



## Unlearning Racism in Geoscience



UNIVERSITY OF  
SOUTH FLORIDA  
College of MARINE SCIENCE

### USF College of Marine Science Field Safety Plan Checklist

Field work is an important aspect of ocean science research. This document outlines recommendations that each team member should consider when planning field work to safeguard the physical and mental wellbeing of all participants. The goal of this Field Safety Plan Checklist is to facilitate discussions regarding safety hazards and risks (including how people are treated), appropriate precautions, communication, incident reporting options, and emergency procedures. Given the interdisciplinary and diverse nature of research performed at USF-CMS, the checklist is not meant to be an all-encompassing safety list. **Group leaders are responsible for adjusting the checklist and safety plan as needed for their specific needs and preparing their team, as much as possible, for any issues that may arise.**

#### Fieldwork planning checklist

\_\_\_ Written Field Safety Plan

The recommendations and considerations listed below should help teams develop a written safety plan (see Appendix A: Field Safety Plan template). See appendices B-G for other resources.

#### *Team Dynamics and Personal Safety*

\_\_\_ All team members discussed the USF-CMS code of conduct and field site conduct policy

\_\_\_ All team members are aware of how and who to report misconduct incidents at the field site and USF reporting mechanisms

\_\_\_ All team members have information on how to address harassment, discrimination and bullying. The following trainings are important to ensure inclusive and positive team dynamics:

- Anti-harassment training
- Anti-discrimination training
- Bystander intervention training
- De-escalation training

\_\_\_ Personal safety risks evaluated and contingency plans in place

- Buddy system arranged

- Risk assessment for at-risk individuals performed. At-risk individuals include those with minority identities (race/ethnicity, sexual orientation, disability, gender identity/expression, and/or religion)
- Destination's social and political climate evaluated
- Destination's social norms discussed (e.g., in certain countries, physical contact of any nature may be misconstrued and can result in arrest; in some countries sexual orientation may be criminalized)

\_\_\_ Safety provisions discussed and available to team members

- Special medical needs of team members discussed with team leader
- Available communications discussed (Internet, cell phone, radio, satellite phone)
- First aid and health kits assembled and available

\_\_\_ Field site locations and housing discussed with team members

- Team is aware of whether or not accommodations are appropriate, safe and equitable for all identities.

### *Research Hazards*

\_\_\_ All team members are aware of how and who to report safety incidents at the field site

\_\_\_ All team members have the necessary training to conduct research activities

- Team members are familiar with necessary equipment and protocols
- Team members are familiar with chemical and physical hazards associated with research activities
- Standard Operating Procedures for field research activities available to team members
- USF Scientific Diving Certification

\_\_\_ All team members have the necessary safety training

- CPR and First Aid (team leader and at least one more member)
- USF Boating Safety Course
- Biosafety training (USF Research Integrity and Compliance)
- USF EH&S safety training up to date
- Fire prevention safety training

### *Research Cruise Considerations*

\_\_\_ All team members are aware of safety procedures in the research vessel

\_\_\_ All team members are aware of reporting procedures in the research vessel and know points of contact on land

### *Other considerations*

\_\_\_ Necessary research permits have been acquired

\_\_\_ Official letter of support for researchers doing fieldwork with contact information

\_\_\_ All team members have travel authorizations from USF-CMS

\_\_\_ Insurance coverage verified/discussed

\_\_\_ Destination-specific health advice discussed (e.g., vaccinations)

## Appendix A: Field Safety Plan Template

<b>Field Site Location:</b>	<i>Descriptive name of research location (e.g. Carrizo Plain, CA; Tortuguero, Costa Rica)</i>		
<b>Activity Description:</b>	<i>Type, length, and purpose of activity (e.g. hiking 3-4 miles, collecting specimens, etc.)</i>		
<b>Plan Created for:</b>	<i>Name of Research Group / Course / Trip Leader</i>	<b>Date of revision:</b>	<i>Mo-Day-Yr</i>
<b>Date(s) of Travel:</b>	<i>Start date, duration, expected return to campus</i>		

