Safety Plan for Use by Royal Ontario Museum and University of Toronto Labs

Pre-Departure Fieldwork Safety Plan Checklist:

1) Provide a background on the field area, from both an environmental hazard perspective as well as cultural norms/laws in the field area
2) Using the model on the following pages, provide risk assessments and mitigation plans for the proposed field team
3) Complete the 'student risk management' plan for each student and team member
4) If the mitigation plans discussed in the risk assessments require contacting people in the regions where field sites are located, make sure to do so well in advance of departure
5) Provide a code of conduct outlining expected behaviours (see template below). Emphasize the importance of maintaining a professional and inclusive working environment, and the importance of communication.
6) Explain the reporting procedures in case of any code of conduct breach, and provide links to the investigation/assessment process for such reports
7) Outline expectations for in-field documenting of problematic behaviours, incidents of discriminatory or unsafe behaviour towards team members, and provide direction to resources such as bystander and anti-discrimination training
8) Make clear that members of the team should feel comfortable to express concerns, and it should be made clear that the fieldwork is not an exercise in who can work the hardest, or who is the toughest, it is merely another workplace and the goal is to find the most efficient and productive way to complete objectives while being safe.

For additional suggestions and resources, see:

- Anadu, J., Ali, H., and Jackson, C. 2020. Ten steps to protect BIPOC scholars in the field. *Eos, 101.* https://doi.org/10.1029/2020EO150525. Published on 10 November 2020
- Prior-Jones, M., Pinnion, J., Millet, M-A., Bagshaw, E., Fagereng, A., and Ballinger, R. 2020. An inclusive risk assessment tool for travel and fieldwork. EGU 2020 Conference Presentation, https://www.researchgate.net/publication/341179943_An_inclusive_risk_assessment_tool_for_travel_and_fieldwork
- Clancy KBH, Nelson RG, Rutherford JN, Hinde K (2014) Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault. PLOS ONE 9(7): e102172. https://doi.org/10.1371/journal.pone.0102172
- https://serc.carleton.edu/advancegeo/resources/field_work.html
- Demery, A-J., C. & Pipkin, M., A. (2021) Safe fieldwork strategies for at-risk individuals, their supervisors and institutions. Nature Ecology & Evolution 5(1): 5-9.

Risk Assessments and Mitigation:

Racial considerations:

- Research the racial demographic data for the proposed field site(s), as well as existing racial prejudices that may exist in each region.
- Explain that, depending on the location, team members from particular racial backgrounds may be treated differently by local peoples and/or local law enforcement.
- Consider offering or making available resources relating to training in 'bystander intervention', and outline expectations for team member responses if confronted with targeted/prejudiced behaviour.
- Consider contacting land owners, local law enforcement, businesses, or community leaders in advance to advise them that your team (potentially informing them of the racial backgrounds of team members) will be working near their land or near/within their areas of jurisdiction.

Sex- and gender-based considerations:

- Research the local customs and laws surrounding dress. There may be particular dress-requirements or 'modesty' requirements in a particular region that apply to women and/or men.
- Research local customs surrounding marriage, and be aware of the potential additional risk factors from local men that may exist for single women on the field team
- Plan ahead for locations/times for washroom stops, and also consider packing a basic emergency shelter tent (with walls but no groundsheet) for use as a make-shift toilet area when working in areas without proper washrooms where privacy cannot be otherwise guaranteed
- Examine any communal field equipment (in particular personal protective equipment) to ensure that appropriate sizes/shapes are available for all team members, as many 'default' sizes are designed primarily for average male proportions

LGBTQ+ considerations:

- Research the local customs and laws surrounding sexual orientation, LGBTQ+ individuals, and same-sex marriage. Depending on the field area, attitudes towards LGBTQ+ team members may range from accepting to hostile, and severe anti-LGBTQ+ laws could exist.
- The cultural and legal situations concerning LGBTQ+ individuals may differ, so understanding both is critical (e.g. anti-LGBTQ+ laws may exist but be rarely enforced in some regions, whereas legal protections may technically exist in other regions but be of no value due to discriminatory behaviours being common among local populations)
- When considering living/sleeping accommodations, consider local laws/customs and how trans team members may be perceived in single-gender environments in order to avoid potential safety risks for those team members.

