



Session 6 Deliverable - Safety Plan - MEGA pod at Purdue EAPS



Purdue EAPS has developed a draft Code of Conduct (waiting on final approval) which includes recommended behavior in the field and specific reporting policies:

<https://docs.google.com/document/d/1ATNBqgsIUuxgR6lYmvhC0248gZkTwtSQLg1P27QWsuw/edit?usp=sharing>

Relevant information pertaining to field safety and reporting is included below.

Field Activities

Members of EAPS are expected to extend these principles to any interactions outside of the department wherein they are acting as a representative of EAPS or Purdue University, including but not limited to conferences and academic gatherings, field activities, social media engagement, and community outreach initiatives. We recognize that work outside of EAPS, particularly in locations/states that historically have increased rates of hate crimes may present challenges for marginalized groups. We must consider how isolated team members will be and how many interactions with the general public team members will have, and we should consider people's backgrounds and life experience (e.g., preparedness for field work).

Accessibility during field activities

The unique aspects of field work and field courses require in depth consideration of diversity, equity, and inclusion. All aspects of the EAPS Code of Conduct apply to the field setting.

Barriers to access and challenges in the field vary widely, including the following:

- Physical accessibility (e.g., rough terrain, inclement weather) can prevent those with disabilities from participating
- Economic (e.g., cost of gear/equipment, travel, or payment for courses)
- Scheduling (e.g., long days for those with additional care duties or needed breaks for prayer)
- Dietary or medical restrictions, especially in locations with limited services
- Regular access to private restrooms (often necessary for women, those with non-conforming gender expressions, or those with medical issues)
- Disparities in experience (e.g., how to live and work in the field)
- Inability to travel to countries or locations with visa restrictions or restrictive laws or cultural norms regarding specific sexual, gender or other identities
- Microaggressions and sexual harassment are shown to be more likely in remote locations that lack normal support systems and often have close quarters



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- Unintentionally exclusionary cultural norms and behaviors (e.g., expectations for how a field geologist looks or acts)
- Key references: [Zavaleta et al. \(2020\)](#), [Giles et al. \(2020\)](#), [Morales et al. \(2020\)](#).

This is not an exhaustive list, but emphasizes the need for forethought and planning, rather than adapting on the fly to specific individuals. At a basic level, all field trips should be preceded by introductory sessions including basic information regarding accessibility, behavioral expectations, and access to food, water, and restrooms. We recommend integrating students, in particular those from underrepresented groups, in course and research design, and field activity organizers should consider using evaluations to assess accessibility ([Zavaleta et al. 2020](#)). One integrated model for developing accessible courses that would apply well to field courses is the Universal Design for Learning ([Scott et al. 2003](#), [Bernacchio and Mullen 2007](#)).

Engaging with local communities during field activities

The external impacts of field work also need to be considered. Earth science fieldwork both in the US and abroad has the potential to both negatively impact and benefit indigenous communities, marginalized communities, and communities of color. In order to ensure positive and mutually beneficial relationships with these communities, we recommend that EAPS field activity leads make connections with community leaders in advance of field work to discuss how the field work may impact their environment or culture and how the communities may be enriched by the field activities. This can include: whether or not field work would interrupt important religious or cultural holidays; what areas may be disrespectful to enter or disturb; sample collection; needs of the community related to the field work; current political challenges; and how the community and land should be acknowledged during dissemination of research (publications, presentations, etc.). Leaders should educate students involved in field activities on these practices as well as the culture of the communities.

Reporting, Resolution, and Preventing Retaliation

EAPS has long held our community members to high standards, and the EAPS Code of Conduct formalizes our ongoing commitment to creating a positive environment within EAPS. However, in the event that an individual within EAPS falls short of our expectations for good departmental citizenship, it is important that mechanisms for identifying, communicating, and learning from the incident are clearly defined.

The reflection, reporting, and resolution pathways described below aim to both provide feedback and guidance to EAPS members on their efforts to support a positive culture as well as a clear mechanism to resolve any problems that arise. *We anticipate all but the most serious incidents can be resolved through reflection, feedback, and open communication between the parties involved.* To help facilitate communication across the department, we have developed a structure to report incidents of concern along with possible pathways for resolution and improvement. Repeated or egregious violations of our Code of Conduct will lead to specific and



relevant consequences and the EAPS community is committed to protecting reporters from retaliation.

