group.

f. **Resources.**

   i.   Colorado State University's Non-Discrimination Statement: https://oeo.colostate.edu/non-discrimination-statement/

   ii. NIH's Diversity calendar: https://www.edi.nih.gov/more/calendar

Principle #2: Personal well-being. We believe that every individual is deserving of health and happiness. We also acknowledge that when our needs are not met, everything in life can become more difficult, including our work. For these reasons, we prioritize the personal well-being of each lab member. To promote well-being, we are committed to open communication regarding expectations and feedback. We adhere to the policies as laid out in the HR manual for Colorado State University employees and expect all group members to familiarize themselves with the policies outlined in the manual that are relevant to their position.

a. **Transparent expectations of working hours.** The University values its employees' well-being and strives to promote a positive work-life integration. As such, employees are not required to maintain a strict schedule (e.g. M-F 9-5pm). It is generally expected that full-time salaried employees work an average of 40 hours per week and full-time graduate students work an average of 20 hours per week on specified research tasks that may or may not directly contribute to their dissertation. Flexible work arrangements, including work schedules and frequency and timing of telecommuting shall be confirmed in writing and signed by both the supervisor and employee. Significant deviations from the signed agreement shall be communicated in advance and in writing to the supervisor with both the supervisor and employee agreeing and signing to the amended expectation. In addition, it would be courteous to inform any lab member(s) with whom they work closely to promote a sense of community and accountability within the lab. Regarding leave, employees shall refer to and adhere to the policies as outlined in the HR manual. We note that full-time salaried employees earn 1.25 sick leave days per month and graduate assistants earn one hour of sick leave for every 30 hours worked, up to a maximum of 48 hours per year. Leave shall be communicated to the supervisor in writing and agreed upon in writing by both the supervisor and employee in advance.

b. **Open lines of communication regarding feedback.** On a bi-annual basis, employees shall meet with their supervisor to formally discuss performance evaluations from the past six months, as well as performance plans for the next six months. These meetings shall occur in April and October of each year. Informal discussions surrounding feedback may be initiated at any time by the employee or supervisor should concerns arise.

c. **Transparent expectations of the mentor-mentee relationship.**
   i. **General expectations of the mentee:**
      i. **Move your project forward**: You are the driver of your project. Outline the tasks needed to complete your project. Set, document, and communicate individual development plans and goals. Identify any necessary resources for completing the project. Take initiative to troubleshoot, problem solve, and seek solutions when needed. Keep in mind that sometimes solutions involve asking for help.
      ii. **Actively engage in your own training and long-term career development:** Identify gaps in your expertise and how to fill them. Read literature every week. Develop your writing skills. Aim to become an increasingly independent scientist each year.

    iii. **Meet and communicate often:** Schedule meetings with Liz at a minimum of once per month (2-4x per month is ideal). Set an agenda for each meeting and provide relevant resources to Liz at least 24 hours prior to each meeting so that she can come to the meeting adequately prepared to engage in a productive discussion. Communicate about roadblocks hindering progress.

ii. **General expectations of the mentor:**

    i. **Create a healthy research environment:** Establish a research environment that is intellectually stimulating, supportive, and safe.

    ii. **Engage in meetings:** Be available for meetings when requested. Review provided resources in advance of meetings.

    iii. **Support the progress and development of the mentee:** Provide feedback on work products, troubleshooting support, and guidance on career development when requested and according to an agreed upon timeline by both parties.

iii. **General expectations of both parties:**

    i. **Communicate in a timely manner:** Respond to communications within 24-72 hours, depending on the urgency of the message. Communicate planned and unplanned absences in writing.

    ii. **Work to improve the function of the mentor-mentee relationship.** Provide feedback on how the mentor-mentee relationship is functioning (or not functioning) and ideas of how to improve its function. Feedback may be brought up as concerns may arise and/or at the bi-annual performance evaluation.

d. **Mental health.** We recognize that many attributes of academic research are detrimental to mental health, including low pay, long time commitments to complete a PhD, year-by-year contracts for post-docs and research staff, uncertainty in your research, isolation in your research, career uncertainty, burnout, discrimination, and dealing with the stress and trauma of being a member of a historically excluded demographic group from the academy. All academic researchers come across some or most of these issues at some point in their career. We therefore strongly encourage and support everyone in the group to take an active and pre-emptive approach towards the maintenance of their mental health, including but not limited to setting their working schedule that works best for their health and productivity, attending appointments (medical or other) that are difficult to schedule outside of typical working hours, saying no to taking on additional work when it would be detrimental to do so and/or would cause the employee to exceed their expected average number of work hours per week, and using the leave benefits entitled to them. Furthermore, if there is anything lab members can change to support you better, we encourage everyone to communicate those supports should you feel comfortable doing so.