Accessibility considerations:

- Provide descriptions of the terrain/landscapes of the field sites, as well as the requirements/expectations for fieldwork, and the available facilities well in advance of field work, so trainees and other participants have time to provide feedback and/or ask questions.
- Consider both visible and invisible disability concerns, and make allowances for reasonable accommodations based on the individual needs of prospective fieldwork participants
- Research accessibility and anti-discrimination laws for the broader region you will be traveling to or through on the way to your field sites, as many countries do not have laws requiring that building, hotels, etc be accessible to individuals with physical disabilities.

Geopolitical considerations:

- Research the political stability of the nation and sub-region you will be traveling to for your field research, to assess potential risks of changes in stability or political situation which may endanger the field team
- Consider the nationalities / citizenships of team members when traveling through and working within other countries, assessing potential discrimination or other risks that may exist for them as a result of geopolitical tensions, current/recent wars, sanctions, etc

Environmental considerations:

- Research and provide information on the risks associated with the physical environment prior to fieldwork. This includes information on climate and temperature data, potentially dangerous fauna and flora, as well as any disease risks.
- Recommendations for mitigation for each of these should also be provided

Student Risk Management:

- After researching and assessing the various sources of potential risk and their mitigation strategies, consider the cumulative risk that may exist for each student / team member for a given field site. Based on this assessment, determine if this field work is acceptably safe for each individual, and if not, determine if it is truly necessary to travel to these sites at this time.

Code of Conduct

Code of Conduct Overview

[Insert name of lab] is committed to providing a safe, productive, and welcoming environment for all, regardless of gender, gender identity and expression, sexual orientation, disability, mental illness, neuro(a)typicality, age, physical appearance, body size, race, religion, or national origin. We do not condone harassment in any form.

This Code of Conduct applies to all members of the lab and/or field crew, including [insert types of participants here, e.g. students, technicians, visitors, etc.]. It applies to all work spaces, including the lab, fieldwork, and social events.

[Insert name of lab head] will discuss the code of conduct with any lab members who violate these rules, no matter how much they contribute to the lab or how specialized or needed their skill set. If inappropriate behaviour persists after this initial discussion, formal processes will commence in line with the policies of the Royal Ontario Museum and/or the University of Toronto, depending on the parties involved.

Issues may be reported to [insert name of lab head] and will be treated as confidential. If you do not feel comfortable with contacting [insert name of lab head] directly, please feel free to contact [list of alternative contacts that have consented to being contacted for issue reporting].

Please note that this code of conduct is not a legal document. It supplements, but does not supersede , any department- and/or institution-level policies relevant to your level of employment or study.

Expected Behaviour

All lab members are expected to:

- Behave, both online and in-person, in a courteous and professional manner and to respect institution staff, collaborators, and one another.
- Be considerate, respectful, and collaborative.
- Communicate openly with respect for others, critiquing ideas rather than individuals and maintaining collegiality. Collegiality includes civility in discourse and mutual respect for differences in background, expertise, skill level, and points of view. Collegiality includes respect for the intellectual property of others.
- Be aware of the dynamics of power and privilege; this is especially important for those in positions of seniority, as those in more junior positions may be reluctant to express objections or discomfort regarding unwelcome behaviour.

- Be mindful of talking over others when discussing in groups and be willing to hear out the ideas of others.
- Alert [insert name of lab head] if you notice a dangerous situation or someone in distress (see below for reporting procedures).
- Respect the rules and policies of all areas in which lab-related work or social events take place.

<u>Unacceptable behaviour</u>

Harassment is any action that has the purpose or effect of unreasonably interfering with an individual's professional standing, creating an intimidating, hostile, or offensive environment for participation, or unreasonably interfering with an individual's ability to participate in the community. Anyone requested to stop behaviour designated as unacceptable in this Code is expected to comply immediately. [List lab head(s)] may take any action deemed necessary and appropriate.