This safety plan, prepared by [UC Berkeley EH&S Office](#) and adapted for USF-CMS, should identify fieldwork hazards, as well as precautions and actions to address and mitigate those hazards. **Instructions:**

1. Complete this field safety plan: insert specifics for your site and operations, delete irrelevant sections.
2. Complete appropriate training for your site and operations (e.g. first aid, task-specific training).
3. Obtain immunizations and prophylaxis for your destination, if applicable (schedule 8 weeks in advance).
4. Hold a pre-trip meeting with your group and/or supervisor to review your field safety plan, travel logistics, pack list (including first aid kit), personal safety and security concerns, and any remaining training needs.
5. Submit required travel documents to USF-CMS travel (Elisha M. Evangelisto, [eevangelisto@usf.edu](mailto:eevangelisto@usf.edu))

Site Information	
<b>Location</b>	Latitude: <b>XX.XX (from GPS/Map)</b> Longitude: <b>XX.XX (from GPS/Map)</b>
<b>Site Information</b>	<i>Elevation, terrain, environment.</i>
<b>Travel to Site</b>	<i>How will participants get to the field site? Note any dangerous roads, conditions.</i>
<b>Site Access</b>	<i>Are there any particular restrictions or challenges to accessing site? Note any alternate routes or suggested parking areas; gate access codes, etc. Make special note if isolated or remote.</i>
<b>Environmental Hazards</b>	<i>Describe any dangerous wildlife, insects, endemic diseases, poisonous plants, etc. that participants may encounter. Note intended mitigation measures; discuss prior to trip.</i>
<b>Security</b>	<i>High risk for harassment or violence? Note intended mitigation measures; discuss prior to trip. For international travel, check the U.S. State Department travel site for current travel alerts and look up <a href="#">the security rating for your destination</a>.</i>
<b>No Go Criteria</b>	<i>What are the conditions under which approach to - or activities at - the site should be stopped or canceled? e.g. heavy rains, electrical storms, snow, temperatures &gt; 100 degrees, within 2 hours of high tide, wave heights over 1 meter, etc.</i> <i>For complex trips, consider using the <a href="#">GAR Risk Management Model</a>.</i>
<b>Expected Weather</b>	<i>Note extreme conditions that could impact the trip or require additional planning, (e.g. high heat, wind, rain, snow, approaching storm).</i>
<b>Drinking Water Availability</b>	<input type="checkbox"/> Plumbed water available <input type="checkbox"/> Water cooler with ice provided <input type="checkbox"/> Bottled water provided <input type="checkbox"/> Natural source and treatment methods (e.g. filtration, boiling, chemical disinfection): <b>Note:</b> See <a href="#">USF heat stress screening</a>