e. **Physical Health.** Members understand that they are not expected to come into the lab or continue working if they get sick or hurt. In the event of a physical injury or illness, we encourage employees to use their sick leave or other type of relevant leave pursuant to the policies outlined in the HR Manual.

f. **Sleep and Rest.** All lab members are highly encouraged to place a high priority on getting sufficient sleep and rest to promote mental and physical well-being. While it is easy to adopt a mentality and approach that sacrifices sleep and rest for increased productivity, this approach is often counterproductive. We note that burnout is a prolific and significant issue throughout the academic community and may be prevented or mitigated by getting adequate sleep and rest.

g. **Resources.**
   i. HR Manual: https://hr.colostate.edu/wp-content/uploads/sites/25/2020/06/HRS-Manual-Human-Resource-Services-Colorado-State-University.pdf
   ii. Graduate assistant benefits, resources, and policies: https://graduateschool.colostate.edu/financial/assistantships/
   iii. Contact information if you have questions regarding your benefits and rights: https://hr.colostate.edu/about-hr/contact-us/
   iv. Well-being, mental health, and counseling resources: https://safety.colostate.edu/support-and-counseling-services/
   v. Student Case Management: In difficult situations, such as medical, mental health, behavioral, personal or family crisis, illness, or injury, a student may find it difficult to navigate the resources and services available. Student Case Managers consult with students, faculty, staff, families, and providers to offer guidance on the next best steps. http://www.studentcasemanagement.colostate.edu/

Principle #3: Personal Growth. Personal growth in the workplace is a continuous journey of self-improvement, focusing on enhancing professional skills, expanding knowledge, and developing abilities.

a. **Humility**. As humans, we're naturally inclined toward pride and ego, which can inhibit our ability to learn and grow from each other. Ego can be counteracted with humility. Through humility, we are more able to acknowledge our limitations and be open to learning, improvement, and growth. Be open to feedback and opportunities to learn from each other. Calm the ego by remembering that you are not your work and that constructive criticism about your work is not a personal attack. Receiving constructive criticism is a gift and an opportunity for growth.

b. **Accountability.** Accountability is willingly accepting responsibility for your actions, behaviors, and decisions. Accountability builds trust that we can rely on each other. Follow through on the promises you make, learn from your mistakes, and accept the consequences of your actions and decisions.

c. **Goal setting.** Create an Individual Development Plan (IDP). Set specific, measurable, achievable, relevant, and time-bound (SMART) goals. Regularly self-reflect by evaluating your effectiveness, strengths, opportunities for growth, and progress toward goals. In monthly round table meetings, individuals will share their SMART goals and progress. Be proactive about identifying and implementing activities to help you complete tasks, grow, and improve. Prepare for tasks by gathering the proper tools and information ahead of time. When challenges arise, take the initiative to brainstorm possible solutions. Identify and seek out resources and support needed for your work and professional development.

d. **Growth mindset**. Having a growth mindset means having the belief that you have the capacity to learn, grow, and improve. Without a growth mindset, we would stagnate. People with a growth mindset are continuously open to setting new goals, trying new things, and improving their skills and abilities. Mistakes are inevitable when we are learning and growing. The possibility of failure or making a mistake should not hold us back from trying new ideas. Openly acknowledge, document, and communicate your mistakes, and then focus on taking action to fix them. Failures and mistakes are valuable opportunities for learning and growth.

e. **Resources.**
   i. Individual Development Plan - My IDP (AAAS): https://myidp.sciencecareers.org/
   ii. SMART goals: A How to Guide: https://www.ucop.edu/local-human-resources/_files/performance-appraisal/How%20to%20write%20SMART%20Goals%20v2.pdf

Principle #4: Collegiality. Collegiality refers to the cooperative and respectful interaction, collaboration, and relationship among colleagues working together in a professional setting. Collegiality leads to a positive working atmosphere where individuals work together harmoniously toward common goals.

