**URGE Deliverable Session 6: Safety Plans**

Multiple Institutional Faculty Pod from:
DePaul University
Loyola University Chicago
Oregon State University
University of Texas El Paso
University of Texas Marine Science Institute
(We are now a group of faculty, students, and staff.)

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URGE Assessment of current BLE-LTER training and safety policies:

Where is your work done? Are these spaces uncomfortable or unsafe for people of color?
Utqiagvik, Prudhoe Bay, and Kaktovik, Alaska
BLE-LTER researchers work out of three remote locations on the northern coast of Alaska. Utqiagvik is a community of ~4,000 people, including a majority of Iñupiat Alaska Native residents. Prudhoe Bay is primarily an industrial region populated by majority white oil industry employees, and BLE researchers often interact with oil company employees and oil production facilities / infrastructure in the region. Kaktovik is a community of ~300 people, the majority of whom are Iñupiat Alaska Natives. BLE researchers in Kaktovik often interact with community members and conduct outreach activities at the local school. At all three research sites, BLE researchers mainly work in small groups composed of students and PIs in the field or in the lab.

Prudhoe Bay may be an uncomfortable space for BLE researchers of color as they navigate interactions with the oil production culture / infrastructure, which includes security checkpoints and lab/living spaces involving some interaction with majority-white oil workers. In Utqiagvik and Kaktovik, BLE researchers of color may feel uncomfortable as outsiders in these small primarily Indigenous communities. Across all BLE research areas, researchers of color will face unique challenges working in small groups that are typically majority white (particularly the PIs), particularly during stressful periods in the field schedule.

What training does your organization require or offer?

The BLE has worked to develop some comprehensive field code of conduct and sexual misconduct policy documents, and the program offers some safety trainings (see below) but doesn’t directly require any bystander intervention, anti-discrimination, or de-escalation training. These trainings are offered on request from some institutions within the BLE program, including Oregon State University.

What would you introduce to make your organization’s training and policies more effective?

The BLE LTER offers the following safety trainings, some of which are required:
- Polar Field Services Winter Safety Training
- AMSEA Boat Safety training
- North Slope Training Cooperative Training
- Firearms safety training

We suggest that BLE-LTER researchers also be expected to complete anti-discrimination and sexual harassment training through their home institutions before conducting fieldwork with the program. For example, to accomplish this, researchers could request a virtual training from Oregon State University’s Office of Equal Opportunity and Access for the entire group.

Fieldwork guide & safety draft description
The BLE project is drafting a North Slope of Alaska field work guide that currently includes the following information on:

- Emergency numbers
- Stop work authority (policy that allows any individual to stop work if they feel like the situation is unsafe)
- Safety equipment checklist
- Field communication (e.g. InReach protocols for excursions)
- Transportation
- Firearms

Other relevant protocols the project implements:

- Daily check-in meetings with all project personal
- Use of Mustang suits or dry suits as necessary
- Each student is assigned a trusted mentor/PI in field

We propose the following topics are also addressed in the field work guide and be included as pre-field season discussion topics:

- Guidelines on how to respond to and report microaggressions and other incident of discrimination that may not be addressed by university policies
- Onboarding materials that project members are required to read to gain familiarity with the local indigenous culture and history
- Assessing weather and water conditions
- Bear safety
- More detail on gear and attire to stay safe and comfortable (i.e. “what to pack”)
  - Support and resources for acquiring/borrowing appropriate field gear that may be too expensive for every student to purchase on their own
- Guidelines for when a bear spotter is needed, minimum group size for various activities, etc.
- How to file for worker’s compensation through your university in case of injury
Beaufort Lagoon Ecosystems - Long Term Ecological Research (BLE-LTER) Field Program Code of Conduct

The BLE-LTER Field Program of Conduct seeks to explicitly address conduct in the remote field environment, including on vessels of any size, at campsites, and at coastal field stations. It does not replace but complements the institutional Code of Conduct that is provided by the respective universities that participate in the BLE LTER. The BLE LTER team seeks to provide a productive, safe, and respectful environment for all participants regardless of gender, sexual orientation, gender identity, race, ethnicity, religion, disability, physical appearance, or career level. All participants including staff, faculty, researchers, students, contractors, technicians, visiting classes, interns, guests, volunteers, and others are expected to abide by this Field Code of Conduct.

