URGE Racism and Inclusivity Deliverable for the ‘Eclogite’ Pod at the School of Earth and Environmental Sciences, University of Minnesota – Twin Cities, Minneapolis, MN

Below is the information and resources that currently exist in the School of Earth and Environmental Sciences (ESCI), the College of Science and Engineering, and the University of Minnesota (UMN) for laboratory and field codes of conduct. In addition, the document has suggested policies that have been discussed in the ‘Eclogite’ pod meeting.

1. Resources for reporting misconducts:

1.1 In the field:

From the ESCI, UMN Field Code of Conduct: “The University of Minnesota Department of Earth & Environmental Sciences is committed to creating a safe, diverse, and inclusive work and learning environment free from discrimination, harassment, and violence. Our field camps, field trips, REU programs, and other field research experiences enforce a zero-tolerance policy regarding sexual harassment and explicit and implicit bias. Participants (including faculty, staff, and students) are expected to have read, understand, abide by and comply with the University of Minnesota policy on Sexual Harassment, Sexual Assault, Stalking and Relationship Violence. This policy can be found here. Furthermore, it is understood that all participants, whether students from the University of Minnesota or other institutions, are protected by University Policy (regardless of gender, sexual orientation, gender identity, full or part-time status, disability, race or national origin) in all aspects of our educational programs and activities.”

Key suggestions:
- We plan to include explicit steps to report misconduct from the field, including reporting anonymously.
- We’ve discussed preemptive strategies that are needed to minimize the risks faced by a BIPOC individual in the field.

1.2 On the campus:

From the ESCI, UMN Code of conduct 2021: “If you are the subject of unacceptable behavior or have witnessed any such behavior, please immediately notify a faculty member, teaching assistant, human resources staff member (such as the ESCI department administrator) or anyone else in a designated leadership position, including the department head. If, as a student, you feel
reluctant to report an incident, consider asking another student to assist in making a report. The University also has a confidential (anonymous) online reporting system. The University’s Bias Response and Referral Network can also help connect individuals to resources and other support. Formal complaints of sexual misconduct (including sexual harassment, sexual assault, stalking, or relationship violence) or discrimination (gender or otherwise) may be made to the University’s Office of Equal Opportunity and Affirmative Action. All university employees are required by University policy to report sexual misconduct involving a university member or impacting a student. Additionally, The Aurora Center is a safe and confidential place for victims of sexual misconduct to receive support and advocacy. It is always the victim's/survivor’s decision whether or not to report the incident to the police or to university investigators – the Aurora Center never makes victim/survivors report to authorities.”

2. Available trainings:

The University of Minnesota offers a detailed online training module on “Prevention of Sexual harassment and discrimination”. This training is mandatory for each employee and needs to be taken each year. This training is a key part of the President’s Initiative to Prevent Sexual Misconduct (PIPSM).

3. Strategies to create safe laboratory and field space for at-risk individuals:

3.1 Strategies for minimizing risks in the field: We have discussed the following measures to make fieldwork in geosciences more accessible and with minimum risks for disabled and BIPOC scholars.

3.1.1 Role of researchers:

- Talk with colleagues and supervisors about the risks and prepare to minimize the risk.
- For international field sites, risks are usually higher. Take additional safety training to know about international laws and safety hazards associated.
- Contact others (especially those who share at-risk identity) that have already been to a field site to know about the risks of that place.
- When in the field site, introduce yourself to the neighbors of the field site and let them know your affiliation and the work being done there.
- Always carry credentials.

3.1.2 Role of supervisors:

- Self-educate on the experience of your team member’s identity and the corresponding risks that they may encounter in the field.
- Have clearly defined plans in place. Provide materials to clearly identify researchers (such as, safety vests, signs for vehicles and field sites and so on) and provide means of communication, especially for work in very remote areas.
- The burden of risk for the at-risk individual needs to be shared by all the laboratory members and not by the at-risk individual alone.
• Broaden the definition of ‘field’. If field areas are inaccessible by some members of the group, devise plans to make it more accessible to everyone. Get involved in projects that are accessible to everyone.

3.1.3 Role of the Department and Institution:
• Make a general field safety and harassment prevention training and first aid course available for all researchers to attend. Such training could be provided by the department on an annual basis (in-person) or as an online module.
• Make a list of resources available about the diversity in science and overcoming the barriers to entry in the sciences.
• Provide training to supervisors on how to be an effective mentor to diverse individuals.
• In case an incident happens in the field, the department needs to record it as a written document and make it part of the training module for future field works.
• Ensure all possible department field sites are clearly labelled as part of the institution.
• Supply an official letter of support for researchers doing fieldwork with contact information.
• The Department needs to have clearly stipulated rules for safety and risk assessment of a new fieldwork site. Each research group choosing to go to a new field site must rigorously follow the Departmental procedure.

3.2 Anti-racist practices to promote laboratory safety: We discussed the implementation of anti-racist policies and other preemptive safety measures to protect BIPOC scholars from the strategies mentioned in Chaudhary and Berhe (2020).
• Lead informed discussions about anti-racism in a lab
• Address racism in a lab and field safety guidelines
• Publish papers and grants with BIPOC colleagues
• Evaluate one’s lab’s mentoring practices
• Amplify BIPOC scientists in one’s field

3.3 Mentoring models: We discussed the efficacy of different mentoring models in not only giving students and researchers multiple avenues to report misconduct, but also as solid practices of science. We found that different forms of multi-level mentoring models are effective ways of creating a safe laboratory space for everyone. The attached diagram from Montgomery and Page (2018) explains this in more detail. The department will incorporate this model into mentoring systems for graduate students and faculty and will provide information that is relevant also to postdocs and other researchers.