

DELIVERABLE #6

Safety Plan for the Jackson School of Geosciences (JSG) Pod at The University of Texas at Austin

The JSG URGE Pod has 87 Members. Therefore, the Pod is split into “Podlets” to accommodate meeting times and foster discussions in smaller groups. Below is the synthesized deliverable for the JSG pod with specific guidelines for each Podlet.

Note: there may not be consensus between podlets.

This is the safety plan crafted by the JSG URGE Pod at the University of Texas at Austin. This safety plan includes: 1) a code of conduct as well as a process for reporting violations; 2) training resources and requirements for antidiscrimination, bystander intervention, and de-escalation training; 4) a racial risk assessment of field sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training. **NOTE: This safety plan is a work in progress.**

Executive Summary

Field Safety*

- **This should be a living document**
- Prior to Field work: Safety and code of conduct presentation / discussion
 - Field Safety
 - What are you worried about?
 - Having 2 field notebooks to take note of “non-scientific issues”
 - What are the needed supplies?
 - Financial constraints
- End of Field work Summary... what worked/what didn't
 - Anonymous survey?
- What do people need to succeed?
- An Official Document/business card with who you are, what you're doing (translated into any languages that might be applicable).
- ***Bystander Intervention before field camp/field work***

General Lab Group Code of Conduct*

- **This should be a living document**
- Who you gonna call? Not just police, multiple points of contact (different needs/comforts).
- Emergency contacts- Knowing What the situation is...
- Authorship Protocols
- Mandatory Reporting information
- Aware of field issues

Other issues

- Grad student orientation field trip issues.
- ***Bystander Intervention before field camp/field work***
- Match the range of the department.
 - WE NEED TO COME BACK TO THIS^

**Written acknowledgement of all codes of conduct by all lab members; codes of conduct should all be “living documents” flexible to alteration when necessary.*

Podlet-Specific Deliverables

Tuesday morning Podlet

Suggested discussion questions:

- Where is your work done? Are these spaces uncomfortable or unsafe for people of color?
 - On campus (in lab groups/classrooms)
 - Campus/academia can be isolating for BIPOC (e.g., #BlackintheIvory), while undergraduate populations are closer to reaching representation, faculty/research staff are still majority White
 - In “the field” (field trips, field courses, field research)
 - Site-specific concerns (historical or cultural context)
- What training does your organization require or offer? How often? Do you find this training effective? What would you introduce to make it more effective?

@ UT Level:

- Required: Title IX (for employees only? every 3 years), Implicit Bias (every 3 years?)

@ Department Level:

- Would like to see required: Bystander Intervention (including how to quickly evaluate a situation and act on it, particularly urgent/potentially violent situations)

Deliverable: Develop and publish a safety plan specific to your pod which includes:

1. A code of conduct as well as a process for reporting violations, as covered in your Complaints and Reporting Policy deliverable from Session 2.
 - a. On Campus: report to PI (for lab group) or instructor (for classroom) first, Session 2 deliverable resources next
 - b. **Field Work Code of Conduct:**
 - i. **Incident reporting** is at the discretion of the target of harassment and their privacy concerns must be honored, unless there is imminent risk of violence against them or the group or if the incident and persons fall under legal regulation (e.g., Title IX).
 1. (From policy created in Session 2) The links to the reporting policy at our organization are here:
 - a. [The University of Texas at Austin Policies](#)
 - b. JSG Policies:
 - i. [Community Guidelines](#)
 - ii. [Workplace Issues](#)
 - iii. [Undergraduate Students](#)
 - JSG level:**
 - a. Undergraduate Advisor (Jessica Bradford)
 - b. Department Chair (Daniel Stockli)
 - c. Associate Dean for Academic Affairs (Chris Bell),
 - University level:**
 - d. [Dean of Students](#),
 - e. [Ombuds](#),
 - f. [UT Counseling and Mental Health Center](#). *Note: All 3 university-level offices offer confidential services.*
 - iv. [Graduate Students:](#)
 - JSG level:**

