URGE
Unlearning Racism in Geoscience

SESSION 6: RACISM & INCLUSIVITY

The UVA EVSC URGE pod has four primary objectives within this deliverable:

1) To outline a field-based Code of Conduct (CoC). This will be separate from, but complimentary to, the departmental CoC.
2) To document reporting mechanisms for conduct and safety related issues/violations.
3) To describe and provide links to useful training sessions related to safety (social safety, physical safety) in field and lab settings offered by the University and the Department.
4) To provide a detailed list of lab and field safety considerations, including social aspects of field work, as addressed in Session 6 readings and interviews.

A Field Safety Template document was created for distribution to EVSC faculty and staff. Information provided in sections #2-4 of this deliverable can be used as a resource for completing or expanding upon the provided template.

SECTION 1: Field Code of Conduct

All members of the UVA Environmental Sciences Department and those working in association with the Department are expected to show respect and courtesy to others at all times and uphold the core values of integrity, diversity and inclusivity, freedom of inquiry, societal impact, collegiality and community engagement as listed within the Departmental mission statement.

The EVSC Department is in the final stages of review and approval of a general CoC.The Departmental CoC applies broadly to all environments, but additional conduct considerations are required in field settings that are not explicitly addressed in the Departmental CoC.

A fundamental experience of the Departmental educational training and research assignments includes being ‘in the field’. Field experiences encompass a wide range of environments from day trips to urban locations or rural regional parks, week-long ocean cruises, an entire season in a remote wilderness setting or weekends at an established field station. Field environments pose unique challenges including 1) reduced independence for access to transportation, food, medical resources, etc, 2) distance from personal support networks at home, 3) unfamiliar cultural norms or language, 4) long days with physically and mentally strenuous work and

exhaustion, and 5) exposure to harsh environmental conditions, and potential greater risk of environmental hazards, or unfamiliar risks compared to the home base location. These challenges, and others inherent to field work, can pose significant barriers for individuals from underrepresented backgrounds (Morales et al., 2020).

The following statements comprise a field-based Code of Conduct that the UVA EVSC URGE pod recommends should guide field-based activities. This CoC aims to foster a more inclusive field environment by acknowledging the aforementioned challenges and providing actionable steps to reduce them. We recommend Principal Investigators (PIs) and field supervisors explicitly share this CoC to all participating in field-based activities to establish expectations and set the tone for a collaborative, inclusive working and learning environment.

- A team mentality is important to make field work a pleasant and therefore productive environment. “Happy, comfortable, safe people make for great scientific results”
- Always look around to see what needs to be done**,** ask what you can do to help. If you don't know how to do something, then ask.
- Always respect the space of other team members. You might be in close quarters for extended lengths of time, be considerate of other team member’s needs.
- Team members should check-in with each other regularly to verify well-being and offer assistance if needed.
- Acknowledge power dynamics that exist in field settings, where students may not feel comfortable expressing safety or wellness concerns to the PI or supervisor. The PI can reduce these effects by regularly checking in with the group.
    - Give each person the ability to eat, drink, and stay warm/cool during the field work**.**
    - Allow each person to rest as needed; there will be a range of physical abilities and tolerances for heat/cold/exertion present.
    - Divide up tasks reasonably, giving everyone a chance at the variety of field experiences if desired, but do not require someone to participate in an activity that makes them feel unsafe or uncomfortable.
    - Periodically check in with the group to make sure no one feels unsafe, unwell, or needs to leave the field site; if a field exit is needed, ensure the student is escorted safely in a way that does not draw unnecessary attention to the person (i.e., as though their departure is a huge impediment to making progress).
- Consider and respect the current ownership of the land (e.g. federal, state, native, private) on which you are working (or access to get to the work location).
- If relevant, consider and respect the tribal entities which are the traditional custodians of the lands on which you are working (e.g. learn the Indigenous names for features such as mountains, streams, lakes).

Established field stations likely have their own CoC developed. It is your responsibility to read, understand and respect the rules of the governing institution. If colleagues or contractors

outside of the department are collaborating in field activities, it is the responsibility of the PI/supervisor to outline the CoC expectations with that person or persons.

SECTION 2: Reporting mechanisms for conduct and safety in the field/lab

A) Conduct issues or policy violations

It is often best to resolve issues through direct communication between the parties involved. However, if this is not reasonable or possible, the first point of contact to report CoC violations is an advisor, the PI, a field site or station manager, or another designated person to receive complaints. If possible, there should always be two personnel available for reporting, such that individuals working at the site have the option of reporting to someone not tied to their academic progress.

