Due to identity prejudice, certain individuals are at higher risk of experiencing conflict and violence when they are in their workplace. As an aspiring inclusive community, we have a shared responsibility to reduce the risk for vulnerable populations. The goal of this plan is to audit existing field and lab safety strategies and propose improvements that specifically address the needs and concerns of the SE3 BIPOC community. This safety plan will include a code of conduct (CoC) for work in the lab and field, an outline of routes for reporting CoC violations, and policy recommendations for creating a safe work environment.

**Campus - Safety Plan**

**Code of Conduct:**

- We recommend the creation of a Lab CoC template that builds off of the SE3 “Values Into Practice” page.
- The Lab CoC template should be circulated among PIs. Adoption and adaptation should be strongly encouraged by leadership in the school and departments.
- Labs should edit the template to document “unspoken or insider knowledge”, to promote equity and safety within the workspace.
- At a minimum, the Lab CoC template should include sections on Inclusivity and Diversity, Mental Health, Publications, Conferences, Conflict Resolution, Working Hours, Meetings, and Holidays. Relevant sections should include links to university, department, and lab resources and outline reporting mechanisms for CoC violations.
- The Lab CoC template should explicitly express support for participation in DEI work and outline the professional benefits of involvement.
- The Lab CoC template should establish norms for equitably dividing labor around activities such as mentorship, group interviews, and DEI programming. This section aims to ensure that labor is equitably distributed and vulnerable students are protected from abuse of time.
- The Lab CoC should establish avenues for anonymous group feedback and reporting violations.
- CoC resources are abundant, and the Lab CoC template can/should utilize these (e.g. Basin Research Group, University of Toronto - Adams Group, MicroMicEng, WhitakerLab)

**Reporting:**

- [Session 2 deliverable](#)
- [SE3 Reporting Structures](#)

**Safety Measures - We recommend...**

- Implementing department/lab level yearly training that highlights the Lab CoCs, Department Handbooks, and existing reporting structures.
● Creating an informal graduate student-managed handbook with suggestions/best practices for various stages of graduate school.
● Compiling a list of SE3 training modules and their schedule and intended audience.
● Expanding the definition of “safety” on the SE3 Core Values and Practices page to include DEI in addition to mental and physical health.
● SE3 works with the School of Law to ensure that current work to reform community policing practices includes the interests of the SE3 BIPOC community.
● SE3 adapts the Environmental & Health Safety Lab Protocol to address the BIPOC community
● creating a community of practice for each department in SE3 managed by the DEI in addition to existing school mentorship training. The goal of each community of practice is to build continuity between DEI initiatives and openly discuss best practices.

Field - Safety Plan
Code of Conduct:
● We recommend the creation of a field-specific CoC that builds off of the SE3 Field Expectations page and utilizes existing safe fieldwork strategies (Safe Fieldwork, Berkeley Safety Subjects).
● The Field CoC should include language that addresses stereotypes that are traditionally exclusionary of marginalized communities. These include stereotypes and beliefs that falsely suggest that:
  ○ students should have prior/childhood experience in nature or field settings.
  ○ students should be “gritty” or “granola”, and prepared to neglect their usual hygiene or sanitation routines.
  ○ students must be physically able to "keep up" or they will be left behind or excluded.
  In order to address these concerns, we suggest that a DEI member helps build and reviews CoC for each field trip (brought up again in recommendations).
● The Field CoC must include requirements for field leaders:
  ○ Field leadership must generate a site-specific CoC that is approved by the DEI office.
  ○ Field leadership must host an informational session leading up to field experiences that include a discussion of the CoC, basic-skill expectations, and avenues for learning the necessary skills (Outdoor101, Outdoor105, etc.)
  ○ Field leadership must provide mechanisms for anonymous feedback and concerns
● Before participating in fieldwork, leadership must receive a written acknowledgment that all participants have read and understood the site-specific CoC and SE3 Field CoC.

Safety Measures - We recommend…
● SE3 provides more resources for the field safety manager(s) so they can work with the office of DEI and take much of the burden of planning from TAs and Professors.
- DEI office participates in curriculum planning for outdoor classes and field-specific training. DEI participants should make sure the plan also uses appropriate language and expresses the consequences for when CoC is not followed.
- Field leadership conducts a TA meeting that includes previous TAs, the field safety manager, and a member of the DEI office to help the TA best prepare for the experience. TAs should help develop and study the schedule, risk assessment, safety plan, and all additional field documentation.
- Site-specific CoC include safety strategies around traveling that may impact BIPOC community members. It is best to write about certain scenarios and how one could respond to a series of events. We recommend the DEI office or the field safety manager hold simulations for the TAs and students to help them through potential difficult circumstances.
- SE3 conducts a survey (e.g. Climate Survey) to understand student concerns about fieldwork. By collecting data on students' responses, professors will understand how to best improve their classes. Example questions:
  - Have you taken a field trip class at Stanford? Yes/No. If no, why not? (Check all that applies)
    a. I am worried I won’t be comfortable in the field
    b. I’ve never been in the field
    c. I do not think I will learn valuable skills
    d. I didn’t know there were field classes
    e. I feel I won’t fit in with the other students in the class
    f. I fear I’ll slow others
    g. It sounds like too much work
  - If you have taken a field trip class, would you go on another one again? Or how did you feel reflecting on the class?
    a. I wasn’t comfortable in the class
    b. I didn’t learn valuable skills
    c. I didn’t fit in with the other students
    d. I felt I slowed other students
    e. I felt other students slowed me down
    f. It was too unorganized
    g. It was a lot of work
    h. My disabilities were not taken into consideration
    i. I felt singled out
    j. I had a blast
    k. I would join another field trip class
    l. The class felt unsafe
- In a remote or uncontrolled environment, SE3 requires EMS training requirements according to risk assessment of work. (i.e. Wilderness First Aid, Wilderness First Responder, Emergency Medical Responder, Emergency Medical Technician, etc.)
- SE3 required driver-safety training for all potential drivers and establish a policy for driver accidents, insurance, and protections.
• Field leadership intentionally varies the identity of leadership/TAs to promote varied resources for mental health support.
• SE3 establishes requirements around unstructured free time in the field so that participants feel comfortable taking time for reflection, recovery, and self-care.
• SE3 encourages field leadership to explore mental health resources that are available at the field site.