- a. Graduate Coordinator (Philip Guerrero),
- b. Graduate Advisor/GSC Chair (Brian Horton)
- c. Department Chair (Daniel Stockli)
- d. Associate Dean for Academic Affairs (Chris Bell)

University level:

- e. [Dean of Students](#)
- f. [Ombuds](#)
- g. [UT Counseling and Mental Health Center](#) *Note: All 3 university-level offices offer confidential services.*

v. [Faculty:](#)

JSG level:

- a. HR representative (Monica Reed)
- b. Department Chair (Daniel Stockli),
- c. Dean (Claudia Mora).

University level:

- d. [Ombuds](#)
- e. [Employee Assistance Program.](#)
- f. [Office for Inclusion and Equity](#) *Note: The Ombuds and Employee Assistance Program offer confidential services.*

vi. [Research Scientists & Staff:](#)

JSG level:

- a. HR representative for the Unit (Monica Reed for DGS and the Dean's Office, Scott Tinker for the Bureau of Economic Geology, or Susanne Morrison);
- b. Unit Leader (Scott Tinker, BEG; Demian Saffer, UTIG; Daniel Stockli, DGS);
- c. Dean (Claudia Mora).

University level:

- d. [Ombuds](#)
- e. [Employee Assistance Program.](#)
- f. [Office for Inclusion and Equity](#) *Note: The Ombuds and Employee Assistance Program offer confidential services.*

c. [Required University Reporting:](#)

- i. Sexual Harassment: [Title IX office](#)
- ii. Discrimination: [Office of Equity and Inclusion](#) or [Office of Dean of Students](#)
- iii. Interpersonal Violence (including stalking): UT Police Department: 512-471-4441 or 911 if an emergency; [Employee Assistance Program](#)
- iv. [Student Emergency Services.](#)
- v. [BCCAL](#) or call 512-232-5050, 24 hours a day.
- vi. [Conflict Management and Dispute Resolution Office](#)

- ii. **Behavior Policy:** Inappropriate behavior will not be tolerated and participants who participate in harassment, deconstructive, or toxic behavior should be asked to stop by the instructor/trip leader (or other bystanding participant) immediately. Harassment may be physical, verbal, or both.

1. Intervene when you see harassment.

- a. Violations should be reported to the trip leader. Instructors should use informed discretion in cases of student confidentiality.

- b. If applicable, the incident should/may be reported per the guidelines above.
 - iii. **Alcohol Policy:** (this should be discussed further at the JSG-level, but could include the following options that the Tuesday AM podlet discussed):
 - 1. Option 1: Alcohol may only be consumed in moderation by those above legal drinking age.
 - 2. Option 2: Alcohol may only be consumed in moderation by those above legal drinking age WITHIN a commercial establishment with a legal license to serve alcoholic beverages. Alcohol may not be consumed at camp, in a hotel room, or “in the field”.
 - 3. Option 3: Alcohol policy should be discussed with all participants and religious, cultural, and individual concerns should be taken into consideration when forming the trip policy. Trip specific policy can be filled in below:
 - a. Space for trip-specific policy
 - iv. **General Guidelines.** “All are responsible for all”:
 - 1. Be respectful. Understand that other participants may have different needs or norms from you. Allow space for growth and conversation. Speak up when you see or hear harassment or inappropriate behavior. All participants should see themselves as responsible for each others’ well-being.
 - 2. Team responsibilities and expectations have been shared with all participants. (E.g., camp responsibilities such as cooking/cleaning dishes, vehicle maintenance, trash disposal). You agree to share team responsibilities with other participants.
 - 3. There will be daily or semi-daily meetings of all participants to discuss the successes and challenges of the day. These will be taken into consideration by trip leaders and all trip participants.
 - 4. Some activities may require high levels of physical rigor (hikes with high elevation gain and/or steep gradients, lifting heavy equipment, or possibility of “seasickness”). These activities have been outlined to all participants. Where possible, other activities that accommodate different physical ability have been integrated into the trip/work plan. Trip leaders should incorporate physical rest time for all participants, such as evenings or designated “rest days” as needed.
 - v. **Safety and Risk Assessment:**
 - 1. You agree that you understand the attached Safety Hazard and Racial Risk Assessments (presented in pre-trip meeting)
2. Outline training resources that are available and requirements for antidiscrimination, bystander intervention, and de-escalation training.
- a. Faculty, Staff, and Students
 - i. Bystander Intervention (like BeVocal)--would be useful to have de-escalation training as well
 - ii. NAGT Workshop--Becoming an Inclusive Geoscience Leader
 - b. Undergraduate and Graduate Students
 - i. SEED Workshop - Implicit Bias in Decision Making - Practical Steps to Minimize Your Bias - Presented by the Office for Inclusion and Equity as part of the Student Employee Excellence Development (SEED)