If a person is not comfortable contacting any of the designated persons, there are several reporting avenues available. To inform the University of any unethical behavior or policy violation, you may use the **UVA Compliance Helpline** (800-235-8700) to submit a report securely and confidentially (and anonymously, if desired). A list of subject specific reporting portals are provided on the UVA website for reporting resources. Also, the URGE Complaints and Reporting Policy for The University of Virginia Department of Environmental Sciences (Deliverable #2) provides a detailed account of the mechanisms available for reporting complaints of bias, harassment and overt racism. A brief summary and a link to key mechanisms is provided below.

Respect@UVA is for reporting incidents and complaints of disrespectful workplace behavior and retaliation.

You can submit an incident report at: https://respectat.sites.virginia.edu/Report/Submit

Just Report It (JRI) is for reporting incidents involving sexual and gender-based violence, bias, hazing, Clery reports, speech rights, youth protection, or threats or acts of violence

You can submit an incident report at: https://justreportit.sites.virginia.edu/Report/Submit

Preventing and Addressing Discrimination, Harassment, and Retaliation (PADHR) complaint form: discrimination based on age, race, color, national/ethnic origin, religion, sex, sexual orientation, gender identity or expression, marital status, family medical and genetic information, disability, political affiliation, veteran statuts, or because of retaliation.

You can file a complaint at: https://eocr.virginia.edu/file-complaint

B) Safety concerns or incidents

Report an (on-campus) **accident, safety concern or hazardous situation** through the EHS online report.

For **incidents** related to personal property losses, personal injuries, vehicle incidents, etc. refer to the Office of Property & Liability of Risk Management.

SECTION 3: Relevant trainings for appropriate conduct and safety in the field and lab

PIs may decide to require students, lab groups, etc. to complete trainings prior to spending time in lab and/or field settings. Trainings can be a useful tool for educating groups on hazards, diverse experiences and concerns, and actions to take if faced with challenging situations. For optional conduct trainings offered by the department, we encourage PIs to set an example for their lab group by participating and discussing the experience with their students.

Conduct Training

Three specific types of trainings referenced by URGE are listed below along with UVA resources, or if not available, other online resources. Additional links to training and workshop resources are provided.

- Anti-discrimination trainings
  - https://eocr.virginia.edu/prevention-and-training
  - Preventing and Addressing Discrimination, Harassment and Retaliation (PADHR) training required for all staff once every two year
- Bystander intervention
  - https://hoosgotyourback.virginia.edu/
    - You can request a 1-hour workshop.
    - Focused on bystander training for sexual assault, abuse and harassment
  - Hollaback! offers free bystander intervention trainings with separate sessions that focus on harassment, conflict de-escalation and xenophobia
- De-escalation training
  - The National Center for Campus Public Safety has a free recorded seminar on de-escalation of emotionally charged situations
  - The Right Response has a free de-escalation presentation

The UVA office for Equal Opportunity and Civil Rights (EOCR) is available to provide customized training for schools or departments to address specific concerns, e.g., offering scenarios and team-based collaboration for a more thorough discussion of topics. You can

contact EOCR at PADHR@virginia.edu or 434-924-3200 to learn more or to schedule **customized in-person training** for your team.

ADVANCEGeo offers workshops and has developed modules on bullying, implicit bias, microaggressions, fieldwork environments and developing codes of conduct that can be adapted for different audiences.

Safety Training

Field safety training for work at the UVA EVSC field sites are conducted by those field stations and any external contractors involved.

- In the field:
  - UVA/EVSC **does not have** standardized, required training for field trips or field participation. Training may be site-specific (i.e., required by funding agents or particular field stations).

- In the lab:
  - Lab safety training available through the University is administered by Environmental Health & Safety (EHS) PIs may require specific training depending on instruments to be used in lab spaces.
  - EHS currently has 109 training modules available. Most relevant to EVSC are 10 modules on chemical safety, 5 relating to PPE, and another 2 relating to general issues of safety management and workers compensation.

SECTION 4: Field and Lab Safety Considerations

A list of considerations, posed as questions, and suggestions for assessing and dealing with risks associated with field work are provided below. The list, which is by no means exhaustive, is organized into two separate categories, one focused on social/racial considerations and the second focused on physical hazards. As training resources and safety plans should be 'living documents' and continually reviewed, updated and refined, we have included a list of post-field questions for the purpose of safety plan improvement, and recommendations to solicit (anonymized) feedback from participants.