a. **Respect.** We believe respectful conduct includes the following: treating others with dignity regardless of their role or background, maintaining professionalism in all communications, valuing each other's point of view even when disagreement exists, approaching conflict resolution with an open mind, and being sincere with your apologies, feedback, and praise. When in doubt, reciprocate to others how you would like them to treat you.

b. **Support.** We strive to actively foster an environment where members feel loved and included as a team, and where relying on our peers is not only expected but encouraged. Share your knowledge, expertise, and resources with your lab and department colleagues. Be willing to help train and mentor junior lab members to promote their growth and development as scientists. Use best practices for effective mentorship which include promoting a culture of mutual respect, aligning expectations, maintaining open and effective communications, and recognizing the impact of biases, prejudices, privilege, and power on the mentor-mentee relationship and acquiring skills to manage them. When providing constructive criticisms, keep in mind that the ideal praise-to-criticism ratio is around 6:1. Additionally, when providing criticisms, provide solutions as opposed to complaints whenever possible.

c. **Engage.** Show up to meetings prepared and with a team-focused attitude. Limit distractions during meetings and participate in discussions. Attend your colleague's presentations. In particular, prioritize attending and engaging in CVID's Monday Afternoon Meeting (MAM). Present at MAM on a regular basis, at least once per year. Identify other events supported by the department and participate in at least a few of them each year. Collaborate and help colleagues in the department when called upon and when it is feasible for you to do so.

d. **Communicate.** Maintain open and transparent communication. Share information, updates, and research findings promptly and effectively with the team. Be responsive to communications in a timely manner. Primary communications between individual lab members and members of specific groups will occur via Slack. While messages may be sent at any time, no lab member is required nor should feel obligated to reply to messages outside of their typical work hours.

Principle #5: Rigor, reproducibility, and transparency. We are committed to promoting the highest level of scientific integrity, public accountability, and social responsibility in the conduct of research in accordance with the guidance set forth by NIH. The application of rigor ensures robust and unbiased experimental design, methodology, analysis, interpretation, and reporting of results.

a. **Definitions:**

    i. **Scientific rigor** is the strict application of the scientific method to ensure robust and unbiased experimental design, methodology, analysis, interpretation and reporting of results.

    ii. **Reproducibility** refers to the ability of a researcher to duplicate the results of a prior study using the same materials as were used by the original investigator.

    iii. **Transparency** is sharing of knowledge and data that is as open, accessible, and unbiased as possible to enable broad dissemination, understanding and utility.

b. **Study design.** Adequately consider and discuss the strengths and weaknesses of the chosen experimental design within the existing literature. Use and document the sample size, power, confidence, appropriate experimental controls, and biological and technical replicates that are a part of your rigorous experimental design. Acknowledge potential biases and steps you will take to mitigate the introduction of biases throughout the scientific process.

c. **Implement laboratory best practices for preventing cross-contamination.**

    i. <u>Separation of space:</u> Items should not move between the designated areas (Pre-PCR clean, Pre-PCR DNA, Amplicon, DNA extraction room). The workflow in a given day should always go from Clean to DNA to Amplicon. Avoid going in the other direction in a single day. If you ever absolutely need to go the other direction, always change your gloves.

    ii. <u>Decontaminating your space:</u> When working in a UV hood, before starting, wipe the surface, pipettes, and other items you will use with ethanol. Then UV the hood with all the items you will use/need inside for 15 minutes. If you are working on the benchtop, prior to starting your experiment, *ensure that you have 20% bleach that has been made within the past 7 days*. Liberally apply bleach to the work surface and any items you are using that you cannot UV, and allow for a 10-minute contact time with bleach. If bleach evaporates within the 10-minute contact time, add more. On the amplicon side, you can place small items in the UV crosslinker for 15 minutes. Always try to UV everything you will touch during an experiment (e.g. pen, calculator, sample tray, pipettes, magnets). Repeat all decontaminating steps after you finish your work.

    iii. <u>Pipetting:</u> Decontaminate your pipette before and after each use. Keep the pipette vertical when pipetting to prevent liquid from running into the pipette body. Release the push button slowly to prevent aerosol formation and uncontrolled liquid splashing. Change the tip after pipetting each DNA or amplicon sample. When pipetting primers, DNA extracts, and amplicons, use filter tips. Use non-filter tips for pipetting reagents. If pipette tips do not arrive pre-sterilized, always autoclave them before use.