<b>Access to Shade/Shelter</b>	If forecast exceeds 80°, shade must be provided by natural or artificial means for rest breaks. <input type="checkbox"/> Building structures <input type="checkbox"/> Trees <input type="checkbox"/> Temporary Canopy/Tarp <input type="checkbox"/> Vehicle with A/C <input type="checkbox"/> Other:		
<b>High Heat Procedures</b>	Required when temperatures are expected to exceed 95° F: If possible, limit strenuous tasks to morning or late afternoon hours. Rest breaks in shade must be provided at least 10 minutes every 2 hours (or more if needed). Effective means of communication, observation and monitoring for signs of heat illness are required at all times. Pre-work safety discussion required. <input type="checkbox"/> Direct supervision <input type="checkbox"/> Buddy system <input type="checkbox"/> Reliable cell or radio contact <input type="checkbox"/> Other:		
<b>Emergency Services and Contact Information</b>			
<b>Local Contact</b>	<i>Name, address &amp; phone #, may be a local colleague/institution, reserve manager, USFS office, etc.</i>  <b>Lodging location:</b> <i>name, address, phone #</i>	<b>University Contact</b> Not on trip. Provide a copy of this plan.	<i>Name, number, email; may be a Professor/PI, department contact, supervisor back on campus, etc.</i>  <b>Frequency of check ins:</b> <i>daily, at end of work day, etc.</i>
<b>Emergency Medical Services (EMS)</b>	<i>Procedures for contacting emergency medical services.</i>		
<b>Nearest Emergency Department (ED)</b>	<i>Evacuation plan and transportation options to the nearest Emergency Department; include estimated transport time, contact information and driving directions from the site to the nearest provider of emergency medical care. Attach map with specific directions.</i>		
<b>Cell Phone Coverage</b>	<b>Primary Number:</b> <b>Coverage:</b> <i>good, spotty, none</i> <b>Nearest location with coverage:</b>	<b>Satellite phone/device</b>	<b>Device carried?</b> <input type="checkbox"/> yes <input type="checkbox"/> no <b>Type/number:</b>
<b>Nearby Facilities</b>	<i>What facilities are available at or near the site: restrooms, water, gas, public phone, store? If not, where are the nearest services along the route?</i>		
<b>Side Trips</b>	<i>Are side trips planned or allowed during free time? Before or after the planned activities? Are there restrictions, specific rules, or expected code of conduct?</i>		
<b>Participant Information</b>			
<b>Field Team/Participants</b>	Is anyone working alone? <input type="checkbox"/> Yes <input type="checkbox"/> No   If yes, develop a communications plan with strict check-in procedures; if cell coverage is unreliable, carry a satellite communication device or personal locator beacon. Primary Field Team Leader: <i>Name, phone number</i> Secondary Field Team Leader: <i>Name, phone number</i> <input type="checkbox"/> Field Team/Participant list is attached as training documentation <input type="checkbox"/> Other attachment: e.g. course roster		

<b>Physical Demands</b>	List any physical demands required for this trip and training/certification provided. e.g. diving, swimming, hiking, climbing, high altitudes, respirators, heights, confined or restricted spaces, etc. (consult with EH&S regarding appropriate training & documentation).
<b>Mental Demands</b>	List any unique mental demands required for this trip, e.g. long travel days, high stress environments, different cultural norms, etc.
<b>First Aid Training &amp; Supplies</b>	Cal/OSHA requires at least one trained person (with current certification) for work at remote sites. CPR also recommended. List team members trained in first aid and the type of training received. Location and description of group medical/first aid kit: Who is carrying it, where is it stored. Brief description of contents.
<b>Immunizations or Medical Evaluation</b>	List required immunizations/prophylaxis or required medical evaluation, if applicable. For travel-related immunizations or medical advice, contact the <a href="#">USF Student Travel Health Services</a>
<b>Equipment and Activities – Consult with EH&amp;S for specific training and requirements.</b>	
<b>Research Activities</b>	Briefly describe the goal of your field operations, e.g. collection of samples, observation of animals/environment, interviews with human subjects, etc....
<b>Field Transportation</b>	What vehicles will be used during field operations? e.g. chartered boat, paddle craft, car, ATV, truck with trailer, snowmobile, chartered plane or helicopter, etc.
<b>Research Tools</b>	Briefly describe tools or equipment that will be used to access the research site or during research activities. Indicate specific training required before use, e.g. sharps (knives, razors, needles), hand tools, chainsaws, power tools, heavy machinery, tractors, specialty equipment, firearms; lasers, portable welding/soldering devices; other hazardous equipment or tools.
<b>Other Research Hazards</b>	Describe other potential research-associated hazards e.g. handling or shipping hazardous materials (chemical, biological, radiation, and explosives), handling animals, climbing or working at heights, rigging; shoring/trenching, digging/entering excavations, caves, other confined spaces; drone use.
<b>Personal Protective Equipment</b>	Required—e.g. boots, safety glasses, PFDs, hardhats, etc. Recommended – e.g. walking sticks, gloves, long pants, hats, insect repellent, sunscreen
<b>Additional Considerations</b>	
<b>Insurance</b>	Review the <a href="#">USF Travel Insurance</a> information
<b>International Activities</b>	Check with the Global Engagement Office (GEO) regarding required approvals. Visas, permits, finances, import/export controls, transportation of specialized equipment, and data security must be considered. See <a href="#">USF travel information and resources</a>
<b>Personal Safety &amp; Security</b>	Personal safety risks during free time should be considered and discussed in advance, e.g., alcohol or drug use, leaving the group, situational awareness, sexual harassment, or local crime/security concerns. Review expectations and set the tone for a safe, successful trip.

