Safety Plan developed by the McGill Earth and Planetary Sciences Pod
Initially compiled by: Inga Boianju

Questions to Consider:

- Where is your work done? Are these spaces uncomfortable or unsafe for people of color and other identifying minorities?
  
  Our work is done in research labs at McGill, conferences and in the field.

- What training does your organization require or offer? How often? Do you find this training effective? What would you introduce to make it more effective?

  **Field:**
  
  Not required, but wilderness first responder and first aid courses are offered a couple of times per year through the McGill outdoor club, with the company SIRIUSMEDx [https://www.siriusmed.com/](https://www.siriusmed.com/)

  **Labs and McGill campuses:**
  
  - The WHMIS standard course mandatory to work in a lab at McGill, renewed every 3 years [https://www.mcgill.ca/ehs/training/whmis](https://www.mcgill.ca/ehs/training/whmis).
  - Extra safety training, for working with hazardous materials, is done through EHS: [https://www.mcgill.ca/ehs/training](https://www.mcgill.ca/ehs/training). This training focuses on hazardous waste management, biosafety and lab safety in general, and the website includes guidelines for safe use of chemicals.
  - Starting in 2019, there is a mandatory online education program as part of McGill’s University-wide response to sexual violence, called ‘It Takes All of Us’. It is mandatory to take it once for every grad student, faculty and staff members.
  - General Campus Public Safety for McGill: [https://www.mcgill.ca/campussafety/](https://www.mcgill.ca/campussafety/)
  - Mcgill International student services provides pre-arrival resources through web seminars regarding student health care, student rights and housing.
  - **Bystander training**

**Conferences:**
● AGSEM, the Association of Graduate Students Employed at McGill run workshops once a semester of leading effective discussions at conferences [https://www.mcgill.ca/involvement/channels/event/agsem-ta-training-planning-leading-effective-conferencesdiscussions-323436](https://www.mcgill.ca/involvement/channels/event/agsem-ta-training-planningleading-effective-conferencesdiscussions-323436)

● CaPS, McGill career planning service, provides some guidelines on networking in conferences [https://www.mcgill.ca/caps/students/prepare/networking](https://www.mcgill.ca/caps/students/prepare/networking)

● Fund for BIPOC students to attend AGU, started by Women Doing Science (for more accessibility to conferences): [https://wonderfund.womendoingscience.com/](https://wonderfund.womendoingscience.com/)

There is no apparent training for how to approach or what to expect while attending a big/small international conference, from the university/faculty level—action point to work on!

● Big international conferences, like the AGU and GSA conferences, have pages on ‘what to expect’ and inclusivity code of conduct [https://www.agu.org/Fall-Meeting-2020/Pages/Attend/Online-Experience](https://www.agu.org/Fall-Meeting-2020/Pages/Attend/Online-Experience) [https://community.geosociety.org/gsa2019/discover/rise](https://community.geosociety.org/gsa2019/discover/rise)

Safety Plan should include:

● **Highlights to consider when developing your code of conduct**
  - Committing to a goal for a welcoming, safe space. Here is an example, taken from the Naukuft Symposium code of conduct:
    “Our goal is to create an environment where everyone feels welcome to participate, speak up, ask questions, and engage in conversation. This requires a harassment free and inclusive environment that recognizes the inherent worth of every participant. We invite all those who participate to help us create a safe and positive experiences for everyone. We are dedicated to providing a harassment-free environment for everyone, regardless of gender, gender identity and expression, age, sexual orientation, disability, physical appearance, body size, race, ethnicity, or religion (or lack thereof). We do not tolerate harassment of participants in any form. ..”
  - Funding opportunities and budgeting
  - Matching expectations related to day to day routine, expected outcomes
  - Presenting relevant available resources
  - Materials needed
  - Presenting potential hazards and control measures to mitigate it

● **Process for reporting violations**
The link(s) to the reporting policy at McGill are (drawn from deliverable 2): [McGill How-To-Report webpage](https://www.mcgill.ca/Policy/Reporting-Complaints-Policies) - University Policies on reporting harassment, discrimination (and sexual violence)

  ● [Detailed policy](https://www.mcgill.ca/policy/reporting-complaints-policies) on harassment and discrimination reported by law
Section 8.1 states “after a further three years of its operation and if the Senate so determines, this Policy shall be reviewed by a working group.”
  - For working group member specifics see the detailed Policy.
Section 8.2 states “there shall be an annual meeting convened by the Provost or delegate of the working group identified in 8.1 to review the operation of this Policy.”

- For details on process regarding changing policy, contact the Senior Equity and Inclusion Advisor (SEIA); contact information below updated on Feb. 7, 2021
  - Name: Sinead Hunt
  - Phone: (514) 398-6419
  - Email: sinead.hunt@mcgill.ca

- Annual reports are anonymized and made publicly available. These reports include statistics and information on education initiatives surrounding the Policy on Harrassment and Discrimination Prohibited by Law.

- Harrassment and Discrimination Frequently Asked Questions

Mechanisms that are available for reporting complaints, bias, microaggressions, harassment, and overt racism are:

- Incidents should be reported to the Senior Equity and Inclusion Advisor (SEIA) directly, “in writing in sufficient detail” (cf. Section 5.4.1) and must be submitted within one calendar year of the reported incident for consideration (cf. Section 5.4.2)
  - Follow this link for more information and to file a complaint.
  - Follow this link to fill out a Complaint Form.

- Alternatively, you can reach out directly to the SEIA or to an Assessor to discuss your case in confidence if you feel more comfortable doing so. You do not need to file an official complaint to discuss specifics of your case. Connect with the SEIA or an Assessor at any time for an in-person meeting or phone call.
  - Assessors comprise a panel of academic, administrative and support staff that are tasked to investigate complaints and are selected
  - Follow this link for a list of current Assessors and their contact information.

