

UC SANTA BARBARA

Deliverable 6 - Safety Plan (Lab and Field Code of Conduct)

UCSB Geography and Marine Science URGE SuperPod

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Why focus on the lab/field? We know that racism is present in much larger organizational scales from institutions/scientific societies, yet the reason for focusing on the laboratory and field is because these places are our scientific home where daily activities take place. ***It is the “frontline” of where inclusion and belonging are fostered or exclusion and isolation push BIPOC out of science.***

Every PI should abide by the following:

- 1. TALK about their lab and field code of conduct and anti-racism. Lab PIs set the culture and agenda for the lab whether it’s intentional or not.** Discussing race as a group is important to signal to your lab members that they can come talk to you if they face racism or other racially motivated transgressions.
 - a. This can include journal club meetings, other peer reviewed literature, invited DEI speakers, brainstorm sessions on anti-racist lab policies, etc.
- 2. Address racism in lab and field safety guidelines.** This is an urgent rule: racist violence threatens safety of lab members right now. It’s the PI’s responsibility to provide additional safety nets and additional supports.
 - a. Include a discussion of these topics as part of the lab/field safety training to be sure new folks in the group don’t fall through the cracks
- 3. Examine lab’s mentoring practices.** Create a mentor map (See Mirjam Glessner’s blog post on mentor maps: <https://mirjamglessmer.com/2018/08/22/taking-ownership-of-your-own-mentoring/>).
 - a. Know what the process is for reporting violations and have conversations with your students about who they can turn to for interpersonal issues.
- 4. Do not allow any member of your lab to be a bystander -- all must be anti-racist.**
 - a. Remember that there is no gray area: one cannot stand in-between as racist and anti-racist. Bystanders are equally accountable for the behaviors of others if they do not act, and this is especially important in the field:

Ibram X. Kendi: “One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. There is no in-between safe space of ‘not racist.’”

Laboratory code of conduct:

This should be addressed with all new lab-members and re-addressed annually and prior to field work. Any corresponding training should be provided to students and anyone involved in field/lab work. This code of conduct should also be re-evaluated regularly. The following points relate mostly to field work, but language can be added to be lab specific.

- Respect for others
 - Include in fieldwork-specific safety plan: universal policies regarding safety hazards and risks of inappropriateness and uncivil behavior
 - Protect individual safety and privacy
 - Ensure access to transportation and communication, whenever possible
 - Multiple resources are available for accessing help. Utilize your local county hotlines for mental health services and first-responders instead of police. For example, in Santa Barbara you can access this information by dialing 2-1-1. There are also general crisis intervention hotlines noted on this website: <https://211santabarbaracounty.org/mental-wellness/hotlines/mental-health-hotlines/>.
 - Inappropriate/exclusionary behaviors: abuse of power, sexual harassment, bullying, discrimination, hazing
 - “What happens in the field, stays in the field” is an unacceptable culture.
 - 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.
 - UC Guidance on [Abusive Conduct and Bullying](#).
 - Field accessibility to those with disabilities and people who have had limited exposure to the outdoors
 - Make readily available basic descriptions of terrain, field equipment, and facilities (allow time prior to fieldwork for individuals to ask questions about accessibility)
 - Communicate potential barriers and identify approaches to inclusion

- Reporting and investigative procedures (foster a “if you see something, say something” environment). Note the Ibram X. Kendi quote mentioned above.
 - Encourage bystander intervention and reporting.

Strategies for researchers, supervisors, and institutions to minimize risk relating to field work

Note: We are currently building off this document and developing a checklist for labs to utilize and will be improved upon in the coming months.

For the researcher/student:

1. Talk with colleagues and supervisors about the risks relating to fieldwork, preparations to minimize risk, and reporting mechanisms. Be aware that this conversation will likely be difficult and will require mental and emotional readiness by both parties.
 - a. If a supervisor is dismissive of this conversation the researcher can reach out to additional faculty members such as the grad student advisor or the diversity representative in their department (e.g., Nick Nidziedo in 2021).
2. The scale of risk can be higher at international field sites (and port cities). At minimum, be aware of and abide by any international laws and customs in addition to current political situations, degree of law enforcement.
 - a. Here is a map that reflects whether same sex acts are legalized around the world: <https://pridefieldnetwork.com/fieldwork-safety-map/>.
3. Know who manages the field sites and inform managers where/when you will be arriving at those destinations.
4. Engage in fieldwork with another person whenever possible. When conducting mobilization ‘errands’ in unfamiliar places try to involve another researcher. If that is not possible, have a point of contact (preferably the PI) who is aware of your whereabouts and expected schedule.
5. Take a look at the experiments you will be conducting and determine if there are any risky components. Will you be making measurements at night? How will you be commuting between lodging and the field site/laboratory? If risk is necessary, develop a plan to help mitigate (e.g. gather helpful phone numbers such as campus police, collaborators, etc).
6. Always carry credentials for entering the field site (e.g. these include drivers license, institution ID, and port pass/TWIC card). Other forms of identification that demonstrate affiliation with research institution can be helpful (i.e., University apparel)
7. If at any time you feel unsafe, contact your PI to discuss ways to modify the project. This is especially important if the PI has never been to the field site, and therefore may not know the risks and dangers encountered.