- Program.
 - ii. Non-Violent Communication*, presented by the Office of Student Ombuds. Workshop accessible through UT Learn
 - c. Example Field Safety and Racial Risk Assessments:
 - i. <https://ehs.utexas.edu/programs/labsafety/documents/FieldResearchers-SafetyGuidelines.pdf>
 - ii. <https://www.nature.com/articles/s41559-020-01328-5.pdf>
 - iii. https://serc.carleton.edu/advancegeo/resources/field_work.html
 - iv. <https://exploreice.org/field-team-leadership>
 - v. https://www.geosociety.org/GSA/Education_Careers/Field_Experiences/GSA/fieldexp/home.aspx
- 3. For field work, include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training⁵.
 - a. Field Work Safety Plans:
 - i. Physical Safety Assessment:
 1. What are the hazards of the site? (e.g., broken limb or other physical harm, rockfall, inclement weather, flooding, etc.)
 2. What equipment is necessary to promote safety? (e.g., hard hats, reflective vests, satellite phone, etc.)
 - ii. Racial Risk & Safety Assessment:
 1. What is the historical and cultural context of the site? (e.g., former slave-holding plantation, “sundown towns”, Native Lands and/or Native American Reservations and/or areas of forced removal of indigenous populations, limited diversity of local populations, etc.)
 2. After assessing the level of safety concern, it may be necessary to choose a different field/work location.
 - iii. Pre-departure Checklist:
 1. Pre-departure discussion
 - a. Trip itinerary:
 - i. Present detailed itinerary to participants (written and oral). Should include dates and locations of lodging and daily work plan.
 - b. General field safety:
 - i. Present Physical Safety Assessment to participants.
 - ii. Present basic first aid information, encourage participants to take a first aid or wilderness first aid course (cost waiver?)
 - iii. The Buddy System: emphasize that no one should ever be alone. Working in groups ensures there are ways to deal with emergencies.
 - c. Concerns of at-risk participants:
 - i. Address concerns from participants based on various social identities (e.g., race, ethnicity, gender identity and expression, sexual orientation, physical ability or illness, mental illness, religion, etc.)
 - ii. Other, non-social identity concerns (e.g., dietary needs/restrictions, if applicable)
 - d. Specific field-site concerns
 - i. Remoteness, especially access to emergency services and healthcare. Information (addresses, phone numbers) of nearest health centers and law enforcement should be given to all participating.

- ii. Historical and/or cultural context. Are there historical, religious, or cultural factors that may make certain social identities the target of violence? Present known safety concerns. Outline a plan for avoiding and mitigating confrontation with local people, and address specific concerns of participants.
 - iii. Physical accessibility of field sites. Present the physical abilities necessary for specific activities. Work that accommodates other physical ability (e.g., drone imagery, roadside geologic observation, etc.) should be incorporated into the workplan where possible.
 - iv. Go over reporting guidelines and make sure participants know how to report incidents of various types (see Code of Conduct--Incident reporting)
 - v. Additional trainings for participants (perhaps require for trip leaders?):
 - 1. Bystander Intervention
 - 2. Implicit Bias
 - 3. Becoming an Inclusive Geoscience Leader
 - vi. For ALL Field work (field trips, Field Camp, and research trips):
Instructors/PIs, students, and all other participants should sign a Field Work Code of Conduct (such as the example under #1, above).
- b. Upon return/At end of field season:
- i. Consider (at discretion of instructor/leader) a session covering incidents that may have affected disadvantaged groups (as well as generally about safety issues that arose, etc.), when all participants are still present (e.g., last day in the field, or an open discussion back on campus/virtually within 1-week of trip end).