Considerations for field research:

Social Risk Assessment

- Do you have any 'at-risk' personnel as part of your field team (refer to Demery & Pipkin, 2020)? Consider their identities and specific concerns with respect to the list of considerations below.

- Does the field site, or the route to access the field site, pass racist symbols? This may include, but is not limited to, confederate flags, statues of confederate soldiers, MAGA-themed or xenophobic signage.
    - If so, is there an alternate route for accessing your field site?
    - Students and colleagues who have not been to this field site should be made aware of these symbols along the route so as not to be taken by surprise.
- Could the field site incite mental or emotional triggers of participants?
    - For example, visiting a site affected by Hurricane Camille may be mentally hazardous for a student who carries trauma related to hurricanes or natural disasters.
    - Explicitly providing site details to students will allow them to evaluate mental/racial risks for themselves and to prepare mentally for the experience.
- Is there potential for interactions with hostile people (e.g., landowners) on route to or while on location at the field site?
    - Would physical identification, such as clothing with the University or Department logo be useful (or potentially harmful)?
    - If a rental car is used, consider the location of the rental drop off, especially if the return will be by a single person late at night. If potentially unsafe, discuss alternative locations or morning drop off.
- If you are working on (current) federal, state or private land do you have the proper permission/permit/access materials? If so, is there a physical copy available for each field group?
    - Are there any specific instructions about where to park (if applicable)?
    - Is a copy of the permit available to leave in the parked vehicle (if necessary)?

<u>Physical/Logistical Risk Assessment</u>

- Do any members of the field crew have relevant health conditions that may make field work more dangerous (heart condition, allergies, asthma, sensitivity to heat/cold)?
    - Does the PI or any participants have relevant certifications (CPR, wilderness and remote first aid, etc.) to assist in the event of a medical emergency?
- Does the field site have reliable cell phone service in case of an emergency?
    - A predetermined emergency plan must be established
    - This should include which hospital to go to, an understanding of how to navigate there without GPS
    - Consider purchase of a satellite phone or satellite tracker and messenger, if field work involves a single individual.
        - Define procedures for using device under varying circumstances
- What physical activity will be required of this field outing? Is this field activity suitable for many levels of physical capabilities? How can the outing be adjusted to be more inclusive of diverse physical abilities?

- Do all team members have the appropriate Personal Protective Equipment (PPE) necessary for work at this site?
    - hearing/eye protection?
    - proper temperature maintenance (cold and heat)?
    - water-related clothing/waders (that don't leak), wet/dry suit etc?
- What bathroom facilities are available at the field location or on route?
    - If none, provide instruction on the appropriate options for field members
    - Provide necessary items to maintain sanitary conditions (sanitizer/shovel/toilet paper etc)
- Food/water
    - Will participants need to bring meals, snacks, and water?
    - Will there be extra snacks and water should someone forget to bring their own?
    - Do any team members have dietary restrictions?
    - If planning to stop for a group meal after or during the work day, be aware of the community in which you will be dining and any social risks that may be present.
- What will the weather be during field work? Are there risks of overheating, hypothermia?
    - Provide a check-list of how to assess these conditions (refer to the UVA EVSC Field Safety Template), and set-up more frequent check-in procedures if these conditions are present.
    - Consider the impact of weather on road conditions.
- How will the field members travel to the field site?
    - Do they have the appropriate vehicle (e.g. 4-wheel drive, snow tires, high clearance vehicle)
    - Are the road/flight/boat conditions safe?
- What equipment will be used at the field site, anything potentially hazardous/dangerous?
    - Does any equipment use require training/certification?
- Are there basic first aid kits available and where are they kept? If the field team splits up, are there enough kits for each 'team'
- Are there 'turn back' or 'no go' criteria regarding safety conditions (e.g. weather, time/light conditions)
- Is there access to a safe exit from the field work location?
    - Consider having an additional transportation vehicle at the site
    - Inform field participants if they are entering an area in which exiting will be challenging/impossible
- Will participants be staying in a group, or breaking off in pairs?
    - Expectations for maintaining a buddy-system and relevant protocol should be established and clearly communicated.
    - If working in small groups, what are hazards to be aware of? Consider physical hazards (snakes, cacti, ticks, bears, etc.) and other hazards (encounters with law enforcement, hostile locals, etc).

- All participants should be made fully aware of steps to follow should any anticipated hazardous encounter occur
- Ensure students in the field have official documentation to demonstrate their affiliation with the department. This should include contact information for the PI/supervisor. Consider creating business cards for students that include both their name and the name/contact information for the PI.