- Complaint resolution can take the form of Mediation or Formal Investigation. For descriptions of the differences see the Policy document.

- Reports can be filed online by submitting the Complaint Form to the SEIA.
  - Informal discussion of cases can be done either in-person or over the phone before filing a complaint.
  - In-person reports can go to SEIA or an Assessor.
  - Online reports go to the SEIA, who will assign the complaint to an Assessor for investigation.
  - The filed Complaint will be presented to the Respondent, who must submit a formal written response within 10 days.
- Both the Complainant and the Respondent have the right to be assisted by an Advisor and they will be informed of these rights before proceeding with the investigation.
- The investigation will be completed typically within 30 (to a maximum of 60) working days, from the day the Respondent was notified of the Complaint.

- **It is not possible to submit an anonymous complaint.** But you can discuss your case anonymously (i.e. over the phone) with the SEIA before proceeding with mediation or a formal investigation.
- **Police are never involved in the formal process of a harassment and discrimination case.** There are different policies in place for sexual violence cases that may involve police when deemed necessary.

- **Outline available training resources**
  
  See above

- **Requirements for antidiscrimination, bystander intervention, de-escalation training**
  
  None- *this is an opportunity to pursue for the future for integrating it through the safety committee. This is also an action point to work on*

- **For field work include a racial / LGBTQ2S+ risk assessment, pre-departure checklist of discussion within the field team, procedures for documenting incidents in the field, and additional required or supported training**

  Some relevant ideas (fieldwork-specific):
  
  - Have an open conversation regarding risk assessment before leaving for the field - see attached form.
  - Organise permits and let landowners and relevant government entities know you're coming
  - Different groups of people will have different specific hazards. A safety plan should address general points of field safety, like wildlife/availability of water/etc, then tailored local points for the specific cause.
  - Check with your class/collaborators regarding visa and travel restrictions amongst students/collaborators. If fieldwork is necessary, have conversations with students/collaborators regarding who will pay for the visa application fees. Have backup options for alternate field sites.
  - Same thing continued for conference expenses.
  - From an accessibility PoV, can the given field trip be made virtual or be made such that collaborative work is possible between students who opt for fieldwork and the ones who don't?
  - Mention explicitly that no harassment and racist/derogatory behaviours will be tolerated while fieldwork and the consequences.
  - Have a communication channel set up between the students and the instructor and stay in constant touch with the students regarding field climate.
• Discuss with your students about the different ways of conducting fieldwork in their home countries (relevant for graduate students). As mentioned during Culture Chats Ed 1.0, camping for fieldwork is usually not a fieldwork requirement in Brazil (same for India). If that’s the case, then do the students require additional camping training/some safety in wilderness workshops, etc?

• Regarding field gear that is expensive, does your department have a shared pool for borrowing field gear instead of letting students buy new sets for fieldwork? Can there be a co-op list developed for this? McGill Outdoor Club does rentals for everything, but can this also be extended for our department? - this is an action point to address for the departmental safety committee- are there funding streams available?

• Fieldwork, conferences: Always have an EXTRATION PLAN. How to get students and staff out when things turn bad pretty quickly (experience from COVID closures, change in political climate)

• Have a post-field review with the groups and ask about feedback. Things that went smoothly during fieldwork, things that can be improved upon. Keep this archived for future field work in the same area. Have students share their experience and their testimonials for the field experience for the next cohorts.

• Good article for reference (Image from this article): https://eos.org/features/the-challenges-of-fieldwork-for-lgbtq-geoscientists

• Emergency contacts/information that are accessible to all team members.

  Emergency contacts at McGill:
  - For an emergency requiring an ambulance, fire or police, call 911. Then, call Security Services who will coordinate with emergency responders. Downtown: 514 398 3000/ Mac Campus: 514 398 7777.
  - Email: campus.security@mcgill.ca

  Number for reporting emergencies at McGill: 514-398-3000

  There are emergency phones on Downtown and Macdonald Campuses. The yellow box phones have a blue light that is lit at night so can be seen easily. These phones can be found Inside the entrance of most major McGill buildings, and Inside every elevator

  Safety contacts at FDA+Engineering building complex:
  - McGill Facilities Call Center: 514-398-4555 for McGill security non-emergency: 514 398 3731 (24 hours)
  - Wong Porter: 514-398-7102 (7:00 – 14:45); daytime pager: 514-339-6710 (7:00 – 14:45); evening pager: 514-423-4809
  - FDA Porter: 514-398-8417
  - Engineering Building Director: 514-398-4784
Attached is a draft format for fieldwork safety, developed by the safety committee of our EPS department. Race-specific hazards and equity aren’t yet a part of it, but that is something we will address in the final version.
### JOB SAFETY ANALYSIS WORKSHEET

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<th>REQUIRED SAFETY ITEMS:</th>
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<td>Review Task Prior To Conducting</td>
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<td>High Visibility vest/clothing</td>
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<td>Work Gloves</td>
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<td>Fire Retardant Coveralls</td>
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<td>Hard Hat</td>
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<td>Safety Signs</td>
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<td>Hearing Protection</td>
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<td>Personal Gas Monitor</td>
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<td>Safety boots</td>
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<td>Personal Flotation Device</td>
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<tr>
<th>SEQUENCE OF BASIC JOB STEPS</th>
<th>POTENTIAL HAZARDS</th>
<th>RISK RATING (Low, Medium, High)</th>
<th>DESCRIPTION OF CONTROL MEASURES</th>
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