Other Considerations:

- Publicize as necessary specific funds to offset field costs (e.g., Austin geological society field camp grant - Dr. Helper facilitates for undergrads attending field camp, OCR funds for graduate students)

Tuesday Noon Podlet

Online modules:

- Title IX violations training (every year)
- Managing biases
- Introduction to the Compliance & Ethics Program
- Sexual Misconduct Prevention

Group participation in trainings would be more effective instead of an online module. More like a workshop and conversation.

Deliverable: Develop and publish a safety plan specific to your pod which includes:

1. **A code of conduct as well as a process for reporting violations, as covered in your Complaints and Reporting Policy deliverable from Session 2.**

Consider more restorative solutions to situations that breach the code of conduct, instead of punitive consequences.

Reporting: Have a neutral 3rd party to vent and relay complaints back to the supervisor anonymously. Such 3rd party personnel should have training to understand how to handle these situations.

2. **Outline training resources that are available and requirements for antidiscrimination, bystander intervention, and de-escalation training.**

GEN Bystander Intervention training

UT Implicit Bias training

(which trainings do UT require and why do they differ between students/roles? these trainings should be required upon entry to the university and renewed after X time)

3. **For field work, include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training⁵.**

[Safe fieldwork strategies for at-risk individuals, their supervisors and institutions](#)

[UC Field Research Safety Center of Excellence manual](#)

- When registering field work through the JSG Business Office (and UT Global when it is abroad), perhaps there can be additional requirements to outline field safety plans besides locations and local contacts. A staff member then reviews to assure if predetermined parameters are met (e.g., informing local authorities of work, acquiring permits, completing safety training, etc.).
- Bystander to intervene when harassment occurs while in the field.
- Pre-field work assessment to adjust the field program to the abilities and desires of participants.
- One-on-one conversations with individual participants to communicate any expected issues/concerns. (maybe assign advisors/mentors to students before the trip?)
- Making alternative plans- making sure that there is an "out" in place for in case a field experience isn't working for members of the group. Having a policy in place prior to the start of field activities.
 - e.g., providing relevant contact info for resources in case something goes wrong

Tuesday Evening Podlet

NOTE: We have interpreted this deliverable not as coming up with a strict/formal safety plan, since that is a sufficiently large undertaking that UTIG has had a full committee tasked to this for the past ~ year (for just the CoC). Rather, we have tried to brainstorm guidelines for critical elements that should be in such a plan if it were to be developed (for whatever use case it may be, e.g., field camp, a research group, or the department/school as a whole).

(1) Code of conduct

- Key elements:
 - Should have multiple routes to reporting and at different levels, commensurate with the scope of the infraction.
 - Multiple levels of reactions → dealing with conflicts does not need to be punitive. Two-way discussions can be just as powerful for conflict resolution.
 - Needs to be clear both to whom conflicts are reported, and ultimately who will make decisions based on this.
 - Explicit definition of who the code applies to, and in what situations.
 - Clear expectations of what does and does not violate the code.
 - Defined reporting mechanisms.
- The link to the current JSG guidelines for workplace best practices can be found here: <https://www.jsg.utexas.edu/people/jsg-community/guidelines/> (Links to an external site.)

(2) Process for Reporting Violations

Partially covered in the [JSG pod Complaints and Reporting Policy deliverable from Session 2](#) (Links to an external site.)