Recommendation for PIs: Establishing clear pathways for participants to provide post-field feedback is an important factor in improving field experiences. Feedback tools can alert us to what worked well and what needs revising or improvement. Several platforms for soliciting (anonymized) feedback exist, including Collab and Google Forms. Whichever platform you choose, be sure to communicate this feedback tool to participants and, if applicable, mention the option to provide feedback anonymously.

Post-field risk assessment improvement

- Were there any physical, emotional, or social hazards experienced?
  - If so, did you feel prepared to handle them?
  - Could anything else have been done or provided to help you deal with the situation better?
  - Was there any official training that would have been helpful to have had prior to field work (de-escalation, basic first aid, wilderness first aid…)?
- Is there anything in the current field plan that is not accurate (locations for potable water/bathroom resources/ access to sites via gates etc)

EVSC Class field trips:
While this deliverable focuses largely on research-related field work, the recommended field code of conduct and risk evaluation tools presented are also applicable to academic field trips; we suggest instructors of record complete the field safety template in preparation for class field trips and share with students ahead of the trip. A link to University-level guidance on academic field trips is provided below as well as suggested improvements on current EVSC protocols.

University-level guidance on planning **academic field trips** can be accessed here.

Recommendations on field trip driving protocol: Existing protocol for student drivers for EVSC field trips is outlined below:

- The usual configuration to transport one lab section of students to the field is 2 vehicles and 2 drivers (TA and second driver).
- If the second driver is not another department TA, a student can be recruited to drive.

- There are several steps to recruit, approve and hire a second driver. We request two weeks' time to complete the hire process so that the second driver is cleared to drive before the field lab date.
- The requirements for all drivers transporting UVA students are:
    - Must be 21 years of age, have a valid driver's license and 2 years driving experience.
    - Must be an employee of UVA.
- TA Responsibilities:
    - The TA will recruit a student driver from the students in the lab section to drive a 6-8 passenger vehicle.
    - The TA will email Cindy Allen, Admin Assistant, at least two weeks in advance with the student's name, email, course number and lab field date. Department staff will process the DMV check and set up the student as an employee.
    - The TA will rent the vehicles.

We recommend these protocols be revised such that the responsibility of coordinating transportation falls largely on the instructor of record rather than the TA, and that the TA be made aware they are not obligated to drive if they are not comfortable operating 12-seat passenger vans. Furthermore, we acknowledge the safety implications of imparting responsibilities onto undergraduate students (many of whom have <5 years driving experience).

Considerations for the laboratory environment:

Physical Risk Assessment (i.e., not chemical)

- What hours are students permitted to work in the lab spaces?
- What check in/check out procedures are in place as a safety precaution?
- For students who may be leaving lab spaces in the evenings:
    - Do they have reliable and safe transportation home?
    - Consider communicating with campus security so they're aware of the possibility of your students leaving late
    - Consider creating business cards for students that include both their name and the name/contact information for the PI. Encourage students to have a couple on their person, especially if they will be leaving Grounds late.
- How many students are permitted to work in the lab at once?
    - Does your lab have a code of conduct explicitly stating how colleagues are expected to treat one another in these shared spaces?

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EVSC Field Safety Document:
Prior to undertaking a new field study, PIs should complete the UVA EVSC Field Safety Template (provided as a separate document and included after the signatures at end of this deliverable, based on the template developed by UC Berkeley) and distribute to all participants. The template requires the PI to provide:

- racial/social risk assessment of sites
- physical risk assessment of sites
- information on reporting/documenting incidents
- Information on required or supported training

This template includes a pre-departure check-list that synthesizes the prompts that the PI should answer. This checklist can and should be edited (i.e., some questions may not be applicable, and other checks may need to be added) on a case-by-case basis. The field safety template concludes with a signature page for both the PI/supervisor and field participants, indicating they have read and understand the document, including risks involved.

Recommended supplementary readings and resources:

Safe Fieldwork Strategies for At-Risk Individuals (Demery & Pipkin, 2020)
Fieldwork resources from ADVANCEGeo

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UVA EVSC Field Safety Plan

Field Site Location:	*Descriptive name of research location (e.g. Shenandoah Valley, VA; Blandy Experimental Farm)*		
Activity Description:	*Type, length, and purpose of activity (e.g. hiking 3-4 miles, collecting specimens, etc.)*		
Plan Created for:	*Name of Research Group / Course / Trip Leader*	**Date of revision:**	*Mo-Day-Yr*
Date(s) of Travel:	*Start date, duration, expected return to campus*		

A field safety plan serves as a tool to document your hazard assessment, communication plan, emergency procedures, and training. This plan should identify hazards, as well as precautions and actions taken to address and mitigate those hazards. As you complete your plan, be mindful in considering the unique safety concerns that can apply to students with marginalized racial, sexual, and gender identities.