Expected Behavior

- Participants will contribute effectively by exercising the highest level of professional and ethical behavior.
- All participants are treated with respect and consideration.
- Participants are considerate and respectful of participants, local community members, and workers.
- Be aware of your surroundings and of your fellow participants. Look out for one another!
- Carry out work as safely as possible. Any participant may voice their concern upon noticing or anticipating an unsafe situation. Concerns will be taken seriously and, if necessary, appropriate adjustments will be made. If any participant feels uncomfortable, they may opt out of any activity without rebuke.
- Respect the policies of land managers, venues, and lodging establishments. This includes the total prohibition of alcohol and non-medicinal drugs in Prudhoe Bay and Kaktovik.
- All participants will be aware of and respect the customs and cultural norms of the community within which they are working.

Unacceptable Behavior

- Harassment, intimidation, or discrimination in any form, will not be tolerated.
- Examples of unacceptable behavior include, but are not limited to, verbal comments related to gender, sexual orientation, disability, physical appearance, body size, race, religion, national origin, inappropriate use of nudity and/or sexual images in public spaces or in presentations, or threatening or stalking any participant.
- Disorderly conduct, including, but not limited to, behavior that interferes with BLE-LTER operations or actions that endanger one’s self or others.
- Failure to comply with requests of BLE-LTER staff or venue/lodging personnel.

Reporting and Consequences of Unacceptable Behavior

- It is the responsibility of project leaders/PIs to respond first if the behavior of a member of their group is inappropriate or is creating problems. It is their responsibility to remove any group member whose behavior creates a serious problem for the community. Persons must be asked
to leave immediately if they engage in physical or verbal abuse or assault, intimidation, coercion, threats, sexual harassment, or behavior that endangers the health and safety of oneself or others.

- Please see the Sexual Misconduct Policy for the process regarding Title IX/sexual misconduct concerns. This document was developed in coordination with the UT Austin Title IX Office.

Adopted by BLE PIs on 21 July 2018
Updated and re-approved by the BLE EC on 14 July 2020

Contacts for Questions, Concerns, Reporting (see https://ble.lternet.edu/people)

Cycle 1 BLE Project Investigators

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Resources used to create this document:
https://serc.carleton.edu/advancegeo/resources/index.html
https://toolik.alaska.edu/user_guide/policies.php
https://aslo.org/page/events-code-of-conduct
http://www.erf.org/code-of-conduct
https://vimeo.com/261529397
https://policies.utexas.edu/policies/nondiscrimination-policy
http://explorecie.org/field-team-leadership
BLE LTER Sexual Misconduct Policy

Expectations:

Participants of the BLE LTER field program have the right to be free from discrimination, unlawful harassment, sexual misconduct, and violence. Title IX is a federal law that gives everyone the right to equal access to education and employment in the absence of sexual harassment and gender discrimination. BLE LTER personnel, whether working in the field or lab, are expected to follow the law, as well as specific guidelines laid out in BLE LTER policies and the Code of Conduct. Participants are expected to conduct themselves in a manner that does not infringe upon the rights of others. Violations will result in serious sanctions.

Unacceptable Behaviors:

The following behaviors are considered violations of the BLE LTER Code of Conduct:

**Sexual Harassment** includes unwelcome sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature, and offensive comments related to gender, gender identity and expression, sexual orientation, physical appearance, race/ethnicity and body size.

**Sexual Misconduct** includes rape, sexual assault, inappropriate touching, sexual battery, sexual exploitation, coercion, and other forms of non-consensual sexual activity.

**Stalking** is repeatedly following, harassing, threatening, or intimidating including by telephone, mail, electronic communication, or social media.

**Patterns of Inappropriate Social Contact**, such as requesting/assuming inappropriate levels of intimacy with others.

**Dating Violence and Domestic Violence** includes emotional, verbal, and economic abuse with or without the presence of physical abuse.

**Retaliation** is adverse employment, academic or other actions against anyone reporting a violation of this policy (including reporting to any BLE LTER staff, PI, police, or Title IX office).

**Title IX Violation** is the collective term used for incidents involving discrimination, harassment, sexual harassment, sexual misconduct, stalking, dating violence, domestic violence, and/or retaliation.

**Power-based Personal Violence** occurs when an individual asserts power, control, or intimidation in order to harm another. This includes relationship/partner violence, sexual assault, and stalking.

**Deliberately Mis-characterizing a Person's Gender Identity**, including through the use of a name or pronoun that the person has rejected.

**Gratuitous or Off-topic Sexual Images or Behavior** in spaces where they’re not appropriate at
the field station.  

**Violating the Ask Once Policy** (defined below)  

Ask Once Policy - it is generally appropriate to ask someone out once, but no more than once. The BLE LTER follows Ask Once as a behavioral guideline. The Ask Once guideline means that you can ask someone out once, and if they do not say yes, you cannot ask them out again. Asking out includes hitting on, expressing interest, and making advances. If someone brushes off the advance, does not reciprocate in a positive way, or turns down the advance in any way, it must still be considered a "no". This guideline is intended to inform the behavior of someone interested in another BLE LTER participant, give people a simple way to judge when they are being harassed, and give BLE LTER management a tool in which to evaluate a resident's behavior.  

