Deliverable: Develop and publish a safety plan specific to your pod (lab, university, organization). This safety plan should include a code of conduct as well as a process for reporting violations, as covered in your Complaints and Reporting Policy deliverable from Session 2. Outline training resources that are available and requirements for antidiscrimination, bystander intervention, and de-escalation training. For field work, include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training.

Questions to consider:

1. Where is your work done? Are these spaces uncomfortable or unsafe for people of color?

2. 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?

Training

- Repeat training for Implicit bias (how many times?)
- Seminar/colloquium series
  - Dedicate a slot for implicit bias training, sexual harassment training
  - Maybe make these trainings mandatory
- Include trainings in ethics training or through progress report
- Training for undergrad students
  - Build into capstone
  - The earlier the better
- AMS
  - Professional development

Inclusivity

- Updating websites
  - Including statement of diversity
  - Including pronouns in people’s bios
- Departmental events to make people feel welcome
  - Picnic
  - Find ways to make these events more inclusive
- Get to know you bingo
- Trivia night
- Team building exercises
UW AOS-SSEC Podlet 2 Deliverables

Develop and publish a safety plan including a code of conduct as well as a process for reporting violations as covered in Session 2’s deliverable. Outline training resources and requirements for antidiscrimination, bystander intervention, and de-escalating training. For field work include a racial risk assessment of sites, a pre-departure checklist of discussions within a field team, procedures for documenting incidents in the field, as well as additional required or supported training.

- Code of conduct should be established with all UW Pods together

- Complaints and Reporting (from Session 2)
  - Current policies
    - SSEC: https://groups.ssec.wisc.edu/employee-info/hr-staff-resources/equity-and-diversity/overview#help
    - AOS: https://www.aos.wisc.edu/academics/graduate/handbook/grievance/
      - Additions to current policies: procedures for documenting incidents in the field,
  - Reporting https://aos.wisc.edu/academics/graduate/handbook/discipline/
    - Formal
    - Informal
      - List of contacts for formal and informal contacts readily available for reporting in the department
      - Make reporting resources readily available (improve transparency)

- Training programs
  - Recommend conducting WISELI Bias training (Session 2)
  - Recommend creating a required class for undergraduates and graduate students regarding ethics in science as well as bias training and history of the field (Session 3).
  - Recommended bias training for selection committee members (Session 5)
  - Additional training (antidiscrimination, bystander intervention, de-escalation training):
    - https://hr.wisc.edu/professional-development/programs/inclusion-at-uw/bystander-intervention/
      - This is only for UW-Madison faculty and staff... but I wonder if we could request one that could include graduate students
  - from Michael Morgan to everyone: 12:35 PM
    - https://www.psychologicalscience.org/observer/words-to-action
  - from Michael Morgan to everyone: 12:50 PM
    - https://serc.carleton.edu/advancegeo/resources/codes_conduct.html
    - https://serc.carleton.edu/advancegeo/workshops/index.html
• Field work
  o Racial risk assessment of sites
  o Pre-departure checklist of discussion for a field team (including group expectations/guidelines, bystander training); follow up with a post-field debrief
  o Procedures for documenting incidents in the field
  o Field work buddies (assign a buddy system for communication/reporting that is not necessarily an authority figure)
  o Consider an identification/badging system to establish clearly who is supposed to be there and when

• Additional action items recommended based on interview and readings:
  o Through the DEI department committee, create a department program similar to URGE including speakers, workshops, etc. that can be followed on through discussions in individual research groups
  o CODE OF CONDUCT (mentoring): Have faculty and graduate students have a discussion on the development of a mentoring plan with the ultimate goal of establishing a mentoring plan for each research group to establish two-way guidelines and expectations with students as they enter the group
  o Establish work buddies: graduate student buddies when they come in to the department
  o Create working groups across faculty to reduce unequal burdens that come up when BIPOC folx disproportionally take on DEI work
  o As individuals, reflect on the readings to determine where you sit as a mentor in terms of collectors, nightlines, and allies
Podlet 3 acknowledges the need to continue to develop a code of conduct beyond the URGE timeline. The following presents ideas that we would like to develop to produce a code of conduct for the AOS department. Most of our discussion focused on where and how the code of conduct would be presented.

Idea pending.

(Things to include in this deliverable as outlined by URGE deliverable document: Safety plan, Code of conduct, racial risk assessment, documenting incidents)

**Code of conduct**

We agree that there should be a department level code of conduct. The code of conduct would be made available on the AOS website, and it would be important to have visible reminders of this code of conduct throughout the AOSS building and prior to colloquium and seminar talks. We will also produce a simplified graphic/visual code of conduct that can be displayed at the beginning of seminar and colloquium talks, and also used in classes and faculty meetings. We believe that having a visual reminder of a code of conduct would promote more respectful dialogue and questions in settings where there also may be power differential, such as graduate students and faculty, or new faculty and tenured faculty.

The code of conduct would describe the set of expectations of behavior within the department. By having these expectations clearly communicated and available, it will hold the department accountable and help individuals recognize what behaviors are unacceptable. This is especially important for BIPOC and individuals new to navigating the power structures in academia and may not know how to report or what constitutes inappropriate behavior.

We also discussed the need for a separate document/expectations for behavior and conduct in settings outside of the department: field work, conferences, academic social events. We will work on drafting these documents and seeking input from students, faculty, staff, and other community members following the end of the semester as one of our follow-ups to URGE.