URGE Deliverable - Safety Plan

General Lab Safety Resources: https://www.purdue.edu/ehps/rem/laboratory/index.php

Code of Conduct example:
https://docs.google.com/document/d/10y7TP48ik1rcQBPA5Do8mZM7DJ5EbF0hyWP-csgb1QE/edit

COPIED FROM LINK ABOVE:

- All communication, be it online or in person, should be appropriate for a professional audience, and be considerate of people from different cultural backgrounds. Sexual language and imagery is 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 when discussing in groups, and be willing to hear out the ideas of others.

Code of Conduct: See Department Code of Conduct

Complaints and Reporting:
https://docs.google.com/document/d/1cPHbiosTq6gz7MveJFhjtU2DVpO7hTSnqWesKSJPgS4/edit

Safe Fieldwork practices: https://www.preprints.org/manuscript/202008.0021/v1
- Consider the identity and corresponding risk that individual lab members may experience in the field and in different regions/countries of travel and ensure that field locations are as safe as possible for all participants
  - Plan for fieldwork and field trips to focus on areas that maximize safety for participants, i.e., avoiding discriminatory laws, potential “sundown towns” in the area. While safety during fieldwork cannot be guaranteed due to the nature of physical work in remote areas, all efforts should be undertaken to ensure that other mitigating factors will not influence participants’ safety.
- Meet one-on-one with all students, so those who may not feel comfortable expressing their identity and concerns in a group setting can ask questions and needs can be addressed
- Create a risk management plan that discusses risks and processes for mitigation at different field sites and discuss these risks and preparations with lab members
- Educate participants on local laws and regulations
- Supply an official letter of support for all participants
- Include emergency contact information for multiple people and local allies
- Provide anti-harassment training to all field participants
- Standardize field trip code of conduct across department trips/activities signed by all participants
  - Remind participants of department code of conduct
- Consider different levels of experience when planning field work, introduce new participants to what they might expect

Safe Fieldwork Plan practices document should be a living document, discussed with the field participants prior to excursions, posted to the EAPS Dept. website, and carried on field trips.

Training and resources available for antidescrimination:
  - Safe-Zone training: [https://www.purdue.edu/lgbtq/training/safe_zone.php](https://www.purdue.edu/lgbtq/training/safe_zone.php)
  - Trans inclusion training: [https://www.purdue.edu/lgbtq/training/trans_inclusion.php](https://www.purdue.edu/lgbtq/training/trans_inclusion.php)
  - Bystander Intervention: [https://www.purdue.edu/odos/care/education/index.html](https://www.purdue.edu/odos/care/education/index.html)
  - From bystander to upstander NIH: [NIH VideoCasting - Past Events](https://www.nih.gov/videocasting/past-events)

Preparation for a Field Campaign:
- Consider the identity and corresponding risk that individual lab members may experience in the field and in different regions/countries of travel and ensure that field locations are as safe as possible for all participants
  - Plan for fieldwork and field trips to focus on areas that maximize safety for participants, i.e., avoiding discriminatory laws, potential “sundown towns” in the area. While safety during fieldwork cannot be guaranteed due to the nature of physical work in remote areas, all efforts should be undertaken to ensure that other mitigating factors will not influence participants’ safety.
  - Educate participants on local laws and regulations
    - Examples may include recent state laws that affect the ability of LGBTQIA+ individuals to seek emergency healthcare
    - Make sure you’re communicating with local population so you have a good point of contact, and that you’re not trespassing etc.
  - Meet one-on-one with all students, so those who may not feel comfortable expressing their identity and concerns in a group setting can ask questions and needs can be addressed
    - Do participants have different levels of ability and therefore may have different accessibility requirements?
  - Create a risk management plan that discusses risks and processes for mitigation at different field sites and discuss these risks and preparations with lab members
    - Provide anti-harassment training to all participants in a field campaign
- Bystander Intervention: https://www.purdue.edu/odos/care/education/index.html
- From bystander to upstander NIH: NIH VideoCasting - Past Events