**Reporting Options:**  

Individuals at BLE LTER have multiple reporting avenues. No matter your home institution or affiliation, you can report an incident that you experienced, observed, or were told about, in the following ways (contact information listed under Important Contacts below):  

Disclosure to any BLE LTER Principal Investigator  
Disclosure to either of the Program Managers  
Disclosure to the University of Texas at Austin Title IX Office  
Disclosure to law enforcement (911)  
Confidential reporting and support resources are listed under Important Contacts below  

**What Happens After a Report is Made:**  

Reporting to any of the listed options above will result in disclosure to the BLE LTER Management Team (Program Managers at UT Austin Lead PIs) and the University of Texas at Austin Title IX office, who will work together alongside the individual who was harmed to determine a course of action. It is important to note that all BLE LTER PIs and UT Austin employees are "responsible employees." This means they are required to report anything they experience, see, or hear about to UT Austin's Title IX office. The next step in the UT Austin Title IX office process is that an investigator from their office will conduct outreach to the target of the inappropriate behavior, which includes providing resources for support. They will then ask this individual if they want the office to move forward with an investigation. The target is in control of the process at this point. If they do not want an investigation to move forward, it will not. The only way that an investigation will move forward without the support of the targeted individual is if:  

1) The incident was part of a larger pattern at BLE LTER field sites (one example is if multiple individuals reported the same person for comments that constituted sexual harassment or discrimination);  
2) The accused individual has a history of violence, sexual violence, arrest, or the incident was committed by multiple perpetrators;
3) The incident was perpetrated with a weapon, included physical violence (such as hitting, restraint, pushing, or kicking), or the threat of violence;
4) The affected individual is a minor;

In the event of an investigation, if the individual causing harm is from an institution other than UT Austin, the UT Austin Title IX office will coordinate with the Title IX office at the individual's home institution. BLE LTER is a grantee institution of the National Science Foundation (NSF). As such, information about any findings of sexual or other type of harassment and actions taken by UT Austin will be provided to the NSF. See NSF Important Notice No. 144 (https://www.nsf.gov/pubs/issuances/in144.jsp) for additional information.

If any UT faculty or staff member is found — after a thorough investigation — to have committed sexual assault, sexual harassment, stalking or interpersonal violence, the presumptive punishment will be termination. If there is a case in which a UT employee is found to have engaged in one of these four types of misconduct and is not terminated because of mitigating factors, that information will be compiled and made publicly available, while preserving the privacy of the survivors.

The target will always be included and informed of the results of their disclosure, any action that is taken, and the results of an investigation.

**Potential Actions**

BLE LTER management has the ability to take immediate and long-term actions to ensure the safety of BLE LTER participants. Immediate action could include changes in housing or lab assignments and other options up to removal from the field of any participant. Long-term actions occur once an investigation is completed. Dependent on the finding, BLE LTER management may choose to change the immediate action that was taken, and/or implement longer term actions and sanctions.

After an incident is brought to our attention, BLE LTER management will include the target in their discussion about how to make the environment safe again. Multiple options are available. For example, if the target needs support in talking with someone about inappropriate behaviors, BLE LTER management will either directly mediate, or find resources to support the mediation of, the conversation. If the target says they do not feel safe being at a BLE LTER field site with another person, then management will work with the target to find an acceptable arrangement (such as housing or laboratory changes, mediation, up to removal from the field). It is important to the personal and professional growth of all BLE LTER participants that you feel safe while in the field. If you do not feel safe and need an accommodation, please let us know. There are options.

**What to Do if Someone Discloses to You (and you are not a UT-affiliated mandatory reporter)**
If a friend discloses that they have been targeted by sexual misconduct, there are a number of ways in which you can support them:

- Tell them that you believe them, that you support them, that it is not their fault, that no one deserves to be targeted by such behavior.
- Provide them with the list of contact information and resources included in this document.
- Ask if they want your help in examining their options.
- Ask what else you can do to help.
- Respect their decision not to talk with you if they decline.