    iv. <u>Aliquots:</u> When using common stocks or large volume stock reagents, be sure to aliquot into smaller amounts to prevent contamination.

d. **Data documentation and storage.** All laboratory experimental steps, (e.g. reagent catalog numbers, volumes, concentrations, primer sequences, thermocycling conditions, plate set-ups, sample IDs) should be recorded in near-real time and archived on TEAM VIDA's electronic storage. All code, software versions, and other steps involved in the analytical process should be documented in near real-time and archived on TEAM VIDA's electronic storage. A data dictionary describing variables needs to be generated and linked with each dataset.

e. **Sample documentation and storage.** The exact location of each sample should be documented on TEAM VIDA's electronic storage. Each sample should be physically labeled in a way that is unambiguous with a unique Sample ID. All metadata obtained for each sample and associated data dictionary should be linked to the Sample ID in TEAM VIDA's electronic storage.

f. **Resources.**
  iv. CSU Vice President for Research: https://www.research.colostate.edu/safety-and-compliance/ri/proposal-guidance/enhancing-transparency-guidance/

  v. NIH: https://grants.nih.gov/policy/reproducibility/index.htm

  vi. Reproducible Analysis: https://lib.colostate.edu/services/data-management/reproducible-analysis/

Principle #6: Scholarship. Scholarship is defined as academic achievement and high-level learning through intellectual inquiry, dissemination of knowledge, and application of this new knowledge to the enrichment of society.

a. **Innovation.** Conceptual and technical innovation are critical components to generating new knowledge that will be applied and advance the field. Without conceptual or technical innovation, we are simply replicating research that has already been done. We must always think about the knowledge gap we are filling with the research we pursue. Essential questions to consider are why this project and why now? Identifying knowledge gaps and opportunities to innovate is only possible by having an up-to-date and complete grasp of the relevant literature. Make goals, commit yourself, and set aside time for reading and synthesizing the literature regularly. Seek opportunities to learn about new technical and analytical tools through workshops or other platforms.

b. **Dissemination.** For better or worse, publications are the currency of science. Publications are essential tools for communicating our scientific findings and contributing to and advancing the field. Publications are also necessary for academic advancement and continuing to fund our research. The goals of our research should always include manuscript publication. Each project, person, and manuscript will have different timelines for journal submission for publication, and this is okay. For publications, it is important to make plans, set goals and timelines, revisit and reflect on those plans and goals, and hold ourselves accountable to our goals. We recognize that while publication quantity is important for the scholarship of our lab, we place more weight on the quality and innovation of our research and associated publications. We also place high value on many mechanisms for disseminating knowledge, including scientific and public presentations. Individuals should regularly seek out and pursue opportunities to present their research findings at relevant conferences both locally and internationally.

c. **Promoting lab collaborations through shared knowledge.** We promote scholarship in the lab group when we are aware of each other's research topics and willing to assist colleagues in achieving their study objectives. During lab meetings we will discuss everyone's ongoing projects. Everyone is encouraged to discuss the challenges they are encountering. Discussing challenges gives opportunities for lab members to volunteer suggestions they think could assist colleagues in navigating hurdles on their projects. Lab members are also encouraged to share articles they feel are relevant to each other's projects and draw the attention of colleague investigators to recently published papers that are relevant to their work but which they probably haven't seen. At least once per year, we will set aside a meeting when everyone can brainstorm, suggest possible research projects, and share potential collaborations and funding opportunities that the group could explore.

d. **Plagiarism.** According to Colorado State University (CSU): "Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due". See the following resources:
   I. https://writing.colostate.edu/guides/guide.cfm?guideid=17
   II. https://guides.lib.umich.edu/c.php?g=1039501&p=7538393

e. **Resources.**

  i. [Madelein Lopez](#) is our department's head of digital communications. If you want to promote your work or manuscripts, she is a good resource: madelein.lopez@colostate.edu.

  ii. Edith Silvas embeds DEI principles in One Health Institute's research and outreach. She may be a good resource for making sure your research and outreach follows DEI principles: https://broadn.colostate.edu/edith-silvas-bio/

Principle #7: Lab safety and community. A clean, organized, and well-stocked lab keeps operations running smoothly for all. Aligning expectations and SOPs is an essential first step.