Campus Contacts	
<b>USF St. Pete Police</b>	727-873-4444, usfsp-police@usf.edu
<b>University Health Services</b>	
<b>USF EH&amp;S</b>	<a href="#">Overview</a> , <a href="#">Emergency information</a> , William "Bill" Land (Director, <a href="mailto:landw@usf.edu">landw@usf.edu</a> )
<b>USF Travel Emergency Assistance</b>	+00-1-813-317-5815, 24/7 International Assistance Line
<b>Report Injuries</b>	

First Aid Reference – Signs & Symptoms of Heat Illness		
Signs & Symptoms	Treatment	Response Action:
<b>HEAT EXHAUSTION</b> <ul style="list-style-type: none"> <li>• Dizziness, headache</li> <li>• Rapid heart rate</li> <li>• Pale, cool, clammy or flushed skin</li> <li>• Nausea and/or vomiting</li> <li>• Fatigue, thirst, muscle cramps</li> </ul>	<ol style="list-style-type: none"> <li>1. Stop all exertion.</li> <li>2. Move to a cool shaded place.</li> <li>3. Hydrate with cool water.</li> </ol>	Heat exhaustion is the most common type of heat illness. Initiate treatment. If no improvement, call 911 and seek medical help. Do not return to work in the sun. Heat exhaustion can progress to heat stroke.
<b>HEAT STROKE</b> <ul style="list-style-type: none"> <li>• Disoriented, irritable, combative, unconscious</li> <li>• Hallucinations, seizures, poor balance</li> <li>• Rapid heart rate</li> <li>• Hot, dry and red skin</li> <li>• Fever, body temperature above 104 °F</li> </ul>	<ol style="list-style-type: none"> <li>1. Move (gently) to a cooler spot in shade.</li> <li>2. Loosen clothing and spray clothes and exposed skin with water and fan.</li> <li>3. Cool by placing ice or cold packs along neck, chest, armpits and groin (Do not place ice directly on skin)</li> </ol>	<b>Call 911 or seek medical help immediately.</b>  <b>Heat stroke is a life threatening medical emergency. A victim can die within minutes if not properly treated. Efforts to reduce body temperature must begin immediately!</b>

**Include any additional resources: route/location maps, cruise plans, photos of general terrain and areas requiring extra caution, etc.**

**Signature of PI/Supervisor:**

I acknowledge this safety plan has been prepared for field work under my supervision.

Name	Signature	Date	Phone Number

**Field Team/Participant Roster - Training Documentation**

I verify that I have read this Field Safety Plan, understand its contents, and agree to comply with its requirements.

Name/Phone Number	Signature	Date	Emergency Contact/Phone Number



## Appendix B: USF College of Marine Science Code of Conduct

The University of South Florida's College of Marine Science (USF-CMS) prides itself in conducting cutting-edge research in ocean sciences. To this end, USF-CMS welcomes all individuals and embraces differences in culture, race, ethnicity, age, sex, sexual orientation, gender identity, gender expression, and abilities. To ensure the success of all members of our academic community, USF-CMS is committed to creating an environment of respect, dignity, and inclusion. This academic environment extends well beyond our campus, with students, staff, and faculty often required to travel globally and to work in close quarters. **All members of the USF-CMS community must adhere to USF standards of conduct and policies and follow norms of respectful and professional conduct summarized here.**