- Should push for these to be *mandatory* (field training type thing) for at least one person on the team (ideally everyone)
- Create a field procedure for dealing with incidents
- Supply an official letter of support for all participants
  - Provide other “official” documentation to lend credibility to individuals at various points during the field campaign e.g. in the airport with samples, alone in the field, etc
    - Letter made by dept for anyone to use
    - Dept name badges
    - Work in nationally protected ara require documentation
- Include emergency contact information for multiple people and local allies
  - Having an emergency alert device (not reliant on cell service)
  - Having one in the dept. To lend out to students, make them feel safer in the field
  - Garmin InReach/walkie talkies
- Standardize field trip code of conduct across department trips/activities signed by all participants
  - Remind participants of department code of conduct
- Consider different levels of experience when planning field work, introduce new participants to what they might expect
  - Some individuals may not have the necessary field supplies and equipment
    - Could a department fund or collection be set up for field supplies e.g. hiking boots, backpack, weather-appropriate clothing, etc.? 
    - Can rent some equipment from corec
    - Something the dept is already talking about - yay
- Communicating with participants about miscellaneous issues
  - Does everyone’s insurance work in the place they are travelling to?
    - Do they need to get new insurance?
      - How long in advance would this need to be done?
      - Is this a cost that the participant must pay for or can it be paid through the dept or the funding grant for the trip?
  - Universities often pay for international insurance for study abroad
  - Grad student insurance seems to suck outside IN
  - Vaccinations for travel? - personal expenses?
    - Mike Eddy may have resources
  - How does individual vs dept liability for incidents work?
    - Purdue takes responsibility for property damage (vehicles)
    - No one knows about personal injury
- Cultural competency for all participants on place you are going

**During a Field Trip**
- Daily check-ins at the end of the day (how was the pace, have you absorbed the information adequately, etc.)
- Morale checks
- Having field assistants

**Debriefing after a Field Campaign**
- Having a meeting with all participants to go over what went well and what did not
- Have individual meetings with all participants as well to voice any concerns that may be private
- Report any incidents that may have occurred to proper people
  - *What to do in the event of a serious incident? What paperwork etc. needs to be completed and can this be done by other individuals aside from anyone that may have been affected?*
    - A not-uncommon occurrence that I have heard about from many geologists is getting held up at gun-point by locals near their property. This can possibly affect participants in serious ways (e.g. PTSD). Can the dept provide for costs associated with damages (therapy, hospital bills, etc)
    - Nice to know if the dept cares if they want to do this
- Communicate successes and things for improvement to necessary people in the dept to improve the preparation procedure for future field campaigns
  - Could we implement something that would give the field committee oversight over field campaign prep and debrief, policies, etc? What do they currently do?

**Alternatives to Field camp**
- Other experiential learning
  - Independent studies
  - Lab work
  - Possibility of creating a non-traditional field camp experience where instead of going on 6-week long field camp it becomes a semester course with small trips scattered throughout → although we recognize that this may be more difficult in the Indiana where good mapping sites aren’t close by
  - *From faculty meeting: working on being developed within Big 10 Alliance, implementation date 2022*
- Geophysics field camp that wasn't geology heavy
  - SAGE
- Creating virtual field opportunities
  - GSA disability networks
  - International Association for Geoscience Diversity

**Building an Anti-Racist Lab**
- Developing something similar to an IDP at the beginning of each academic year
- Have something similar to IDP that places responsibility on **faculty** to improve lab/mentorship each year, where the faculty accept accountability for maintaining/improving lab environment and interpersonal relationships

- Develop an IDP-like document for postdocs in our department → perhaps rework the last page of the grad student IDP for this purpose

- Including mentorship maps (or a version of them) into the IDP to allow students an ability to have multiple mentors that serve different purposes (**NCFDD Mentor Map, Multi-Mentor Systems**)  

- Encourage semesterly anti-racism discussions at the weekly discipline meetings (i.e., Gaggle, Crater Cafe, and Storm Snacks)

- Prioritize retention, not just recruitment, of minority students

- Taking the time to learn how to properly pronounce lab members names and learning their pronouns

- Having a group meeting about lab culture at least 1x per semester

- 10 Rules from Chaudhary & Berhe 2020:
  1. Lead informed discussions about antiracism in your lab regularly
  2. Address racism in your lab and field safety guidelines
  3. Publish papers and write grants with BIPOC colleagues
  4. Evaluate your lab’s mentoring practices
  5. Amplify voices of BIPOC scientists in your field
  6. Support BIPOC in their efforts to organize
  7. Intentionally recruit BIPOC students and staff
  8. Adopt a dynamic research agenda
  9. Advocate for racially diverse leadership in science
  10. Hold the powerful accountable and don’t expect gratitude