It is common for survivors of sexual assault not to initially name what happened to them as rape or abuse although they may recognize harmful behavior. Over time, as they feel safer, they may try to understand the experience through talking about it. The support of a friend can be extremely beneficial in the healing process. Remember that the well-being of the person who was harmed must be prioritized. Reporting an incident to police or others without the support or knowledge of the person who was harmed could be more traumatic than helpful. If you are BLE LTER staff or a PI, you are a "responsible employee" and must report to the UT Austin Title IX office. As described above, this means that the office will conduct outreach to the person harmed, and then it is still their decision whether to have an investigation move forward, or not. The individual who was harmed has the right to make the decision to have an investigation move forward or not. Questioning their decision or pressuring them to change their decision can add additional trauma to their experience.

**What to Do if You Have Been Sexually Assaulted, or Targeted by Sexual Misconduct:**

We support you. You have the right to:

- Talk to anyone about your experience;
- To not talk to anyone about your experience (silence can make the healing process more difficult, and we encourage you to reach out to a trusted friend or one of the resources listed below);
- Change your mind about talking to anyone about your experience at any time;
- Report to a BLE LTER Program Manager, the police, or any of the other reporting options listed above;
- Bring someone with you to provide support during reporting or any resulting discussions;
• To seek reasonable accommodations to minimize the impact of the experience on the success of your work at the BLE LTER;

• To seek medical assistance, including medical care and a medical forensic exam.

This is not intended to be a comprehensive list.

What to Do if You See Something Inappropriate:

The most effective way we can prevent harm to any member of our community is by looking out for each other. All participants are expected to share in the responsibility of creating a safe environment and to act when they witness behavior that could be harmful to others. In any potentially harmful situation there are often other individuals along the way who recognize there is a problem and have the ability to step in and help the targeted individual. Bystander intervention training programs provide tools to help bystanders act effectively in the way that works best for them. Active bystanders are individuals who take the responsibility to act when they see something or hear something that makes them uncomfortable.

Here are some suggestions to take an active role in the safety of our community:

• Be aware of your surroundings and social situations.

• If a situation makes you or others uncomfortable, or it looks like someone is being targeted, 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, telling a Program Manager what is happening, recruiting help from friends, 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 lab mates, but never put yourself at risk

Contact Information:

Program Manager

Nathan McTigue
678 425 4732
mctigue@utexas.edu

Lead Principal Investigators

Ken Dunton
361 749 6744
ken.dunton@utexas.edu

Jim McClelland
361 749 6756
jimm@utexas.edu

UT Austin Title IX Office

titleix.utexas.edu
512-471-0419
titleix@austin.utexas.edu
Online reporting forms: https://titleix.utexas.edu/file-a-report/

University Title IX Coordinator
Adriana Alicea Rodriguez
512 232 3992
adriana.alicearodriguez@austin.utexas.edu

Title IX Deputy Coordinator
Brelynn Thomas
512 471 2437
brelynn.thomas@austin.utexas.edu

Deputy Title IX Coordinator for Faculty and Staff
Galen Eagle Bull
galen.eaglebull@austin.utexas.edu

Title IX Deputy for Students
Kelly L Soucy
512 232 2854
kelly.rifenbark@austin.utexas.edu

Human Resources Director for UT Marine Science Institute
Patty Webb
patty.webb@austin.utexas.edu
361-749-6783

UT Austin Resources
https://titleix.utexas.edu/resources/

Hotlines/National Resources

National Sexual Assault Hotline- Provides confidential, one-on-one, crisis support 24/7
Phone: 1.800.656-4673
Website: https://rainn.org/get-help/national-sexual-assault-hotline/

Resources used to create this document:

https://toolik.alaska.edu/user_guide/policies.php
https://aslo.org/page/events-code-of-conduct
http://www.erf.org/code-of-conduct
https://vimeo.com/261529397
https://policies.utexas.edu/policies/nondiscrimination-policy
URGE Assessment of current UTEP training:

Where is your work done?
Jornada Ecological Range (Las Cruces, NM)
   Semi-remote location that is off grid, dirt roads, cell signal exists, hospitals are not too far but emergency services can’t get to the site and the risks that exist can get quite severe as the location leaves you vulnerable

What training does your organization require or offer?

- UTEP has annual employee anti-discrimination and sexual harassment online training.
  It’s OK, I think….. Not sure how well it builds cultural competencies. It does provide info on the UTEP structure for reporting and policy
- Defensive Driving
- EH&S Lab Safety

How often?

- Harassment: Annual
- Defensive driving: 3 years
- Lab Safety: 3 years

Do you find this training effective?
It’s OK. No training that’s really field-work specific, nor relevant for off-road driving, but that’s no surprise.
Lab safety training covers the bases

What would you introduce to make it more effective?
Field component. EH&S does link this:
https://www.utep.edu/orsp/iacup/_Files/docs/forms/SafetyGuidelinesforFieldResearchers.pdf
Easier access to training with respect to bystander intervention, and other DEI issues.