### Expected behavior

USF-CMS expects the following standards of conduct in all of aspects of research, academics, and community engagement:

- Act ethically and with integrity
- Be honest, fair, respectful, and accountable
- Be welcoming and inclusive of all people
- Manage, advise, supervise, and instruct responsibly
- Use USF property responsibly
- Promote and comply with legal requirements
- Preserve academic freedom
- Carefully manage public, private, and confidential information
- Promote mental and physical health as well as safety
- Avoid and report conflict of interest
- Ensure proper training for research activities
- Practice good stewardship of research and data management

### Sanctions for unacceptable behavior

Sanctions will reflect the nature and severity of the offense, whether violations are recurring, and the impact of the offense on those involved. Sanctions may include one or more of the following:

- Warning
- Probation
- Restitution
- Mediation
- Reassignment of work activities
- Paid or unpaid leave of absence
- Suspension or expulsion from USF-CMS and/or associated activities
- Termination of employment

### Find more details:

- USF [policies](#) protect anyone reporting misconduct from retaliation.
- Learn about USF-CMS [student, faculty, and staff responsibilities](#)

### Unacceptable behavior

USF-CMS will take disciplinary action for the following offenses:

- Sexual harassment, sexual assault, stalking
- Discrimination
- Retaliation
- Any behavior that creates an offensive, hostile, intimidating, or abusive environment
- Illegal or unauthorized possession, use, or sharing of weapons, drugs, or alcohol
- Research misconduct, including falsification of data or information
- Academic dishonesty
- Unauthorized use, including misuse, of facilities, equipment, or services
- Theft, property damage, or vandalism
- Violation of USF rules
- Violation of Local, State, or Federal Laws

### Reporting misconduct

Report misconduct to any or a combination of the following:

- Supervisor, instructor, or any USF-CMS community member you feel safe with
- Associate Dean David Naar ([naar@usf.edu](mailto:naar@usf.edu)) for student affairs
- Associate Dean Gary Mitchum ([mitchum@usf.edu](mailto:mitchum@usf.edu)) for research affairs
- File [Equal Opportunity Complaint](#) to USF
- File [Grievance](#) to USF Human Resources
- Contact USF [Center for Victim Advocacy](#) (813-974-5757)
- File sexual harassment/violence complaint or contact [USF Title IX office](#) (all USF employees are required to report sexual misconduct)
- Contact [EthicsPoint Hotline](#) for anonymous reporting (1-866-974-8411)

## **Appendix C: Recommendations for Team Leaders**

### *Pre-departure*

- Discuss with your group what is like to work in the field. Explain expectations, roles, behaviors, tools, schedules, what will be accessible and which resources will be limited (e.g., distance from specialized stores and pharmacies), physical and mental demands for a field experience.
- Lead collaborative discussions to identify discriminatory or race related incidents with team members that could occur in the field and encourage bystander interventions.
- Research and share cultural norms, expectations, jargon, policies, and rules practiced in field communities that may be unfamiliar to the fieldwork team.
- Self-educate on the experience of your team member's identity, and the corresponding risk that they may encounter in the field.
- Familiarize yourself with strategies to best manage risk in a given field site and identify resources that address the social landscape in which the field site(s) is(are) situated and identify potential risks.
- Discuss codes of conduct with team members, including acceptable and unacceptable behavior, and review de-escalation trainings and how to report incidents.
- Request that team members carry credentials and/or any additional form of identification that clearly demonstrates affiliation with the research institution (e.g., university apparel, institution bumper stickers or car magnets, etc).
- Ensure team members will not be working alone in the field whenever possible. When this is not possible, have a point of contact (preferably a supervisor) who will be aware of the team member 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.
- Encourage team members to take advantage of training opportunities to increase field safety and promote awareness (e.g., self-defense courses, first aid, safety aids and cultural history courses about the location of the field site).

