For URGE Session 6 “Racism and Inclusivity”, the UF Pod reports findings and proposed changes/improvements for designing methods to implement anti-racist policies and strategies in Safety Plans and when working with colleagues of color. We divide the document into the following sections: 1) conducting research in the lab and at the office, 2) conducting research in the field, 3) working with colleagues of color.

We solicited comments from the Department of Geological Sciences Faculty on lab and field practices for safety and inclusivity. In total, we had four Responses from GLY (three from Faculty members and one from a Graduate Student) and x from GEO. Responses are quoted within the sections.

1. Conducting research in the lab and at the office
1.1. Summary of Pod Discussion
URGE UF Pod members consist of individuals from various labs in UF GLY and GEO Departments. Each lab group is different, they can be diverse in size, power dynamic and tradition, racial/ethnic makeup, sexual orientation and gender identity compositions, religious affiliation/identity compositions, etc. It is very difficult to start antiracist conversations in Labs or groups that are not racially or otherwise diverse because it can be seen as accusatory. However, this type of discussion/reflection is likely most important in these labs. Labs are not only for learning science, but they are also where students learn how to be professionals, including career skills like cooperation, networking, patience, inclusiveness, fairness, expectations, and power dynamics.

1.2 Code(s) of Conduct for UF as a whole, and GEO/GLY Labs:
Faculty, graduate students, and undergraduate students at UF each have their own handbook or catalogue that identifies appropriate and acceptable behavior (http://handbook.aa.ufl.edu/; https://catalog.ufl.edu/graduate/; https://dso.ufl.edu/resources/student-handbook/).

For faculty: There is not an explicit Code of Conduct for the University, but the Employee handbook outlines many things that would be included in a Code of Conduct.

For students (graduate and undergraduate): The UF Student Code of Conduct and the Orange Book exhaustively outline what is expected/required for students in terms of academic integrity. The undergraduate student handbook details socially acceptable/unacceptable behavior (e.g., alcohol and drug use, behavior at UF events).
Neither UF GLY nor GEO Grad student handbooks have a code of conduct in them: https://geology.ufl.edu/files/Graduate_Handbook_2014-151.pdf; https://geoq.ufl.edu/files/Graduate-Student-Handbook-Fall-2019.pdf and it seems that while both Departments have Diversity Statements, neither has a Code of Conduct.

Example Codes of Conduct:

- https://serc.carleton.edu/advancegeo/resources/codes_conduct.html
- An example from a UF lab: https://sessalab.biology.ufl.edu/codeofconduct/
- Another example from the URGE Deliv instructions: https://docs.google.com/document/d/10y7TP48ik1rcQBPA5Do8mZM7DJ5EbF0hyWP-csgb1QE/edit

1.3 Process for reporting violations at UF, in GLY, in GEO:
There are several offices that process complaints and “regularly collaborate,” including: Employee Relations, UF Title IX Office, UF Privacy Office, UF Office of Internal Audit, UF Compliance and Ethics, and more. More specific detail is in general not given (https://hr.ufl.edu/manager-resources/employee-relations/employee-inquiry-and-complaint-procedures/complaint-filing-options/)

The Employee Relations Complaint Reviewers are shown online (https://hr.ufl.edu/manager-resources/employee-relations/employee-inquiry-and-complaint-procedures/meet-the-er-investigators/)

Reporting Violations in the Geology Department

- According to Geology grad student handbook, reports cannot be made online and must be made in the department prior to going to the University. If complaints must be made in person, anonymity is difficult.
- Complaints to the Chair or executive committee about faculty are sent to the CLAS Associate Deans office. Complaints about students are sent to the Dean of students and the CLAS Dean’s office.

Reporting Violations in the Geography Department

- Reports can be made anonymous Diversity, Equity, and Inclusion feedback can be made here: https://geog.ufl.edu/diversity-equity-and-inclusion-feedback/
- Feedback submitted through the online form is sent to the chair of the DEI Committee, who is currently Dr. Joann Mossa. Email and/or Teams messaging is used to share the situation with the DEI committee for immediate discussion and feedback is discussed at a DEI committee meeting.