For the PI:

1. Self-educate on the experience of your team member’s identity. Do not assume a student is comfortable traveling internationally or to unfamiliar field sites. Have they

ever traveled alone internationally before? Furthermore, self educate on the politics, demographics, and culture of the areas surrounding established field sites.

2. Create a pre-departure list. Discuss and be aware of potential risks that team members may face in the field (because of race/ethnicity, disability, sexual orientation, religion, gender identity/expression). Provide resources and protocols to minimize and handle these risks and/or ways to modify the project
 - a. If a researcher/student brings up potential or experienced risk, validate their experiences and assist in modifying the project so that they can safely continue conducting research.
3. Provide materials to clearly identify researchers and their purpose (e.g. signs for vehicles and field sites, safety vests, etc). These items should readily be provided for the researcher so that their use is easily implemented.
4. When at all possible, enter the field site with the student/researcher and introduce them to the manager/lead scientist at the location.
5. Assist researchers in establishing safe housing accommodations before arriving at the field location. Take into consideration food, travel to and from the field site (can they safely walk; will a rental car be provided; is the bus considered safe in that area?)

For the department and institution:

1. Make a general field safety, harassment training, and first aid course available to and mandatory for all researchers doing field work.
2. Regularly reevaluate all current department and institutional practices to remove barriers to inclusion in safety practices.
3. Supply official letter of support for researchers doing field work with contact information. This provides additional credibility to the researcher, if they are approached.

Process for reporting violations

We are currently working on the process for reporting violations and building off of our Deliverable 2: Policy for Dealing with Complaints. We recognize that given the current departmental climate, individuals facing harassment or violations may feel unsupported to go through either formal or informal pathways for reporting violations. For formal pathways, actions on violations are often only triggered when violation matches up to a legal framework for action. Often individuals may have an experience that doesn't fall in a legal framework but still needs to be acted on. The geography department is working to improve its culture so that interpersonal grievances happen less frequently and are called out by senior individuals when they happen. The less formal pathways for reporting are a work in progress. Currently we only have an anonymous feedback line, however, this needs to be improved with more transparency about 1) who reads the information that is reported; 2) how often they check the anonymous feedback form and how long it will take them to respond; and 3) what they do with that information.

In terms of less formal pathways for reporting violations, students and faculty can utilize any of the following channels:

1. Options for reporting will depend on the nature of the action. Title IX is useful for violations related to sexual assault/harassment. Note that as part of Title IX there are mandatory reporters and you can find more information about confidential resources [here](#).
2. For behavioral issues related that fall outside of mandatory reporting boundaries, we hope that students could talk with any faculty members that they feel comfortable with. In the geography department and IGPMs program there is also the Chair's Advisory Committee who are peer-elected graduate students who can funnel up concerns to the Chair. The department graduate advisor and chair of the department are also options for reporting.
3. You can go to the Ombuds office which is a resolution-focused entity on campus.
4. You can also email and ask to speak to the Dean, e.g., see who the executive dean is [here](#).

This is a preliminary list that is being improved upon in deliverable 2.

Outline training resources that are available and/or required. E.g. antidiscrimination, bystander intervention, and de-escalation training.

At the moment the trainings required at UCSB are limited to: AB1825 Sexual Harassment Training for Faculty & Supervisor and Sexual harassment training for graduate students. The university offers training on [equity and inclusion and non-discrimination](#) on a per-request basis. Faculty mentors can make these available to and required of lab members. UCSB is in the process of offering bystander intervention workshops (starting in spring '21) through the DEI office -- we are currently waiting on more information about this. UCSB does offer trainings on other issues such as sexual assault prevention that may be useful. For example, the [Gaucho Green Dot bystander training](#) is offered by CARE (Campus Advocacy, Resources & Education) and has strategies that may be useful in the context of safe and anti-racist lab and fieldwork.