### *During Field Expedition*

- Make predetermined times to discuss team experiences during the trip. 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.
- Lead by example
- Encourage team members to come to you whenever they feel unsafe and discuss ways to modify the project to address the situation. If you will not be available, make plans during pre-departure discussions.
- Address incidents of discrimination when they happen.
- Document hostile encounters that team members face during field visits regardless of severity. This accounting is particularly important to address macroaggressions faced by individuals from underrepresented minority groups
- Introduce all team members to the host community and other stakeholders

### *Post Field Expedition*

- Follow up with any incidents in the field following proper procedures

- Discuss with field team their experiences and any needs to update risk management strategies as well as the written Field Safety guide for that site

Appendix B ideas summarized from Demery, A.J.C., Pipkin, M.A. (2021) Safe fieldwork strategies for at-risk individuals, their supervisors and institutions. *Nat Ecol Evol* 5, 5–9 DOI: 10.1038/s41559-020-01328-5

## Appendix D: USF Training Resources

**Antidiscrimination and Harassment Prevention:** Trainings offered by [Office of Diversity, Inclusion and Equal Opportunity](#).

- Implicit bias training: Look into the thought process of implicit bias. Learn about these mental shortcuts which happen without you even knowing it.
- Harassment prevention: Workshop clarifies what harassment is and is not; identifies behaviors that could be considered harassment; discusses the effects of harassment to the individual and to USF; identifies how to report harassment; and discusses strategies to prevent harassment.
- Register for trainings via phone, (813) 974-3090, or contact Patsy Sanchez in the Office of Diversity, Inclusion and Equal Opportunity at (813) 974-3827 for more information. If you would like to have one or more seminars scheduled for your department only, call (813) 974-4373.

**Bystander Intervention:** Training offered through the [Center for Victim Advocacy and Violence Prevention](#)

- You have the power to step in and be an active bystander to prevent violence from happening to someone else
- USF Faculty or Staff can email [danielles4@usf.edu](mailto:danielles4@usf.edu) to request a training for your department.

**Safety Courses:** Various safety courses offered through the [USF EH&S Office](#)

## Appendix E: USF Travel Resources

### [USF-CMS Travel Rules and Regulations](#)

- Learn about USF travel rules and regulations and CMS procedures

### [USF Field Safety Guide](#)

- General guide for field safety concepts and considerations

### [USF World's International Travel](#)

- USF World is designated to facilitate, promote, and support all USF faculty, staff, and student international travel

### [USF World & Education Abroad Pre-Departure Information Guide](#)

- Comprehensive guide that includes information for travel pre-departure planning, health and safety, personal safety and self-awareness, post-travel considerations, and emergency contacts

## Appendix F: USF Reporting Resources

### USF Title IX Reporting

- [Brochure/Guide](#) summarizing when and who should report incidents of sexual violence, sexual harassment, or gender-based harassment

### USF Student Conduct and Ethical Development Referral Form

- [Online form](#) to report potential violations of the Student Code of Conduct

### USF Equal Opportunity Complaints

- [USF Equal Opportunity webpage](#) includes forms and information for reporting incidents. Students, staff, and faculty are strongly encouraged to report allegations of discrimination, harassment, and/or retaliation.

### USF Employee/Labor Relations

- [USF Human Resources website](#) that provides information regarding grievances. provides two types of grievance procedures, USF Grievances and Collective Bargaining Agreement Grievances

### EthicsPoint: 3<sup>rd</sup> Party Anonymous Reporting

- [Website](#) with information and forms for anonymous reporting within USF

### State University System of Florida

- [Webpage from the State University System of Florida Chancellor's office](#) with information and forms for filing student complaints

## Appendix G: Other Resources

Detailed field guides developed by UC Berkeley EH&S Office

- [Field Operations Safety Manual](#)
- [Guide to Preventing Sexual Violence and Harassment in Field Placements](#)

Detailed field guide to discuss toilet stops and/or arrangements prepared by the University of Birmingham

- [Field guide for bathroom in nature](#)