This is a set of guidelines to promote field safety modified from Demery & Pipkin, 2021 by U of Idaho pod at University of Idaho.

Researchers:
1. Talk with colleagues and supervisor(s) about the risks, preparations to minimize risk, and reporting mechanisms. If a supervisor is dismissive of this conversation, individuals should reach out to additional mentors, institutional or industry advocates (e.g., ombudsman, Equal Employment Opportunity officer, Diversity and Inclusion administrators, Student Disability Services, or other trusted professionals to have this conversation.
2. The scale of risk can be higher at international field sites (e.g., identities may be criminalized). At minimum, be aware of and abide by any international laws and customs in addition to local foreign laws, current political situations, actual degree of law enforcement, and mandate a conversation between researcher and supervisor to establish an emergency contingency plan.
3. Contact others (especially those who share an at-risk identity) that have previously used a field site at a location where there is a history of risk. It is recommended that researchers document all known cases of risk at that location.
4. Take advantage of training opportunities to increase field safety and promote awareness (e.g., self-defense courses, first aid, safety aids, cultural history course about the location of the field site).
5. Know who manages the field site(s) and inform the field managers when/where you will be at those locations.
6. Introduce yourself to the neighbors surrounding the field property, or leave a short note informing neighbors about research being conducted at nearby locations and who will be conducting the research. It is advisable to also include contact information, preferably information that clearly demonstrates affiliation with the research institution to provide additional credibility.
7. Engage in fieldwork with another person, when possible. When this is not possible, have a point of contact (preferably the supervisor) who is aware of your whereabouts and expected schedule on a given day. A written communication plan that gives notice of field plans is another way to maintain communication with a point of contact.
8. Always carry credentials in case someone challenges why you are at the field site. These include photo ID (driver’s license, passports, institution ID), and relevant permits. Any additional form of identification that clearly demonstrates affiliation with the research institution can also be helpful (i.e., University apparel, institution bumper stickers/car magnets, etc.).
9. Wear professionally-identifiable clothing such as high-viz outer wear or attire with the company or University logo.
9. If at any time you feel unsafe, you should contact your supervisor to discuss ways to modify the project. While supervisors work closely with researchers, they often do so outside of the field site, and
therefore may not know of the risks and dangers therein encountered. It is paramount that at-risk individuals advocate for themselves.

In the event that an at-risk individual’s supervisor is unwilling to help minimize risk, the individual should leverage available resources at their institution:

1. Have a support group for
   1) reporting and documenting risk
   2) gathering witnesses to help showcase the level of threat. The support group might range from peers, a counselor, to established institutional services.

2. Report the risk and the supervisor, following the institution’s established reporting policy or office. This report can include documentation of the risk (for example, recordings of a verbal altercation, written correspondence of an inactive supervisor, photo documentation of a slur, etc.).

3. Reach out to the departmental officer in charge of reporting situations to higher echelons of administration who would provide administrative and legal support for the researcher. There are laws in place to maintain the safety of researchers.

**Supervisors:**

1. Self-educate on the experience of your team member’s identity, and the corresponding risk that they may encounter in the field. This does not involve asking researchers to relive trauma surrounding their identity as a source of education. Rather, use available resources to self-educate. First-person accounts and resource compilations are available [See Additional Resources below]. Furthermore, self-educate on the politics, demographics, and culture of the areas surrounding established field site(s), in order to be fully aware of potential risks.

2. Prior to fieldwork, contact relevant institutional offices for risk management on how to best manage risk in the field and identify resources for researchers to identify the social landscape in which the field site(s) is(are) situated and identify potential risks.

3. Create a field risk management plan that discusses risk at established field sites. This document should detail potential risks and identify mitigation(s) for that risk. This document should also act as a living document for recording safety incidents. Copies of these should be carried with fieldworkers on their person as well as left in the workplace/lab.