a. **Plan ahead.** Use the shared calendar for booking equipment and lab space in advance of your experiments. Rule of 3s: If you're going to book an instrument or space for more than 3 hours per day for more than 3 consecutive days, communicate your intentions to the group via the Slack "wet-lab-stuff" before booking. Ensure you have negotiated any potential time conflicts with other lab members before booking the extended time periods.

b. **Maintaining supplies.** If/when you notice any consumable is running low, check if it is in the "Inventory" tab of the "Consumable inventory and ordering" spreadsheet. Please add a consumable if it is not in the inventory. Then, fill out the information in "Outstanding orders" tab of the same spreadsheet to request an order. Liz gets email notifications when a change is made to the spreadsheet, but it is also recommended to note it in the "ordering" Slack channel. If/when you notice any common reagent is running low, go ahead and make some more. Protocols for making common reagents are in SciNote. If you have questions or want help, use the 'wet-lab-stuff' Slack channel to ask for help.

c. **Receiving packages.** Packages arrive at CVID daily from Monday to Friday at around 2pm, except on public holidays. Whenever you are in CVID in the late afternoon, be a friend and check the package area for packages for our research group. When you receive a package, unpack the box to check for storage temperature requirements. Look for the item in the "Outstanding orders" tab of the "Consumable inventory and ordering" spreadsheet. In the same tab, add the date received, your name, and then please store the item in the storage location indicated in the spreadsheet. Lastly, please dispose of packaging in appropriate receptacles. We can keep a small amount of styrofoam containers for reuse for shipping samples; however, you must also keep the shipping box that it arrived in. We are not able to ship styrofoam containers that are not contained in a shipping box. If we already have 3 styrofoam boxes in shipping boxes, please discard the styrofoam box in the dumpster outside.

d. **General tidiness.** Finish a pipette tip box before opening another one of the same. Either recycle empty tip boxes or move them to our empty tip box area if empty tip box supply is low. Do not leave empty pipette tip boxes on the lab bench. Finish reagents before making or opening new ones. Mark reagents that have been opened with a dot. Always return items back to their respective labeled places when you have finished using them. Empty used tips into biohazard waste when you are done working. When biohazard waste becomes full, autoclave the bag and then dispose of it. See Irma if you have never used the autoclave before and/or have questions about the process.

e. **Lab safety.** Lab members should ensure that they follow all safety guidelines and procedures. Complete all lab training when due. Refer to safety guidelines in your required trainings.

f. **Caring for equipment.** Be gentle and careful. Power down all instruments after you are done using them - this extends their life and is environmentally responsible. Also, hot items powered on creates a fire hazard. Report broken equipment on the "wet-lab-stuff" Slack channel.

g. **Protocols.** General lab protocols are available in SciNote. New members should familiarize themselves with the protocols.

Section D: Planned revisitation and meetings to discuss how the code of conduct is working

On a bi-annual basis lab members will set aside at least one weekly meeting dedicated to the discussion of the code of conduct and how it is working for lab health, sustainability and productivity. The purpose of this meeting is to revisit our principles and protocols to identify how we may modify the code of conduct to better support and guide our group. The purpose of this meeting is not to discuss specific infractions; our hope is that infractions are addressed as they arise so that specific issues do not simmer. One month prior to the bi-annual meeting, an anonymous form will be made available for individuals to anonymously propose amendments to the code of conduct. This meeting should include discussion of, but not be limited to:

- How the group feels about our effectiveness as a group in behaving in accordance with our guiding principles
- How do we feel individually about our personal effectiveness in behaving in accordance with our guiding principles? How could we improve individually?
- Through our guiding principles, are we achieving our goal of "maintaining a safe, sustainable, and productive working environment that allows for the continuous learning, betterment and progress of all members"?
- How can we modify our guiding principles to help us more effectively achieve our goals?
- The overarching goal of these meetings is to provide a dedicated time and place for safe, judgment-free, constructive conversation for the purpose of improving the lab environment for all members.

Section E: In the event of conflict or infractions

We hope and believe that the members of our group share the same goals in creating a safe, sustainable, productive working environment that allows for the continuous learning, betterment, and progress of all members. To meet these goals, we also hope and believe that all members of our group will do their best to act in accordance with the code of conduct and fully honor our key Principles. If at any point you have been made aware or find that you have violated the code of conduct, offer a genuine apology and commit to learning and doing better.

We strongly encourage anyone who experiences or observes code of conduct infractions to take action. To take action, you have options and resources depending on your comfort level:

- Provide the infractor with a gentle reminder of the code of conduct.