Proposed Systems Ecology Lab Code of Conduct & Field Safety
to be signed by new students and reviewed start of each Fall Semester

Code of Conduct
(adapted from Basin Research Group and URGE deliverables 1 & 6)

Overview
We value the participation of every member of our community and want to ensure everyone has an enjoyable and fulfilling experience, both professionally and personally. Accordingly, all members of the Systems Ecology Lab Group are expected to show respect and courtesy to others at all times. We create our culture and our culture is inclusive.
Inclusivity and diversity

Enjoyable, high-quality research can only be conducted when you feel safe, secure, and supported. All group members are thus dedicated to a harassment-free experience for everyone, regardless of gender identity and expression, sexual orientation, disability, physical appearance, body size, race, age, and/or religion. We do not tolerate harassment by and/or of members of our group in any form, and we ask all members of the community to conform to the following Code of Conduct:

- All communication, online or in person, should be appropriate for a professional audience, and be considerate of people from different cultural backgrounds. Sexual, racist, or otherwise discriminatory language and imagery are not appropriate at any time.
- Be kind to others and do not insult or put down other group members.
- Behave professionally. Remember that harassment and sexist, racist, or exclusionary jokes are not appropriate.
- Harassment includes offensive verbal comments related to gender, sexual orientation, disability, physical appearance, body size, race, religion, sexual images in public spaces, deliberate intimidation, stalking, following, harassing photography or recording, sustained disruption of discussions, inappropriate physical contact, and unwelcome sexual attention.
- Participants asked to stop any harassing behavior are expected to comply immediately.
- Contribute to discussions in meetings with a constructive, positive approach.
- Be mindful of talking over others or dominating conversation when discussing in groups, and be willing to hear out the ideas of others.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we," "you").
- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas and problems rather than people.
- The goal is not to always agree -- it is to gain a deeper understanding.
- Be conscious of body language and nonverbal responses -- they can be as disrespectful as words (even over video conferencing!)
- Assume everyone’s good intentions but also acknowledge the impact of saying something that hurts someone else, even if it is unintended.
- If someone makes you aware of a hurtful comment -- apologise and do not negate their feelings or turn the focus back to yourself.

Diversity and inclusivity makes group members feel welcome, safe, and secure with numerous benefits to us all. Put simply, the greater the mix of people in our group, the greater the mix of skills, experiences, perspectives, and ideas we can collectively draw on. The benefits of diversity and equality require that we create an inclusive environment.

Marguerite will discuss the Code of Conduct with lab members who violate these rules, no matter how much they contribute to the group, or how specialised or needed their skill set. If inappropriate behaviour persists after this initial discussion, formal processes, in line with UTEP’s work practise policies, will commence. To report an issue, please contact Marguerite Mauritz; all communication will be treated as confidential. If you do not feel comfortable contacting Marguerite directly, please feel free to contact the Biology, Ecology, Engineering graduate student group, the department graduate student advisor, or the department chair.
Safety Plan
(adapted from resources in URGE session 6 and JER field safety plan):

Risks

Environmental risks

- Heat
- Cold
- Sun exposure
- Lightning (especially during summer monsoon)
  - Inside vehicle is safest
- Flash flooding & muddy roads (during monsoon)
  - Road conditions change quickly
  - Stay out of arroyos
- Animals: Rattlesnakes, Rodents, Cattle, Scorpions, Spiders (Black widow/Apache recluse can occur)
- Most likely car issues: flat tire, dead car battery, muddy roads
- Injury
- Tower climbing
- Tetanus shot!

Racial risks

- Remote location. It is private land and generally our activities are known by the site manager
- Elevated risk of profiling for BIPOC in general, and higher likelihood for Black folks, for being in the area and driving on ranch roads that do have private residencies along them
- Ask group members their perceived and experienced risks

Pre-departure checklist

- Check weather conditions
- Rest & pack the day before
- Always tell someone when you are going in the field with an estimated time to return (see point of contact protocol below)
- Do not go in the field alone, if at all avoidable (see point of contact protocol, if you do)
- Rested? Do not fall asleep at the wheel
- Charged phone & driving plan
- Vehicle check (we have a Lab Truck checklist that I will laminate and put in glove-compartment): record mileage, tires, fuel, first aid kit, tire change, water
- Food with extra snacks (electrolyte mix can be very useful thing to have on hand)
- Extra water
• Sunscreen and hat and sunglasses
• Weather-appropriate layers (do not under-estimate heat or cold).
  o Long-sleeves reduce exposure in summer
• Close toe shoes
• ID, driving license, health insurance information accessible
• Money (cash)