Pathways for Improving Departmental Citizenship

In EAPS we prioritize an ongoing commitment to good departmental citizenship and adherence to the EAPS Code of Conduct. We also encourage our community members to reflect on their actions and seek ways to improve. As such, faculty will complete an addendum to their Annual Performance Report that will include a confirmation that they have read the EAPS Code of Conduct and a written discussion of the actions they took to uphold and reinforce the EAPS Code of Conduct over the past year. These actions could include, but are not limited to: signing a pledge to follow the Code of Conduct, continuing education on topics related to supporting all identities, new or continuing efforts in teaching/field work/research/mentoring to support a more inclusive and positive environment, and participation in recruiting or outreach activities aimed at increasing diversity in STEM. This section will be reviewed and discussed by the faculty member's Professional Affairs Committee (PAC) and by the department head as part of their annual review process. This section of the Annual Performance Report, like all others, will be considered by the Executive Committee for decisions on merit raise eligibility.

Staff will also complete an addendum to their Annual Performance Assessment related to confirmation that they have read the Code of Conduct and adherence to the Code of Conduct. This report will be reviewed by their supervisor as part of the annual review process.

Including this section in the Annual Report/Assessment not only allows faculty and staff to review their commitment to good citizenry on an annual basis, but also enables a mechanism for each member to receive feedback and guidance on their performance in relation to the Code of Conduct.

While students do not submit formal annual reports, we hold these community members to the same high standards as faculty and staff. Graduate students must complete an Individual Development Plan (IDP) at the beginning of each academic year which is reviewed by their advisor. As part of the IDP, graduate students must complete a section discussing their commitment to and efforts in upholding the EAPS Code of Conduct each year, which will be reviewed by their advisor. This provides an opportunity for graduate students to receive annual feedback on their departmental citizenship.

Pathways for Reporting Incidents

We recommend that any concerns about incidents, departmental culture, or interpersonal interactions related to the EAPS Code of Conduct should be communicated to the department ombudsperson. The ombudsperson include both faculty and graduate students who have received training in mediation and conflict resolution. The ombudsperson are committed to listening to and addressing complaints and concerns, and will seek to resolve them with



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mediation or other resolution mechanisms where possible. Communicating concerns to the ombudspeople will enable conversations on how to improve relationships and department culture. These conversations will help all of us learn how to be better department citizens and move forward as a group.

In some cases, the ombudspeople may suggest that an incident or issue should be communicated to Human Resources (HR) for documentation. These types of communications can be anonymous. Especially in cases of problems with mentoring relationships or interpersonal interactions, documenting these problems is an important first step toward preventing a pattern of non-supportive behavior.

In the event of a serious violation of the EAPS Code of Conduct, the ombudspeople will recommend that an official incident report should be filed as outlined below.

What constitutes a serious violation that should be reported?

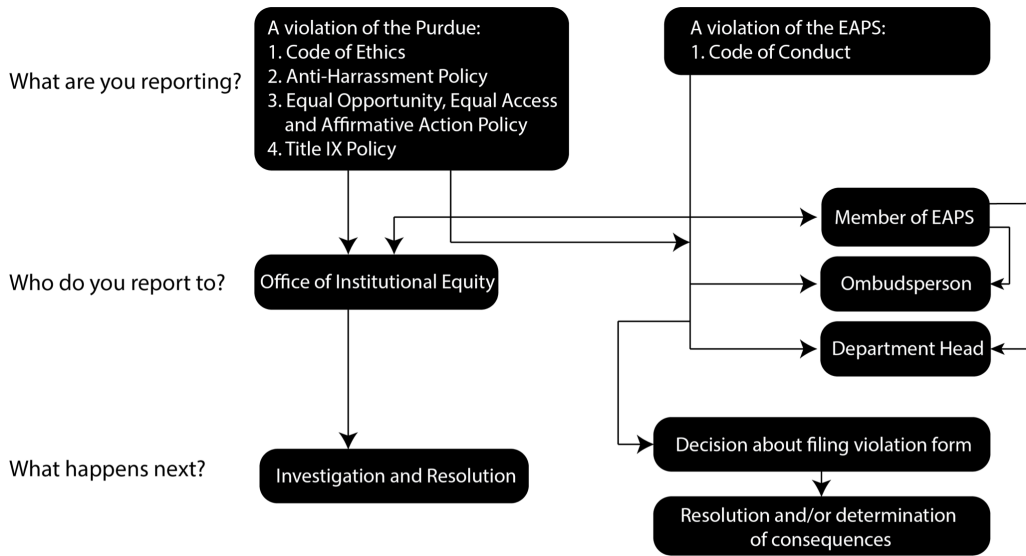
Serious violations include all violations of university policy as well as any other serious or repeated violations of the EAPS Code of Conduct (see Sections 1, 2, and 3 of this document).

