I. Spaces that have barriers to access for people of color:

A. Field work, including shipboard
   1. Field spaces that are situated in majority White areas and/or have histories of racist violence. In Long Island, NY, this unfortunately means numerous areas have higher risk of racist encounters.
   2. For international field work, non diverse places may also pose risk for students of color but should be assessed on a case by case basis.
   3. Shipboard spaces, particularly for days-long cruises on small vessels, where there is not a history of diversity among either crew or science party and effort has not yet been focused on training for crews or scientists working in these tight quarters.

B. Laboratory space and General Campus
   1. Working late nights in office or lab spaces on campus can be unsafe. For the Earth and Space Sciences (ESS) building, for example, the first floor is often used as a public area where groups that are not part of the Geosciences or Physics department meet. Coupled with the lack of locking up specific floors or building entrances, it allows any person to freely walk through the building. During URGE discussions, an experience of observing a stranger late at night in the department hallways was shared.
   2. A geosciences student was removed from their working area without cause by University Police who were patrolling the Earth and Space Sciences building on foot after hours. This student was authorized to be in the building after hours and had keys to enter their workspace and lock it upon departure. University Police have removed students from their working areas without apparent cause.
   3. Account taken from the student “On University Police Interactions” anonymous google form established August 2020: campus police
were alerted by an automatic alarm system in ESS room. Interaction was uneventful, but as the anonymous writer has previously directly experienced police violence, this was triggering and would affect the work continuation that night. During the URGE discussion, an account of a negative experience from room alarms going off accidentally was discussed.

C. **Consider: where is our work done? Are these spaces uncomfortable or unsafe for people of color?**; **What training does SBU require or offer?** How often? Do you find this training effective? **What would you introduce to make it more effective?**

1. Unaware of any highly recommended or mandatory field/work safety training other than that which relates to research subject ethics (i.e., IRB for human research and IACUC for animal)
2. Some labs may offer safety guidelines or training independently, but there does not seem to be explicit expectations to do so.
3. In many cases, researchers/ trainees seem to be the sole entity responsible for ensuring their own safety during research.

II. **Safety Plan:**

A. **Code of Conduct - starting from Basin Research Group code**
https://docs.google.com/document/d/10y7TP48ik1rcQBPA5Do8mZM7DJ5EbF0hyWP-csgb1QE/edit

- 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.
Reasonable interactions also include questioning during presentations within our department. Questions should focus on the scientific work that is being presented.

- Be mindful of talking over others when discussing in groups, and be willing to hear out the ideas of others.
- Prepare yourself to be able to provide support, for example as an active bystander, to any coworker who experiences harassing behavior from other coworkers or from the general public encountered in the course of fieldwork.

B. Process for reporting violations

- Everyone is encouraged to engage trusted coworkers, faculty, supervisors, or staff to informally address minor violations whenever possible. If an outside perspective or mediator is desired or required, the Ombuds Office is available to all https://www.stonybrook.edu/ombuds/

- If an informal approach is not possible or appropriate to address violations of any type or scope, graduate students may choose to use graduate program grievance policies, if they are comfortable doing so.
  
  https://www.stonybrook.edu/commcms/academic_integrity/students/filing-a-grievance.php#:~:text=Grievances%20should%20be%20put%20in,month%20of%20the%20alleged%20impropriety.

- Formal reports pertaining to sexual harassment and misconduct can be made online at https://www.stonybrook.edu/commcms/oea-equity/resources/complaint_intake_form.php or in person to Marjolie Leonard, Director, Title IX and ADA Coordinator.

C. Training resources available and requirements for antidiscrimination, bystander intervention, and de-escalation training

- De-escalation Training* - https://www.stonybrook.edu/commcms/police/programs/deescalation

*Note: Both programs are offered by the Stony Brook University Police and given the national discourse on police brutality and historical lack of trust, consideration should be used when recommending these programs.
The idea behind including the self defense and de-escalation training is for BIPOC students to learn skills that may help them feel safer and more empowered to work in potentially risky areas. At this moment, these are only offered by the University Police and we recognize that using this resource can be uncomfortable and triggering to BIPOC students. A possible alternative that field work organizers can consider is to communicate with the SBU Martial Arts sports club and inquire about workshops that can be offered.

The University Ombudsman Office Workshops:
- Communicating During a Crisis
- Enhancing Communication
- High Conflict Behavior
- Tools for Resolving Conflict
- Team Building
- These workshops are catered to general working environments (e.g., an office) but the skills learned may be useful for those engaging in field work.

Recommendations for how to improve resources:
- SBU should provide trainings with agencies that are not the University Police.

D. Field Work

1. Definitions:
   - At-risk identities: refers to members of minority groups in reference to race/ethnicity, sexual orientation, disability, gender identity, and/or religion (Demery and Pipkin, 2020)
   - BIPOC: Black, Indigenous, People of Color

2. Racial risk assessment of sites (Demery and Pipkin, 2020)
   - Discussions between colleagues, supervisors, and students about field site risks, preparations to minimize risk, and reporting mechanisms
   - Contact others who have worked at the same site as to gather their experiences, particularly contact those who share an at-risk identity. Field site managers should be contacted as well and should be notified of when and where you will be at a specific location.
   - Document all known cases of risk at that location.
   - Create site specific assessments and procedures. Be aware of laws, customs, degree of law enforcement, and current political situations. This is especially important when the field site is international.
3. Pre-departure checklist of discussions with the field team:
   ● Review and update the relevant field risk management plan.
   ● Be sure all have appropriate credentials and contact information. Visible credentials include photo ID and permits. Additional ID should include institutional affiliation.
   ● Prepare an incident reporting form.
   ● When working around residential areas, it is recommended to make introductions to neighbors or to leave short notes informing them of the research being conducted and who will be conducting them.

4. Procedures for documenting incidents in the field:
   ● Treat it as a work injury: report to supervisor, field site manager, and fill out incident report form.

5. Policies and procedures for field school in the Turkana Basin are developed in cooperation with the Turkana Basin Institute (TBI), who maintains these documents and provides them to students and teachers prior to travel for field school.

6. Additional required or supported training:
   ● We recommend that all department members who host or participate in class field trips create a field risk assessment and management plan that can then be shared with all students.
   ● Safety vests or other visible identification is recommended for all field trips.

E. Safety on Campus Recommendations
   1. We strongly recommend a review on the necessity of existing alarm systems for rooms in the ESS building.
   2. Accessibility of the building for studying purposes after hours must be considered whenever future revisions of the building safety are done. We recommend having study areas that are both accessible after hours (by key or key card), free of alarms, and have protocols in place for not having police involvement without real cause. Have and disseminate a contact list of other entities that can be called to address minor issues before involving University Police.
   3. University Police presence within the department should be limited to specific causes. Establish protocols for safe student-faculty-staff interactions with University Police when they are conducting foot patrols of the ESS building after hours. Establishing such protocols may require dialog with University Police leadership. Any dialog with University Police on this matter should be focused on the
safety of students, particularly BIPOC students, and maintaining accessibility to the department workspaces.

4. We have not come to consensus on University PD involvement with the department. We understand that patrols may be important (and possibly out of our control) for safety of laboratory equipment and personnel in extreme situations, but their presence may be detrimental to the safety and well being of BIPOC students/faculty/staff that may be present in the department. Further discussion for this is recommended.