Some examples of harassment include (but are not limited to):

- Physical or verbal abuse of any lab member, collaborator, volunteer, or visitor.
- Threats of violence, both physical and psychological; deliberate intimidation; incitement of violence towards any individual.
- Unwelcome physical contact or simulated physical contact without consent or following a request to stop.
- Use of stereotypes, disparaging epithets, or slurs.
- Offensive, insulting, derogatory, or degrading remarks or gestures related to gender, gender identity and expression (including deliberate misgendering or use of 'dead' or rejected names), sexual orientation, disability, mental illness, neuro(a)typicality, age, physical appearance, body size, race, religion, or national origin.
- Unwelcome comments regarding a person's lifestyle choices and practices, including those related to food, health, parenting, alcohol and/or drug consumption, and employment.
- Inappropriate use of nudity and/or sexual images or behaviour in lab spaces, presentations, or publications.
- Stalking or following any lab member, collaborator, volunteer, or visitor.
- Unwelcome and repeated flirtations, propositions, advances, or other sexual attention; a display of sexually suggestive objects or pictures; sexually explicit jokes
- Sustained disruption of lab events and/or discussions.
- Invasive photography or recording.

Process for Reporting Violations

As a first step in the reporting process, complaints or concerns should be made to the supervisor of the program. It is expected that the supervisor addresses the concerns in a reasonable manner and timeline. However, should it be necessary, formal complaints can be made to Human Resources. Some volunteers and employees also act as advisors, and can help the complainant understand and navigate the reporting process.

Human Resources:
■ Mara Gunner
■ Ellen Shaeen-Hanright

Royal Ontario Museum Curatorial Association (ROMCA), Union

Ontario Public Service Employees Union (OPSEU)

Department of Museum Volunteers (DMV)

Reports cannot be made anonymously, but complainants can maintain confidentiality when speaking to an advisor or an HR representative (for informal complaints). Police are involved in investigations and/or formal written complaints when the behaviour in question is considered criminal. ROM leadership may choose to notify police as part of remedial actions in response to a complaint.

The link(s) to the reporting policy at University of Toronto are here:
- University of Toronto reporting policies:
  - [Student Code of Conduct](#) - outlines acceptable behaviours, and includes procedures for reporting violations of the code
  - [Statement on Human Rights](#) - commits to ensuring a discrimination-free workplace and includes link to sexual harassment policy:
    - [Sexual Harassment Policies and Procedures](#)
  - [Equity offices](#):
    - [Anti-Racism and Cultural Diversity Office](#)
    - [Sexual Gender and Diversity Office](#) & [Sexual Violence Prevention and Support Centre](#)
    - [Accessibility Services](#)
  - [Personal Safety Resources](#)

Available Training Resources

- Great 3 pager from the National Sexual Violence Ressource Centre on bystander training for sexual assault: https://www.nsvrc.org/sites/default/files/2018-02/publications_nsvrc_tip-sheet_bystander-intervention-tips-and-strategies_1.pdf

- There is a really good webpage with excellent resources on training, codes of conduct, field work, etc.: https://serc.carleton.edu/advancegeo/resources/training.html
  - Highlights:
    - Ten Steps to protect BIPOC Scholars in the field: https://eos.org/opinions/ten-steps-to-protect-bipoc-scholars-in-the-field
    - Bystander training workshops: https://www.ihollaback.org
    - Ressources from Step Up! bystander training: https://stepupprogram.org/facilitators/resource-library/
    - USGS Step Up! Employee Empowerment Strategies is an anti harassment program developed for the science setting: https://d32ogoqmya1dw8.cloudfront.net/files/advancegeo/resources/usgs_sees_milazzo_description.pdf
- Workplace Safety and Prevention Services toolkit: https://www.wsps.ca/WSPS/media/Site/Resources/Downloads/WSPS-Workplace-Violence-and-Harassment-Toolbox.pdf?ext=.pdf