In the field
• Always tell everyone where the car key is
• Restroom stops
• Take breaks: eat and drink
• Communicate if something is up

Procedures for documenting incidents
• **Discrimination** including overt racism, bias, harrassment, or micro-aggression based on race, gender, ability, physical appearance, religion, gender identity, age, sexual-orientation
  o find more information via the Equal Opportunity Office: [https://www.utep.edu/about/committee-on-diversity.html](https://www.utep.edu/about/committee-on-diversity.html)
• (Reporting in national databases?)
• **Injury** Report field injuries as soon as possible to your supervisor, who must report to EH&S within 24hrs. Reporting a work-related injury is necessary to allow medical bills and potential salary from lost workdays to be covered by Worker’s compensation insurance. Your personal insurance should not be used for a work-related injury. [https://www.utep.edu/hoop/section-9/ch-7.html](https://www.utep.edu/hoop/section-9/ch-7.html)

Additional training and support
• Very general field safety awareness list: [https://www.utep.edu/orsp/iacup/_Files/docs/forms/SafetyGuidelinesforFieldResearchers.pdf](https://www.utep.edu/orsp/iacup/_Files/docs/forms/SafetyGuidelinesforFieldResearchers.pdf)
• Field work: unique opportunity and challenges. Creating more inclusivity, educate and protect yourself: [https://serc.carleton.edu/advancegeo/resources/field_work.html](https://serc.carleton.edu/advancegeo/resources/field_work.html)

Training:
• Should probably have some level of 1st Aid training for field leaders
• Should probably have off-grid skills training annually – like changing a flat tire, site access in rain, driving in mud, getting unstuck, using 4WD, 4WD H and L
• Tower safety training
  • Discuss with field team – ask field team their perceived risks!!

Nearest medical facility & procedure for injury

What to do in an emergency
• Protect yourself and crew against further potential danger
• Know your location and details
  o Who was injured
  o How many people are involved
  o What happened, cause of emergency/accident
  o Where did it happen (coordinates, pasture, experiment location)
• If applicable, use First Aid and common sense
• If on JER- call Dave Thatcher 575-649-4808 or Joe Ramirez 575-644-0147
• Dave or Joe will coordinate 911 for you – provide Dave with appropriate information
• If in remote location use your mobile phone or SPOT/emergency contact device to get help
• Contact supervisor

Nearest medical facilities

Memorial Urgent Care Sonoma
4672 Sonoma Ranch Blvd
Las Cruces, NM
575-556-1879
Hours 08:00 - 22:00 (Sun 08:00 - 18:00)

Hospitals (2):
MountainView Regional Medical Center
4311 E Lohman Ave
Las Cruces, NM 88001
575-556-7600

Memorial Medical Center (MMC)
2450 S Telshor Blvd
Las Cruces, NM 88011
575-522-8641

Point of Contact (POC) Protocol
• Crew of 2 or more people
• Your supervisor will determine when and how to contact on field days
• Crew of 1 person
• Arrange a Point of Contact (POC) one day or more prior to your field day
• POC should be someone aware of field conditions
• Supply POC with
  o Contact mobile phone number
  o Your location (project, pasture, coordinates, experiment site)
  o Time of departure
  o Estimated time of arrival back to campus/home
• Carry an emergency signaling device
• Call or text POC upon return to your return location. Expect POC to call if you do not report on time, after which POC will send out a search party
• For more information, review the Federal Safety Manual (JER Safety Officer: Jules Olivarez)

Anti-discrimination:
Some useful resources at Learning for Justice: https://www.learningforjustice.org/about
Bystander intervention
Free bystander intervention training (also training to help victims respond) at hollaback!
https://www.ihollaback.org/bystanderintervention/
And an easy-reminder guide for 5 D’s of intervention (Distract, Delegate, Document, Delay, Direct)
De-Escalation
More resources

General field safety and anti-harassment guide
https://serc.carleton.edu/advancegeo/resources/field_work.html

Safe Field Work Strategies for at-risk individuals
https://www.preprints.org/manuscript/202008.0021/v1

Student Acknowledgement and Agreement
I have read and understood the above field and lab safety document. I agree to abide by these guidelines and to use my best judgment to ensure the safety and scientific integrity of myself and other members of the Systems Ecology Lab. I acknowledge that membership in the Systems Ecology Lab is a privilege that may be revoked at any time.