This includes but is not limited to:

1. Any behavior that creates major barriers to student matriculation or success
2. Any repeated actions or acute incidents that have a significant negative impact on our departmental culture
3. Any behavior violating the Purdue Code of Ethics (<https://www.purdue.edu/policies/ethics/>).
4. Any behavior violating the Purdue Anti-Harassment policy (III.C.1) (<https://www.purdue.edu/policies/ethics/iic1.html>).
5. Any behavior violating the Equal Opportunity, Equal Access and Affirmative Action policy (III.C.2) (<https://www.purdue.edu/policies/ethics/iic2.html>)
6. Any behavior violating Title IX policies (III.C.4) (<https://www.purdue.edu/policies/ethics/iic4.html#history>)
 - a) A University employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo)
 - b) Unwelcome conduct that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies a person equal access to the University's educational programs or activities
 - c) Sexual Assault, Dating Violence, Domestic Violence or Stalking



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There is overlap between some of these Purdue policies and the EAPS Code of Conduct. In cases where behavior violates multiple of the aforementioned policies, the reporter will work with the ombudspeople and/or department head to decide the best course of action.

How should you report?

Serious violations of any of the EAPS Code of Conduct or university policy should be reported to the departmental ombudspeople or the department head. Reporting can be done in person, or via email. Reporting cannot be anonymous but all efforts will be made to keep reports confidential. In the case of an incident involving the department head or ombudspeople, reports can also be made to the assistant department head. As part of their training, the ombudspeople and department head discuss which types of violations must be escalated to the head.

If a report is made to a member of EAPS that is not the department head or an ombudspeople, the individual who received the report agrees to be responsible for reporting it to the head or one of the ombudspeople.

Violations of the code of ethics, the anti-harrassment policy, or the Title IX policy can also be reported outside of the department to the Office of Institutional Equity. Such reports may be made available to the department head.

A Note on Mandatory Reporters

Members of EAPS that serve in supervisory roles are considered mandatory reporters by federal law. If an incident that is reported to an individual in a supervisory role is determined to violate one of the policies numbered 3 through 5 described in section 4.2, they are required to report it to the [Office of Institutional Equity](#).



Seeking Resolution

Immediately upon receiving a report of a violation of the EAPS Code of Conduct, the ombudsperson or department head will determine whether this case requires mandatory reporting to the Office of Institutional Equity. If the incident does not fall into a category requiring mandatory reporting, the ombudsperson or head will work with the reporter to determine whether a Code of Conduct Violation Form will be filed with the department. This form is not mandatory but is for internal use only and is submitted to the department head for review.

This form will contain:

- a) The name of the person(s) submitting the allegation and the name and identifying information of the person(s) alleged to have committed the misconduct.
- b) A description of the allegation that includes the date and circumstances of the alleged misconduct.
- c) Any supporting documents or other relevant items.
- d) An explanation of how the allegation relates to misconduct as defined in this policy.
- e) A statement explaining any conflict of interest the person making the allegation has with the person who reportedly committed the violation (e.g., the reporter was previously reprimanded for their own behavior by the purported violator).

A Note on Anonymity:

Best efforts will be made to keep all violation reports confidential in perpetuity. However, should the department head deem that the reported behavior is likely to affect the willingness of other department members to support their place in EAPS, the report may be used in the course of other confidential departmental processes (e.g., promotion and tenure).

How is misconduct addressed or resolved?