- **The links to the reporting policy at our organization are here:**
 - The University of Texas at Austin Policies: www.utexas.edu/campus-life/report-misconduct (Links to an external site.)
 - JSG Policies: www.jsg.utexas.edu/people/jsg-community/guidelines/ (Links to an external site.) www.jsg.utexas.edu/people/jsg-community/workplace-issues/ (Links to an external site.)
 - Are reporting policies regularly reviewed? What is the process for changing policy?
 - The policy is somewhat new, so no one is sure
 - Are the rates of reporting made publicly available (e.g. # of reports each year)?
 - No, or at least we couldn't find reported numbers from JSG or UT. HR might have records but may reject requests for access
- **What mechanisms are available for reporting complaints, bias, microaggressions, harassment, and overt racism?**
 - Who are the designated individuals/positions for reporting incidents?

Undergraduate Students: (Links to an external site.)

- JSG level: Undergraduate Advisor (Jessica Bradford)
- Department Chair (Daniel Stockli)
- Associate Dean for Academic Affairs (Chris Bell),
- University level: [Dean of Students \(Links to an external site.\)](#), [Ombuds \(Links to an external site.\)](#), [UT Counseling and Mental Health Center \(Links to an external site.\)](#). *Note: All 3 university-level offices offer confidential services.*

Graduate Students: (Links to an external site.)

- JSG level: Graduate Coordinator (Philip Guerrero), Graduate Advisor/GSC Chair (Brian Horton)
- Department Chair (Daniel Stockli)
- Associate Dean for Academic Affairs (Chris Bell)

- University level: [Dean of Students \(Links to an external site.\)](#), [Omsbuds \(Links to an external site.\)](#), [UT Counseling and Mental Health Center \(Links to an external site.\)](#). Note: All 3 university-level offices offer confidential services.

Faculty: (Links to an external site.)

- JSG level: HR representative (Monica Reed)
- Department Chair (Daniel Stockli), Dean (Claudia Mora). University level: [Omsbuds \(Links to an external site.\)](#), [Employee Assistance Program \(Links to an external site.\)](#), [Office for Inclusion and Equity \(Links to an external site.\)](#). Note: The Omsbuds and Employee Assistance Program offer confidential services.

Research Scientists & Staff: (Links to an external site.)

- JSG level: HR representative for the Unit (Monica Reed for DGS and the Dean's Office, Scott Tinker for the Bureau of Economic Geology, or Susanne Morrison);
- Unit Leader (Scott Tinker, BEG; Demian Saffer, UTIG; Daniel Stockli, DGS); Dean (Claudia Mora).
- University level: [Ombuds \(Links to an external site.\)](#), [Employee Assistance Program \(Links to an external site.\)](#), [Office for Inclusion and Equity \(Links to an external site.\)](#). Note: The Ombuds and Employee Assistance Program offers confidential services.
- **UNCERTAINTY: Do postdocs who are externally funded, or visiting scholars more generally, have access to these reporting mechanisms?**

Required University Reporting: (Links to an external site.)

- Sexual Harassment: [Title IX office \(Links to an external site.\)](#).
- Discrimination: [Office of Equity and Inclusion \(Links to an external site.\)](#) or [Office of Dean of Students \(Links to an external site.\)](#).
- Interpersonal Violence (including stalking): UT Police Department: 512-471-4441 or 911 if an emergency; [Employee Assistance Program \(Links to an external site.\)](#); [Student Emergency Services \(Links to an external site.\)](#); [BCAL \(Links to an external site.\)](#) or call 512-232-5050, 24 hours a day.
- [Conflict Management and Dispute Resolution Office \(Links to an external site.\)](#)

(3) Training resources

Available and requirements for:

- Antidiscrimination
 - Managing Biases Training (required) <https://utlearn.utexas.edu/training> (Links to an external site.)
 - Dynamics of Diversity Certification <https://diversity.utexas.edu/certificate/> (Links to an external site.) (available)
- Bystander intervention
 - <https://www.wellnessnetwork.utexas.edu/BeVocal/> (Links to an external site.) (available)
- De-escalation training
 - Conflict Management training available at links thru <https://hr.utexas.edu/current/services/conflict-management-and-dispute-resolution-office> (Links to an external site.) (available)

(4) Field work Safety Plan

Below are ideas for key elements what should be included in such plans.