4. Provide materials to clearly identify researchers and their purpose (e.g., signs for vehicles and field sites, safety vests, etc.). These items should be provided for the researcher so that their use is easily implemented.

5. Have a conversation with all research team members on the risks and preparations to minimize risk. This can include a statement that certain demographics may be at higher risk, and that the supervisor is available to discuss with any researcher about concerns and proactive measures. Educational resources, such as this document should be made available to all researchers, who can then self-select to engage in a conversation about safety issues surrounding their specific identity(ies).

6. Create a time and space to talk to research team members specifically about fieldwork safety concerns in advance of the field season, and touch base with them throughout the season to address new concerns. As a reminder, this is an uncomfortable reality and merits the need to establish a space and time for both parties (researcher and supervisor) to be ready and willing to engage in this important discussion.
7. Even after education, supervisors that do not share the same identity as their researchers will be unaware of all potential risk to researchers. If researchers bring up potential or experienced risk, validate their experiences and assist in modifying the project so that they can safely continue conducting research.

8. The scale of risk can increase dramatically in an international field site. At minimum, be aware of and abide by any international laws and customs in addition to local foreign laws, current political situations, actual degree of law enforcement, and mandate a conversation with the researcher. Furthermore, this conversation should include allies in the field - collaborators/supervisors at the international field site – to discuss any safety concerns that the researcher may not be aware of.

9. At established field sites, introduce researchers (via email or in-person) to the manager of those locations, if they exist. If there are multiple managers, researchers should be introduced to each manager to minimize any miscommunication that could lead to increased risk.

10. When possible, show new researchers established field locations, teach them about the specific concerns of that field location, and inform them of the resources in accordance with established safety plans. The resources should have contact information about field site personnel relevant to research and safety (e.g., contact information of the local police department).

11. Assist researchers in establishing safe housing accommodations before arriving at the field location. A safe and secure housing location includes the following: researchers are able to secure food, safe travel to and from field sites, and supportive points of contact in the local community.

12. Review and agree upon fieldwork and safety plans with the researcher before any fieldwork begins.

13. Actively engage with researchers on how to reorganize fieldwork practices if and when there are restrictions on movement; for example, local ordinances limiting activity (i.e., curfew, stay-at-home orders, etc.).

**Departments:**

1. Make a general field safety, harassment training and first aid course available and mandatory for all researchers to attend in the institution/department.

2. Make a list of resources available about diversity in the sciences, barriers to entry in the sciences and safety concerns (See References).

3. Regularly reevaluate all current department and institutional practices to remove barriers to inclusion in safety practices. Develop a proactive plan to alter detrimental (anti-inclusion and equity) practices and document the process to increase transparency of decision-making.

4. Inform and advise supervisors and research groups about the benefits of acting responsibly and with care, as well as legal and social ramifications if they fail to invest in researcher safety during university-sanctioned fieldwork.

5. Provide training to supervisors on how to be an effective mentor to diverse individuals. This training should provide clear lines of communication for anyone conducting fieldwork, regardless of the researcher's institutional affiliation (e.g., a visiting researcher working with faculty and field sites managed by the institution).

6. Ensure field course locations and housing are appropriate, safe, and equitable for all identities. Solicit regular, anonymized feedback from field researchers to determine the climate and safety of field sites and accommodations, and engage supervisors in responding to this feedback.
7. Ensure that all department- or institution-managed field sites are clearly labeled as a part of the institution. On this signage, include acceptable activities allowed at such locations (e.g., birdwatching, dog walking, no public access).

8. Collate information on all active or newly established field sites throughout the year and provide this information to relevant police departments. Due to the sheer volume of field projects occurring at a single time, this cannot feasibly be accomplished by supervisors and researchers. Supervisors or individual researchers should only have to contact specific law enforcement if the field site(s) was(were) not a part of this initial package.

9. Supply an official letter of support for researchers doing fieldwork with contact information. This provides additional credibility to the researcher, if and when they are approached and challenged.