Considerations of positive participation and good citizenship in the department have always contributed to decisions regarding the allocation of departmental resources and are an important part of [professorial conduct and collegiality](#) considered during promotion and tenure. Serious violations of the EAPS Code of Conduct will be used as an extension of this existing policy, wherein specific violations lead to specific and relevant consequences.

When necessary, violation reports filed with the department head may be used at the discretion of the department head, the executive committee, and the chairs or members of relevant committees to determine access to departmental resources. Examples of these resources include but are not limited to: merit raises, awards, seed funding, matching funding, sabbaticals, departmental space, access to students, contract renewals, access to T.A. support, etc. The record of these incidents will be kept confidential to the best of the department head's ability but will transfer to subsequent heads.

If a violation report is not filed, the ombudsperson will work with the reporter to seek other forms of resolution. These may include but are not limited to:

- a) Mediation within the department (separately or together)



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- b) Mediator from outside the department (e.g., involving the Human Resources Office)
- c) Recommended participation in specific training or workshops relevant to the incident (e.g., implicit bias, anti-racism, etc).

Preventing Retaliation

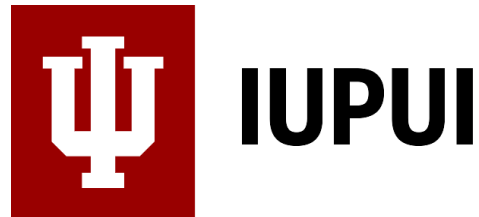
Continued adherence to the EAPS Code of Conduct is very important for our goal of ensuring that everyone is treated fairly and equitably and is welcome and appreciated in the department.

In an effort to prevent retaliation, we commit to:

- a) Make every effort to keep reports confidential
- b) When possible, keep reporters anonymous if report violation forms are not filed
- c) Evaluate departmental and committee structures to ensure equity and fair treatment (e.g., remove violators from positions of oversight over the reporter)
- d) Ombudspeople/head participating in regular follow-ups with the reporters to ensure conditions have improved

URGE

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URGE Session 6

IUPUI Field Safety Plan

Code of Conduct

Our department does not currently have a Code of Conduct. IUPUI URGE pod members felt this is an important next step that the entire Department should have a voice in. We envision something similar to the Purdue code for all Department activities. As part of this work, we plan to create a relatively short statement that can be customized and shared with students in writing and verbally prior to field trips. The aim is for it to be short so that students actually read it and acknowledge that in writing (or via our online teaching system, Canvas).

Separate from the statement for students, we have developed an initial list of field trip principles for faculty to adhere to:

- a) follow all IU travel regulations and local traffic laws
- b) obtain necessary permits for public lands
- c) obtain permission to access private lands
- d) collect samples in the least destructive manner possible, taking particular care to preserve and protect classic sites
- e) create a safe and supportive environment
 - if students feel uncomfortable/unsafe, they should report it to field trip instructor immediately
- f) create an inclusive environment, and provide reasonable accommodation for students unable to complete field activities

Process for Reporting Violations: Also see notes for URGE session 2

We envision the statement below to be distributed to all new hires and students prior to travel on University business.

School of Science Statement on Reporting Harassment or Sexual Harassment

As a new employee, researcher, or person traveling on university business, including field trips and conferences, we want you to be aware of what harassment is and what to do in the case that you feel you have been harassed. The IUPUI School of Science is committed to providing a safe and respectful work environment, free of any form of harassment. Harassment can take many forms and may be verbal, written, physical or electronic. Harassment in a joking manner still constitutes unacceptable behavior, even if it was unintended as such. Definitions are provided to help prevent and identify behavior considered completely unacceptable by Indiana University.

Harassment – Harassment is prohibited by Federal law. It is defined as any unwelcome verbal or physical conduct based on race, color, religion, sex (includes sexual harassment and discrimination based on pregnancy), disability, age, national origin, sexual orientation, and protected genetic information that is so objectively offensive as to alter the conditions of the individual's employment. Harassment unreasonably interferes with an employee's performance, and can create an intimidating, hostile, or offensive work environment. This is often referred to as bullying. Any retaliation against an individual who has brought forth a complaint alleging harassment is similarly unlawful.