Racial/cultural risk assessment of sites

- This should be worked in as a critical part of the discussions with the field team to evaluate all the places to be visited, what the culture(s) is like there, and how that fits with the dynamics of the specific group that is participating in the work.

A pre-departure checklist of discussions within the field team

- Community and rapport building between students, TAs, and faculty **before** departure.
 - This applies to both field situations and general situations in the locations of stay.
 - Talking through in detail where the trip will be going, what it is likely to be like there, what situations are likely to be present (e.g., safety-wise), and what concerns people have about these situations.
 - Important for the group to know who else is in the group and feel comfortable with everyone in that group.
 - Need to have a discussion of the Code of Conduct up front so that people are comfortable with it and comfortable reporting infractions.
 - Planning excursion/options up front that have multiple projects for students to follow/complete depending on both interests and abilities.

Procedures for documenting incidents in the field

- Daily check-ins/reflections on what safety things that day could have been better/could be improved for the next day.
- Post fieldwork survey to assess safety hazards and report incidents?

Additional required or supported training

- Field safety training (ex. NOLS)
- Required bystander intervention training?

Wednesday Lunch Podlet

2. Outline training resources that are available and requirements for antidiscrimination, bystander intervention, and de-escalation training.

- In the last year, various student groups (some faculty led) have organized training sessions/classes on bystander intervention and related topics. However, having these as options each year would be very useful.
- Make training opportunities synchronous/real time group sessions. Asynchronous online is not helpful. Modeling and reinforcing supportive behavior (peer-on-peer) is beneficial.

3. For field work, include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training⁵.

- Field work assessments:
 - Include driving safety, driving experience, comfort level in planning for field work safety. This can be intersectional with DEI, especially for international students. People from different backgrounds can have different driving safety expectations.
 - Heavy or potentially hazardous equipment also takes planning, with people's ability to lift/move/operate equipment. Plan for potentially hazardous equipment-related issues.
 - Never do field work alone. Also sometimes buddy lab work, if hazardous.
 - talk about diet ahead of time, ask about dietary requirements.

Deliverable: Develop and publish a safety plan specific to your pod which includes:

1. A code of conduct as well as a process for reporting violations, as covered in your Complaints and Reporting Policy deliverable from Session 2.

JSG Community Guidelines for faculty, research scientists, staff, teaching and research assistants: <https://www.jsg.utexas.edu/people/jsg-community/guidelines/>

2. Outline training resources that are available and requirements for antidiscrimination, bystander intervention, and de-escalation training.
 - a. Title IX & Managing Bias trainings: part of JSG required trainings
<https://titleix.utexas.edu/training>
 - b. Bystander Intervention, e.g. GEN-GLOW Bystander Intervention Workshop for Geoscientists (March 26)
 - c. Inclusive Workshop, e.g. AGT Inclusive JSG Geoscientist Workshop: JSG Unlearning Racism in Geosciences (May 10-11)
3. For field work, include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training⁵.
 - a. Assessment of field sites:
 - i. potential health and medical needs, risks, and accessibility issues
 - ii. research how the surrounding community, political climate, laws, and customs may impact at-risk members of your group (i.e. minority identities of race/ethnicity, sexual orientation, disability, gender identity and/or religion); ask others who have used this research site about all known cases of risks
 - b. Preparations for minimizing identified risks:
 - i. first aid training or other health/medical safety procedures unique to site
First Aid/CPR: <https://healthsafetytraining.utexas.edu/first-aid-cpr>
EHS Safety Guidelines for Field Researchers: <https://ehs.utexas.edu/training/field-guide.php>
Wilderness Med. Training: <https://www.utrecsports.org/classes/wilderness-medicine-training>
 - ii. establish fieldwork, safety and emergency contingency plans
 - iii. harassment/bystander intervention training (2)
 - iv. other trainings as necessary for particular field areas (self-defense, safety aids, cultural history, language, etc.)
 - v. pre-field research meetings for field site orientation should include detailed information and expectations including field code of conduct (3c), potential risks and preparations (3a & b), and procedures for documenting incidents in the field (see 3c below)
 - c. Field code of conduct:
 - i. Is there an existing one JSG field camps use?
Many examples here under field research, stations and courses:
https://serc.carleton.edu/advancegeo/resources/codes_conduct.html
 - ii. Field camp example here:
<https://www.fieldcamp.org/content/standards-conduct-0>