More detailed description of processes and policies for reporting at our organization are described in our deliverable #2.
2. Conducting research in the field, GLY and GEO

2.1 Courses in GLY which include Field Trips:

The GLY Department at UF offer several courses which take undergraduate (UG) students, Faculty and Graduate TA’s to field excursions within the State of FL, as well as other states in the U.S, and countries outside the U.S Some of the places where fieldwork takes place might be potential risks for BIPOC, indigenous, or international students, due to historic/cultural contexts. An important and often recognized example when driving through the rural south or southwest are seeing displays of the Confederate battle flag, or “stars and bars” on homes and businesses. This has the potential to be triggering to Black students and others. Monuments of U.S. military figures, westward expansionists, colonists (or settlers), “captains of industry”, and/or pioneers may have similar triggering effects on indigenous students. We as URGE POD consider it is important to communicate the member of our community these potential risks and minimize them.

Regular field trips in our department include:

- Physical Geology and Florida Geology- 1-day field Trips within Gainesville Florida and the Alachua County, namely to anthropogenic drainage ponds outside of corporate big box stores, and the Alfred Ring Park, which shows natural and modified geomorphology and sedimentary geology of Hogtown Creek.
- Geomorphology- 1-day Field Trip to Coastal places in Florida.
  - From a member of the Geomorphology Lab: “Our field work typically consists of travel to relatively popular beaches to collect topography data. We do this using GPS equipment that we strap on our backs, which often draws confused looks from people enjoying the beach or even leads them to approach us to ask what we are doing. I can see how this could make a BIPOC individual uncomfortable or even lead to issues with people not treating a BIPOC individual nicely. Given some of the things we’ve read this week, as a lab group we should all make sure we carry UF identification and make it very clear that the equipment is being used for research, for example by labelling it as such. We could also make a buddy-system policy to keep anyone from being uncomfortable, BIPOC or not. We have not ever openly shared any lab group safety procedures in our lab.”
- Field Methods & Structural Geology- each have a 4–7-day Field Trip to the southern Appalachian Mountains in Tennessee, North Carolina, and Virginia. Two days for each trip are spent driving crossing ~4 states in South-Eastern U.S.
- Special Topics on Field Geology: International Trip to the Bahamas or Trip to the Death Valley National Park (U.S.)
- Economic Geology - GLY 4930: Day trips to local (north/central Florida) geology workplaces including phosphate and aggregate mines and groundwater well
installation and monitoring sites. Locations vary by year, depending on availability and interest from industry contacts. Safety plans are provided by the workplaces, but the course doesn’t have one. However, this course recently introduced a dedicated module on geoethics which includes considerations for field work including culturally respectful behaviors and prioritizing safety.

To our knowledge the courses listed above do not have Safety Plans addressing potential racial/identity risks within the field. Some do not have any kind of safety plans that are shared with students.

- Summer Field Camp –6 weeks Field Trip across different States in south and southwest U.S. Driving from Gainesville through Florida’s panhandle through the Gulf of Mexico States and across Texas to New Mexico (via I-75 and I-10) and other roads. In New Mexico we travel from Carlsbad through Albuquerque to Taos, where most of the field course takes place. This course has a ‘Statement of Personal Responsibility and Code of Conduct’ which has to be signed by the course attendees, which calls special attention to:

1. **Respect the People:** We shall not, and you shall not, discriminate on the basis of gender identity, race or ethnicity. Treat each other as you would wish to be treated. Respect opinions, respect choices and offer support where needed.

2. **Respect the Earth:** We are not conquering the field area, we are learning about natural exposures of rock. When permissible (ask first!), you may collect small samples required for your assignment. You will carry food, water and snacks into the field area. You are required to carry out and properly dispose of all trash associated with field work. As nature calls, you will agree to carefully bury and/or cover your ‘work’. We encourage you to bring biodegradable tissue with you in the field.

3. **Respect the Property:** We will be working on both public and private lands. We will treat both equally. You will work only in the designated areas. Access to private land is secured ahead of time. We will inform you of any requests that the landowners have made. You will follow those rules. Public lands means that the land is shared by all. Treat it with care so that others who follow can enjoy the land.

4. **Respect Tribal Lands:** In New Mexico and throughout the Southwest, tribal lands are clearly marked. If you trespass, you will be prosecuted under tribal laws (not US laws). In the past, we have been granted limited access to tribal lands. We are asked to communicate our non-invasive discoveries to the leaders. All fossils, rocks, art everything shall remain undisturbed unless otherwise approved by tribal council or leaders.