Sexual Harassment – Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when the conduct is made as a condition of employment and when the conduct creates an intimidating, hostile, or offensive working environment. Sexual Harassment is one form of **Sexual Misconduct**, which also includes sexual assault, other forms of sexual violence, dating violence, sexual exploitation, and stalking.

If at any time you feel that a member of the IUPUI community, regardless of organizational affiliation, is violating any of these principles and standards, please speak up.

The School of Science does not tolerate harassment or sexual harassment, and will take action to prevent and address such misconduct in accordance with the Non-Discrimination/Equal Opportunity/Affirmative Action Policy ([UA-01](#)) or the Sexual Misconduct Policy ([UA-03](#)). For more information, see the IU [Stop Sexual Violence](#) website.

If you are a student, graduate or undergraduate, and you've experienced:
any type of sexual misconduct, contact IUPUI's Confidential Advocacy Resource:

Christine Kung'u
317-274-5715
ckungu@iu.edu
Stopsexualviolence.iu.edu

harassment or bullying, contact:

Jason Spratt
317-274-4431
jtspratt@iupui.edu

If you are staff or faculty and you've experienced:

any type of sexual misconduct, harassment or bullying, contact:

Anne Mitchell
Office of Equal Opportunity
317-278-9230
amitch29@iupui.edu

Resources

The following document is provided by Kathy Grove from the IUPUI Office for Women

BYSTANDER INTERVENTION

Based on the “Step Up” model of the University of Arizona C.A.T.S. Life Skills Programming Partnership with the NCAA

What is a Bystander? A *bystander* is any person who is present at an event or incident but does NOT take part.

What is Bystander Intervention?*

Bystander Intervention involves developing the awareness, skills, and courage needed to intervene in a situation when another individual needs help. Bystander interventions allow individuals to send powerful messages about what is acceptable and expected behavior in our community

*based on “Step Up” model: <https://stepupprogram.org/students/strategies-for-effective-helping/>; also, http://stepupprogram.org/docs/guides/18_StepUP_Guidebook-Print.pdf

Five Step Decision-Making Model**

1. Notice the Event
2. Interpret the Event as a problem.
3. Take personal responsibility to intervene
4. Decide how you are going to intervene
5. Decide to intervene.

**Based on the situational model of bystander intervention (Latane & Darley, 1970)

Rules for Bystander Intervention

- Do **NOT** put yourself at risk
- Do **NOT** make the situation worse
- **TIPS:**
 - Intervene at the earliest point possible
 - Look for early warning signs of trouble!
 - Intervening does not necessarily mean confronting.
 - Ask for help!

The Three “D’s” of Bystander Intervention

Direct –Directly intervening, in the moment, to prevent a problem situation from happening.

Delegate – Seeking help from another individual, often someone who is authorized to protect others, such as a police officer or campus official.

Distract – Interrupting the situation without directly confronting the offender.

Racial Risk Assessment of Sites

- Be cognizant of racial makeup of your group relative to people likely to be at the field site
- Determine how to find hate crimes information efficiently (need a link for faculty)
- What are common hate/gang symbols?
 - Resource that shows common hate symbols: <https://www.adl.org/hate-symbols>
 - Resource that shows common gang symbols:)
- Have science I.D. visible (high vis clothing/vest, hard hat, etc.,)
- What is the closest emergency service or other 'help'?

Pre-Departure checklist of discussions with students

- Appropriate clothing and footwear; show examples if possible
- Sign waiver and let instructors know if you have life-threatening medical conditions
- Itinerary and availability of bathroom facilities
- Phone numbers for points of contact (buddy system)
- Communicate to students what to do in case of conflict - (de-escalate, do not engage)
- Provide summary of potential hazards and mitigation strategies (i.e., rockfall → hardhats required; avoiding dangerous/unsafe areas)
- Encourage students to speak up or ask questions if they have concerns (about physical needs, assignment questions, personal safety, etc.,)
- Cell phone coverage and navigation plans
- Financial obligations and what to do if this is a barrier

Procedures for documenting incidents in the field

- For all persons involved, write down: date, time and detailed personal (independent) experience of what happened before leaving the site; photograph any relevant 'evidence' and photograph your written account.
- Should/can faculty or TAs collect all student accounts? Who could answer this?