- iii. Documenting incidents in field-- info. should be part of conduct code:
 - Existing guidelines (1a) can be adapted for field site.
 - Establish policies as they relate to code of conduct (above examples) and protocols for policy violation to resolve conflict in the field.

Thursday Morning Podlet

Deliverable: Develop and publish a safety plan specific to your pod which includes:

- A code of conduct as well as a process for reporting violations, as covered in your Complaints and Reporting Policy deliverable from Session 2.

Jackson School Code of Conduct: <https://www.jsg.utexas.edu/people/jsg-community/guidelines/> That graduate students sign

Outline training resources that are available and requirements for antidiscrimination, bystander intervention, and de-escalation training.

- Required: Title IX, for responsible employees
- Required: Managing Bias, for employees
- UT Learn offers courses in leadership, inclusivity, bias, allyship
- No other training required as of yet but we would want it to be offered. Would want to consider: train-the trainers? lab/student group cohorts?
- Optional training offered, e.g. GEN-GLOW Bystander Intervention, UTIG Managing Bias, NAGT inclusive leadership for graduate students + for faculty
- Lots of professional bodies offer training
- Recommend all lab members take training in bias / bystander intervention / conflict resolution once per year?

For field work, include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training⁵.

- **Before choosing a field site:**
 - Racial risk assessment
 - check news for e.g. white supremacist groups activity in the area
 - Assess likelihood (or past experience) of encountering hostile environments and ability to mitigate e.g. local culture and laws
 - check past incidences in that area from past fieldwork (from your institution, from other institutions / professional bodies, social networks)
 - If that can not be established, then PI or senior researcher should go first and/or accompany field personnel on the first “reccy” trip.
 - Mitigation procedures: number of personnel to go, who they are, wearing “uniform” and official branded field gear
 - Assess site accessibility
 - Who owns the land? organize permits, make contact with local indigenous community (be intentional as in Session 5), bring printed copies of all permits
 - Two way discussion between person going to the field and whether they want to do fieldwork? would feel safe?, what resources they would need to mitigate risks? - if not met then field work won’t go ahead until risks mitigated
 - TRAINING on implicit bias, de-escalation, bystander intervention, for the whole field group
- **Pre-departure checklist of discussions**
 - Providing information on weather/sunset, sleeping arrangements, toilets, hygiene, cooking/eating arrangements, how resources will be sourced (i.e. how often to find shops / major towns), all the basic information and making sure the whole field team is part of that discussion.

- How do you get to and from the field site? what transport, cost, safety issues could be faced en route?
- List of who to contact in what situation, e.g. how to report an incident (take into account that people may not feel comfortable interacting with local officials/police)
 - note the ability (of victim or bystander) to record small incidences, e.g. microaggressions, in field notebook and report on return, to ensure evidence collection.
- Plan for dealing with issues e.g. evacuation plan if unsafe
 - establish that field personnel are free to leave at any time if they feel unsafe
- Who is your emergency contact?
- Ensure or provide health insurance coverage for fieldwork
- Dietary and medical needs?
- Are there any religious or cultural observances that would limit participation?
- End with a check-in - are the risks mitigated to a satisfactory level? Do you still want to, and feel comfortable, to go?
- Repeat this process EVERY time before fieldwork, as situations change. i.e. do not assume the person would be comfortable returning to a field site
- Provide resources:
 - Provide field “uniform” with e.g. branded safety gear, business card
 - provide or recommend “professional” sample lists, sampling gear
 - Discuss what resources each person will need (e.g. toiletries, medication)
 - it’s recommended / ok to use your field notebook to record incidents of racism, e.g. even microaggressions, for future reporting (and bystanders should record also)
- **Review this checklist at the end of every field work trip (with field personnel) and edit as needed. Was anything not foreseen? How could you have mitigated it better?**