5. **Know Where you are:** Boundaries between public/private/tribal lands are not always marked. Sometime boundary fences fall and sometimes the boundaries are just maps with no clear on the ground markers. Your instructors know the boundaries and will outline the working areas ahead
of time. Do not stray into unapproved regions. Do not cross a fence unless explicitly cleared to do so.

Taken from: Statement of Personal Responsibility and Code of Conduct 2019 for Field Camp.

2.2 Additional fieldwork done by members of GLY
Additionally, Faculty and Graduate Students do Fieldwork in places inside and outside the U.S. (see Deliverable 4 for more information).


The document states that: “as University of Florida personnel, we are obligated to abide by UF rules which prohibit discrimination against any person on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, gender expression, gender identity, gender transition status, sex- or gender-stereotyping, pregnancy, physical or mental disability, medical condition, genetic information, ancestry, marital status, citizenship, or protected veterans. These prohibitions stem from the scope and definitions outlined by the Department of Education’s new Final Rule as a “Title IX violation” (see https://titleix.ufl.edu), with which all team members should become familiar.”.

3. Training Resources at UF
3.1 Official Training from UF (https://mytraining.hr.ufl.edu/)
New employees (and students?) are required to take an “Understanding Bias” training module. It is ineffective and doesn’t really seem to accomplish much. Occasionally, faculty are assigned training modules that address some aspects of de-escalation, but mostly in the context of mental health. There are occasional optional training opportunities as well.

3.2 Informal Training Resources
More direct, robust and high-impact training can be accessed through the grassroots Alligator Ally Skills Network, which originated in the Forestry and Ecology Dept, but is open to everyone. This group offers monthly meetings with presentations, scenario training, listening sessions and more hosted by a diverse and inclusive team.

4. Working with Colleagues of Color
The UF Geology department recognizes that we have significant work to do in the area, and do not have significant department-wide resources such as best practices to share. Instead, we offer the following example of an individual lab’s actions to recruit and support People of Color in her lab.
4.1 Example of current work by individual labs or PIs
Dr. Amy Williams Life on the Edge (LotE) Lab has this list of Current Actions to increase the participation of Colleagues of Color with the LOTE Lab.

1. “Publish papers and write grants with BIPOC colleagues – I have been working with BIPOC folx in both of these endeavors for several years and am looking to increase the number of BIPOC with whom I collaborate through conference networking
2. Evaluate the lab’s mentoring practices – as lab PI I have been attending workshops and have increased my reading of IDEA literature to improve my lab’s mentoring practices using confirmed techniques from the literature
3. Amplify voices of BIPOC scientists in your field – I routinely share on social media research updates from BIPOC. I have written letters of recommendation for promotion of BIPOC folx. I need to do more.
4. Intentionally recruit BIPOC students into the lab group – I have recruited and accepted in to the LotE Lab the first black graduate student in the department in many years. This summer I will be hosting a latinx undergraduate researcher from another institution. Over the course of my career thus far I have worked to recruit and work with students who represent BIPOC, latinx communities, and women in the sciences

5. Proposed Action Items related to Safety Plans and Working with Colleagues of Color:

For lab and on-campus spaces:
- Encourage each working group and lab in the department to articulate safety plans, actions and goals for working with Colleagues of Color. Share the list from Dr. Williams (section 4.1) with the rest of the Geology Department as a potential resource and conversation starter.

- Encourage faculty and lab managers to add safe space statements (with clear details of what that means) to lab group webpages, lab doors, or other high-visibility locations in their labs.

- Once safety plans and guidelines for safe and respectful labs are in place, make sure new hires, faculty, staff and grad students understand lab rules regarding interpersonal interactions, and make sure the new person understands the concept of safe spaces, as defined by lab policies.

For field work:
Based on the current field-work activities of our community, and taking example from previous research (https://www.preprints.org/manuscript/202008.0021/v1) we propose the following for all field courses or field research:

- Develop safety plans that include racial and other identity-based risk assessment of sites by:
  a. Identifying the potentially at-risk individuals
b. Make plans to minimize the risk for these individuals. If risk cannot be reasonably minimized, re-asses the need to visit that location.

- Execute a pre-departure checklist of discussions within the field team to:
  a. Inform the field group of situations to be aware of. Make sure everyone feels safe participating given the potential risks.
  b. Study the code of conduct and make sure everyone understands they are accountable to it.
  c. If a code of conduct does not exist – write one! Perhaps a departmental template could be developed that could easily be adapted to each trip.