________________________________
Signature

________________________________
Printed Name

________________________________
Date
LaMontagne Lab, Biology Department, DePaul University

Draft Lab Code of Conduct

This Code of Conduct is a collection of expectations for being a member of the LaMontagne Lab. We strive to be an inclusive and welcoming lab, and act ethically both personally and with respect to our science. As a member of the lab, you represent the lab (the lab, the department, and the university), this includes at DePaul, at conferences, and while conducting research. All must be mindful that actions influence the people around us. Decisions being made affect others. Actions that violate this code of conduct will not be tolerated, some violations will result in the immediate dismissal from the lab.

What is expected of lab members:

**Ethics** – Lab members will adhere to the highest level of standards related to ethical practices of data collection, analysis, scientific reporting, and treatment of others. Research is expected to be rigorous, but never at the expense of being good and respectful humans.

**Respect of people in lab and beyond** – Lab members will respect the diversity in our lab and recognize that they are ambassadors for our lab and our institution when interacting with stakeholders. Racism, sexism, any form of harassment, or discrimination based on a person’s race, sexual preference, or cultural heritage will not be tolerated and is strictly against lab and university policy. At conferences, read and adhere to the Code of Conduct.

**Team Environment** – Lab members must recognize that we often work in a team environment and be prepared to support others. If a student is working on research related to a long-term lab project, they are expected to contribute to the long-term data collection. Also, as time permits, assist others through teaching techniques, giving advice on statistics, providing input on presentations. Feedback is extremely valuable, ensure it is constructive. When working on a project with an appointed Team Leader, respect their decisions.

**Respectful of the Work Environment** – Lab members will respect the environment and be good citizens related to our collective impact on the environment (e.g., don’t litter, clean up after ourselves and others). Within our lab space, lab members will clean up after themselves, will put equipment away. Respect that our lab is a group work space. When in the lab and others are working, do not be disruptive. For instance, mind your volume in talking and wear headphones to listen to music, podcasts, etc. Take lengthy group conversations outside of the lab (office hours are an exception to this latter point).

**Safety** – Lab members will all participate in ensuring that our work environment is safe and will identify, report and remedy hazards and adhere to necessary safety protocols. Actions that put others at risk (physical, legal, emotional) will not be tolerated. Keep the lab door locked at all times. For fieldwork projects, proper field clothing should be worn at all times while working in the field (this will vary from project to project). For fieldwork, be aware of your surroundings and weather conditions. While working in forests, do not work in high wind or lightning storms. In remote settings, multiple people should be at the site at the same time. If someone feels at risk due to working conditions, don’t do it – go back later or find another solution. Driving – avoid driving while tired.
Respectful of Equipment – Lab members will respect lab/field equipment (including vehicles) and will ensure that it is maintained and ready for use by others. Any problems with equipment (especially vehicles or anything safety related, including missing or expired stickers (city sticker, plate registration) and warning lights must be reported immediately to Dr. LaMontagne or the Team Lead (if there is one appointed). If you are unfamiliar with how to properly care for a piece of equipment, it is your responsibility to ask for help.

Respect for Field Stations – Some field research is based at field stations (including university, government, and private facilities), and these stations have shared space. While staying at field stations, members of our lab will clean up after themselves (this includes washing, drying, and putting away kitchen dishes immediately after use), respecting any internet restrictions (some field stations have limited internet use. Be mindful of your noise levels and respect that people at field stations work a variety of hours. This also means to put phones on airplane mode while not using wifi), use headphones to listen to music.

Animals – In general, do not harass wildlife and keep safe distances from wildlife. For projects involving animals, lab members will respect the animals that we work with and conduct themselves in a manner to maintain their welfare status and adhere to IACUC animal care protocols.

Research Progress – During the academic terms, lab members will have weekly meetings scheduled with Dr. LaMontagne. These are so that research moves forward and that I am in the loop on research progress and any issues. Some weeks the meetings may be short, and act as a check-in. For graduate students, drafts of thesis proposals must be turned in with ample time for feedback before being turned in for the proposal writing class. Same with final versions being given to the oral exam or thesis committee – final drafts must always be approved by Dr. LaMontagne before being sent to committees.

Lab meetings - Students will be responsible for signing up for a lab meeting slot each quarter. This is an opportunity to present your work, get feedback, and discuss ideas. Lab meeting materials that are drafts of writing and where feedback is expected must be sent to the lab group five days in advance of the meeting; where there is a published paper to be discussed it must be sent to the lab group four days in advance of the meeting.