- Notify Liz of the infraction
    - Email or private Slack message: Include as much information as you feel comfortable sharing regarding the following: the name of the infractor, when and where the incident took place, a description of the incident, the presence of witnesses and their names, and your preferred outcome or solution.
    - One-on-one meeting
    - Anonymous form: https://forms.gle/ENGsXqMyfiD8v35U6
- Seek conflict support outside of the lab
    - For students: Student Resolution Center for Conflict Resolution
    - For all employees: The Office of the Ombuds
    - For all employees and conflicts related to employee/supervisor: Human Employee Relations
    - For all employees and conflicts related to diversity and inclusion: Office of Inclusive Excellence

In the event of repeated infractions, the perpetrator will be invited to the Student Resolution Center for Conflict Resolution (if a student is involved) or the Office of the Ombuds (for all employees). As Conflict Resolution is an optional service, the individual doing harm must be committed to self-improvement in order to make amends with the persons being harmed. In the event that the individual doing harm refuses to attend Conflict Resolution or offer equivalent alternatives, they may be subject to disciplinary action.

Resources:

- Employee Resources for Conflict Resolution: https://employeeconflictresolution.colostate.edu/
- Student Resolution Center: https://resolutioncenter.colostate.edu/
    - *"Voluntary, neutral, confidential support for students navigating disputes, procedural challenges, and interpersonal conflict. Services include conflict coaching, consultation, mediation, facilitation and restorative justice."*
- Office of the Ombuds: https://ombuds.colostate.edu/
    - "a confidential resource for all employees of Colorado State University who voluntarily seek help in resolving concerns and conflicts related to the workplace.
- Office for Inclusive Excellence: https://diversity.colostate.edu/
- Human Resources Employee Relations: https://hr.colostate.edu/hr-community-and-supervisors/employee-relations

Section F: Prohibited behavior

Harassment, sexual harassment, discrimination, violence, abusive behavior, bullying, and retaliation are strictly prohibited and will not be tolerated under any circumstances. Should any individual conduct such behavior, disciplinary action will be taken in accordance with CSU policies. All individuals should review and be aware of CSU policies related to prohibited behavior:

- Bullying in the workplace: https://policylibrary.colostate.edu/policy.aspx?id=729
- Discrimination and Harassment: http://policylibrary.colostate.edu/policy.aspx?id=710
- Violence: https://policylibrary.colostate.edu/policy.aspx?id=731
- Sexual Harassment: https://policylibrary.colostate.edu/policy.aspx?id=773
- Retaliation: https://policylibrary.colostate.edu/policy.aspx?id=777

We strongly encourage anyone who observes any prohibited behavior to take action. To take action, you have options and resources depending on the nature of the prohibited behavior and the role of the individual engaging in prohibited behavior. In addition to the options listed in Section E (i.e. notifying Liz or seeking guidance from conflict support offices), you may consider filing a formal complaint:

- If both parties are students:
  - Discrimination complaints are filed to the Student Resolution Center
  - Sexual harassment, sexual misconduct, sexual assault, domestic violence, dating violenced, stalking or retaliation are filed to the Office of Title IX Programs and Gender Equity
- If at least one party is not a student:
  - Discrimination, sexual harassment, and retaliation complaints are filed to the Office of Equal Opportunity
  - Sexual misconduct, sexual assault, domestic violence, dating violence, stalking, or retaliation complaints are filed to the Office of Title IX Programs and Gender Equity

Resources:

- Reporting Resources: https://supportandsafety.colostate.edu/resources/
- Employee Resources for Conflict Resolution: https://employeeconflictresolution.colostate.edu/
- Student Resolution Center: https://resolutioncenter.colostate.edu/
- Office of the Ombuds: https://ombuds.colostate.edu/
- Office for Inclusive Excellence: https://diversity.colostate.edu/
- Office of Equal Opportunity (OEO): https://oeo.colostate.edu/about-our-office/
- Office of Title IX and Gender Equity: https://titleix.colostate.edu/
- Human Resources Employee Relations: https://hr.colostate.edu/hr-community-and-supervisors/employee-relations
- OEO where to file a complaint: https://oeo.colostate.edu/where-to-file-a-complaint/
- CSU Policy Library: https://policylibrary.colostate.edu/policy-browse.aspx?category=all