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, heat illness, task-specific training).**
3. **Obtain immunizations and prophylaxis for your destination, if applicable (schedule 8 weeks in advance).**
4. **Share via email with all participants in the field group to allow them to review, post questions, and evaluate risk for themselves.**
5. **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.**

Site Information		
Location	Latitude: **XX.XX (from GPS/Map)**	Longitude: **XX.XX (from GPS/Map)**
Site Information	*Elevation, terrain, environment.* *Land type: federal/state/private*	
Travel to Site	*How will participants get to the field site? Note any dangerous roads, conditions. Are there racial symbols, such as confederate flags, xenophobic signs, etc. along the route?*	
Site Access	*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.*	
Environmental Hazards	*Describe any dangerous wildlife, insects, endemic diseases, poisonous plants, etc. that participants may encounter. Note intended mitigation measures; discuss prior to trip.*	
Security	*Is the field site located on private property? If so, be sure the owners are contacted and approve of the proposed trip. Owners should be contacted and reminded the day before arrival and made aware of the number of participants to expect on the property.* *Is there a 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 the security rating for your destination via the Worldcue Trip Planner.*	
No-Go Criteria	*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 > 100 degrees, within 2 hours of high tide, wave heights over 1 meter, etc.* *For complex trips, consider using the GAR Risk Management Model.*	

UVA EVSC Field Safety Plan

Expected Weather	*Note extreme conditions that could impact the trip or require additional planning, (e.g. high heat, wind, rain, snow, approaching storm).*		
Drinking Water Availability	☐ Plumbed water available ☐ Water cooler with ice provided ☐ Bottled water provided ☐ Natural source and treatment methods (e.g. filtration, boiling, chemical disinfection): **Please note:** review OSHA guidelines for heat-related illness identification and first aid		
Access to Shade/Shelter	If forecast exceeds 80°, shade **must be provided** by natural or artificial means for rest breaks. ☐ Building structures ☐ Trees ☐ Temporary Canopy/Tarp ☐ Vehicle with A/C ☐ Other:		
High Heat Procedures	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.** ☐ Direct supervision ☐ Buddy system ☐ Reliable cell or radio contact ☐ Other:		
Emergency Services and Contact Information			
Local Contact	*Name, address & phone #, may be a local colleague/institution, reserve manager, USFS office, etc.* **Lodging location:** *name, address, phone #*	**University Contact** Someone not on trip. Provide them with a copy of this plan.	*Name, number, email; may be a Professor/PI, department contact, supervisor back on campus, etc.* **Frequency of check ins:** *daily, at end of work day, etc.*
Emergency Medical Services (EMS)	*Procedures for contacting emergency medical services.*		
Nearest Emergency Department (ED)	*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.*		
Cell Phone Coverage	**Primary Number:** **Coverage:** *good, spotty, none* **Nearest location with coverage:**	**Satellite phone/device**	**Device carried?** ☐yes ☐no **Type/number:**
Nearby Facilities	*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?*		
Side Trips	*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?*		
Participant Information			
Field Team/ Participants	Is anyone working alone? ☐ Yes ☐ No If no: *describe the buddy-system to be implemented* If yes: *describe the communication plan, which should include strict check-in procedures. If cell coverage is unreliable, will participants be provided a satellite communication device or personal locator beacon?* Primary Field Team Leader: *Name, phone number* Secondary Field Team Leader: *Name, phone number* ☐ Field Team/Participant list is attached as training documentation ☐ Other attachment: e.g. course roster		
Physical Demands	*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).*		

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Mental Demands	*List any unique mental demands required for this trip, e.g. long travel days, high stress environments, different cultural norms, etc.*
First Aid Training & Supplies	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.*
Immunizations or Medical Evaluation	*List required immunizations/prophylaxis or required medical evaluation, if applicable.* For travel-related immunizations or medical advice, contact the UVA International Travel Clinic at 434-982-3915 8 weeks prior to your trip. For required or recommended personal protective equipment related to your research protocol, contact the UVA Occupational Health Services at 434-297-6379 (e.g. asbestos, first aid certifications, respirators, etc.)