Data Saving and Sharing – Lab members are expected to routinely backup their data and will share it with other lab members and collaborators as needed/appropriate. Thus, data should be quickly copied from field notes and inputted into computers. Put all papers in the appropriate place (data sheets, maps) so they are stored properly to be found and used by others. Backing up of data and code should occur weekly when possible and there should never be only one copy of the data. At a minimum, by the end of each quarter and data and code must be uploaded to a Box folder created by Dr. LaMontagne. All data and code (with metadata) should be given to Dr. LaMontagne upon graduation (final signatures will be upon this information being complete), or finishing with the lab.

Funding – Graduate students are expected to find and apply for some funding to support their project, typically within their first two quarters. There are many funding opportunities available to apply for and this provides professional development skills. Undergraduates are also encouraged to seek out funding opportunities (some are even available within the college).

Timely Dissemination – Communicating research findings is a key responsibility of researchers. This responsibility is to collaborators, colleagues, the Lab, those who gave research permits,
and funders. Lab members are expected (when data are suitable for publication) to disseminate their work to the scientific community through a variety of outlets including conference presentations and peer-reviewed publications. The target is for graduate students to have a manuscript submitted for publication prior to their defence. If lab members fail to make progress in writing up papers in a timely manner, Dr. LaMontagne reserves the right to assist with moving the publication forward on your behalf in a collaborative manner. Note that journals require that all authors contribute to manuscripts and particularly that all authors provide feedback and have read the final version of the manuscript that is submitted – if students move on to other things and do not contribute in these late stages, their contributions will be acknowledged in the paper but they will not be listed as authors.

**Independent Study** - Undergraduates conducting research in the lab typically enroll in a Bio 399 (Independent Study) course (2 credit or 4 credit) with a research poster or presentation and a written paper due at the end of the quarter. Graduate students also with enroll in Research credits, that will also have a deliverable product (e.g., a paper write up, etc) due at the end of the quarter.

**Communication** – Lab members are expected to communicate freely and often with each other, Dr. LaMontagne, and colleagues. Please use email as your primary method of communication (outside of in-person communication) with Dr. LaMontagne, as opposed to text messages (use the latter only sparingly, including when there is an emergency or when text communication is discussed). When Dr. LaMontagne is travelling, DM via Twitter are the best way to communicate. Include Dr. LaMontagne as cc'd on emails with collaborators. If you have problems/issues, sharing them as soon as possible is the best approach for moving forward. Email communications among all lab members should be respectful and professional (i.e., sometimes it is best not to hit “reply-all”). Respect boundaries on people's personal time (i.e., send and email to request help with something vs a text-message with demands).

**Illegal Activities** – Lab members are expected to adhere to all relevant laws while engaged in work activities or when living at field sites/driving in vehicles that are owned by a University or partner (e.g., no federally illicit drugs, including marijuana, no providing alcohol to people under the legal drinking age, etc.). Note that lab members are responsible for tickets (including speeding violations).
What you can expect of Dr. LaMontagne:

**Opportunities** – I will endeavour to provide you with a broad range of opportunities that are intended to provide you with opportunities to enhance your experience (e.g., learn new skills (like grant writing), disseminating work at conferences, attending workshops, science communication, manuscript writing).

**Learning environment** – I will endeavour to provide a supportive learning environment that is tailored to your academic goals and learning style. I strive to support students in whatever their career path may be.

**Working environment** – I will endeavour to provide you with a safe and respectful work environment. I support having a good work-life balance. If there are issues going on and you feel comfortable talking with me, please do. If you do not feel comfortable talking with me, please consider reaching out to the Dean of Students Office to seek out assistance and support through their office.

**Fairness** – I will endeavour to be fair in my allocation of opportunities, equipment, assistance, etc. Note: Grant funding will have particular projects associated with them, and grant funds can only be used for those projects.

**Problem-solving and Mediation** - If students are having an issue with someone inside or outside the lab, I encourage students to take steps that can help to resolve the situation, while understanding that this may not be an easy thing to do. If there is a violation of this Lab Code of Conduct, let me know. Outside of this code of conduct, I will provide advice and/or assistance as I can. Other options include that students can talk to a third-party (e.g., the Graduate Program Chair, Department Chair, Dean of Students office) or talk with another student and have them apprise me of the situation. Please keep in mind that I can't help to solve a situation if I am not aware of it.

**Communication** – I will endeavour to be a good communicator. I will endeavour to respond to your queries and provide feedback (e.g., on conference abstracts, proposals, papers) in a timely manner. If something has gone without a response, do feel free to follow up with me.

**Access** – I will endeavour to be accessible to the greatest extent possible recognizing that at times I travel so communication at times will need to occur via email or phone or Twitter messenger (the latter particularly when I am travelling on holiday and want to be accessible for students in the lab).