Deliverable: Develop and publish a safety plan specific to your pod which includes:

1. A code of conduct as well as a process for reporting violations, as covered in your Complaints and Reporting Policy deliverable from Session 2
 - a. Code of conduct can include a variety of things, including lab safety, mental health, expectations for taking time off,
 - b. For lab work, safety considerations should be made around doing lab work late at night/on weekends or other situations where there may not be many people around.
 - c. Create a safe mode of communication for workers to express discomfort or concerns with working with others or working alone.
2. Outline training resources that are available and requirements for antidiscrimination, bystander intervention, and de-escalation training.
 - a. Bystander intervention training available through UT (hosted by GEN)
3. For field work, include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training⁵.

In addition to identifying a risk of sites, evaluate the participant cohort and assess experience and comfort level with the situation to develop skills to deal with situations that are required in the situation.

Questionnaire to assess participant experiences to identify skills that need to be enhanced before work is done and cultural and religious practices that need to be accommodated. Anonymous to make sure all feel comfortable sharing.

Provide multiple options for obtaining the desired experience to accommodate different peoples comfort with situations.

Consider the aspects of a field area (attitudes of people) that may cause discomfort and educate participants as to attitudes and provide a plan for appropriate behaviors to mitigate bad interactions, make efforts to communicate with landowners to mitigate responses from landowners.

Carry a cover letter on UT letterhead explaining the purpose of the field work and what the students will be doing.

Suggested discussion questions:

- Where is your work done? Are these spaces uncomfortable or unsafe for people of color?
 - Caribbean and Austin area (TX) (MK)
 - Morocco & Jamaica
 - DR: Issues of Race
 - Austin Area: “Right-wing views”, Issues of Race or LGBTQ
- What training does your organization require or offer? How often? Do you find this training effective? What would you introduce to make it more effective?
 - Not really, mostly on a lab-to-lab basis
 - Safety and Security resources for faculty (centered around courses)
 - <https://global.utexas.edu/risk/resources/faculty>
 - EHS Field Safety document:
<https://ehs.utexas.edu/programs/labsafety/documents/FieldResearchers-SafetyGuidelines.pdf>
 - Surveys to assess student comfort <- the one-on-one is still really important.
 - Evolving document about what to discuss with your students/have these talks broadly?
 - Peer mentor that went through it, or a survey about what surprised you etc.

Deliverable: Develop and publish a safety plan specific to your pod which includes:

- A code of conduct as well as a process for reporting violations, as covered in your Complaints and Reporting Policy deliverable from Session 2.
- Outline training resources that are available and requirements for antidiscrimination, bystander intervention, and de-escalation training.
 - Safety and Security resources for faculty (centered around courses)
<https://global.utexas.edu/risk/resources/faculty>
 - EHS Field Safety document:
<https://ehs.utexas.edu/programs/labsafety/documents/FieldResearchers-SafetyGuidelines.pdf>
 - Surveys to assess student comfort <- the one-on-one is still really important.
 - Evolving document about what to discuss with your students/have these talks broadly?
 - Peer mentor that went through it, or a survey about what surprised you etc.
 - Generate a collaborative document about field sites with students before fieldwork/site visits/travel.
- For field work, include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training⁵.
 - a. Build with students
 - b. Have a timeline, draft, review, and submission
 - c. Not just “things to be aware of” but how to report/deal with issues