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Equipment and Activities – Consult with EH&S for specific training and requirements.	
Research Activities	*Briefly describe the goal of your field operations, e.g. collection of samples, observation of animals/environment, interviews with human subjects, etc.…*
Field Transportation	*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. Note any required characteristics such as minimum clearance or all-wheel drive, snow tires etc.* UVA Office of Property & Liability manages a variety of insurance programs. Please consult their documentation on insurance coverage for assistance.
Research Tools	*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.*
Other Research Hazards	*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.*
Personal Protective Equipment	Required—*e.g. boots, safety glasses, PFDs, hardhats, waders, etc.* Recommended – *e.g. walking sticks, gloves, long pants, hats, insect repellant, sunscreen* *What equipment will be provided and what are participants expected to provide for themselves?*
Additional Considerations	
Insurance	Review the University Auto Insurance Policy: https://uvapolicy.virginia.edu/policy/FIN-006#Rental_Veh
International Activities	Check with the International Studies Office (ISO) regarding required approvals. Visas, permits, finances, import/export controls, transportation of specialized equipment, and data security must be considered.
Personal Safety & Security	Personal safety risks during free time should be considered and discussed with all participants in advance. These risks may include alcohol or drug use, leaving the group, situational awareness, sexual harassment, local crime/security concerns, among others. Establish and review expectations for the group and set the tone for a safe, successful trip. **High Risk Travel:** Check the U.S. State Department travel site for current travel alerts and you may use the Worldcue Trip Planner 'Location Intel' tab to generate a security brief for your destination.
Campus Contacts	
UVAPD	434-924-7166; https://uvapolice.virginia.edu/
University Health Services	uvahealth.com **Faculty/Staff:** 434-243-0075 (Occupational Health- UVA WorkMed) **Students:** Student Health and Wellness 434-924-5362, after hours call 434-297-4261
EH&S	http://ehs.virginia.edu/
Travel Emergency Assistance	Enroll in UVA Travel Assistance Program (no cost for faculty and students). Enroll by contacting the Procurement and Supplier Diversity Services. U.Va. Faculty and staff on University business may refer to the Office of Property & Liability Risk Management/International Insurance for information about the insurance protection that is in place for them while traveling outside of the United States.
Report Injuries	Complete the employee Incident Report Form

UVA EVSC Field Safety Plan

First Aid Reference – Signs & Symptoms of Heat Illness		
Signs & Symptoms	**Treatment**	**Response Action:**
HEAT EXHAUSTION ● Dizziness, headache ● Rapid heart rate ● Pale, cool, clammy or flushed skin ● Nausea and/or vomiting ● Fatigue, thirst, muscle cramps	1. Stop all exertion. 2. Move to a cool shaded place. 3. Hydrate with cool water.	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.
HEAT STROKE ● Disoriented, irritable, combative, unconscious ● Hallucinations, seizures, poor balance ● Rapid heart rate ● Hot, dry and red skin ● Fever, body temperature above 104 °F	1. Move (gently) to a cooler spot in shade. 2. Loosen clothing and spray clothes and exposed skin with water and fan. 3. Cool by placing ice or cold packs along neck, chest, armpits and groin (Do not place ice directly on skin)	**Call 911 or seek medical help immediately.** **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!**

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

General risk management advice is available through the UVA Office of Property & Liability Risk Management (434-924-3055).

Pre-departure checklist:

- ❏ **Field site has been investigated and thoroughly evaluated for physical, mental, and racial safety concerns**
- ❏ **Participants have reviewed and signed field safety plan; emergency contact info collected**
- ❏ **All required approval forms, licenses, etc. have been obtained and printed**
- ❏ **Transportation details and documentation are in order - including vehicle rentals and drop-off details, if applicable**
- ❏ **Communication plans for field work are established; any satellite devices have been gathered**
- ❏ **Research tools and necessary PPE have been obtained**
- ❏ **Necessary trainings have been completed by all participants**
- ❏ **First aid kits are stocked**
- ❏ **Emergency plan is established, including group communication and driving route to nearest medical center**

UVA EVSC Field Safety Plan

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 - Training Documentation

I verify that I have read this Field Safety Plan, understand its contents, and agree to comply with its requirements. I will disclose to the PI/supervisor any pertinent health information (e.g., epilepsy, diabetes, severe allergies, etc.)

Name/Phone Number	Signature	Date	Emergency Contact/Phone Number