

DEEPS Safety Plan

Here we provide a resource for leaders of any trip outside the classroom to help make their trips safer, with a particular focus on inclusivity.

Safety guide for leader (taken verbatim from Demery & Pipkin, 2021):

1. Self-educate on the experience of your team member's identity, and the corresponding risk that they may encounter in the field. This does not involve asking researchers to relive trauma surrounding their identity as a source of education. Rather, use available resources to self-educate. First-person accounts and resource compilations are available (see Table 1). Furthermore, self-educate on the politics, demographics and culture of the areas surrounding established field site(s), in order to be fully aware of potential risks.
2. Prior to fieldwork, contact relevant institutional offices for risk management on how to best manage risk in the field and identify resources for researchers to identify the social landscape in which the field site(s) is(are) situated and identify potential risks.
3. Create a field risk management plan that discusses risk at established field sites. This document should detail potential risks and identify mitigation(s) for that risk. This document should also act as a living document for recording safety incidents. Copies of these should be carried with field workers on their person as well as left in the workplace or lab.
4. Provide materials to clearly identify researchers and their purpose (for example, signs for vehicles and field sites, safety vests and so on). These items should be provided for the researcher so that their use is easily implemented.
5. Have a conversation with all research team members on the risks and preparations to minimize risk. This can include a statement that certain demographics may be at higher risk, and that the supervisor is available to discuss with any researcher about concerns and proactive measures. Educational resources, such as this document, should be made available to all researchers, who can then self-select to engage in a conversation about safety issues surrounding their specific identity(ies).
6. Create a time and space to talk to research team members specifically about fieldwork safety concerns in advance of the field season, and touch base with them throughout the season to address new concerns. As a reminder, this is an uncomfortable reality and merits the need to establish a space and time for both parties (researcher and supervisor) to be ready and willing to engage in this important discussion.
7. Even after education, supervisors that do not share the same identity as their researchers will be unaware of all potential risks to researchers. If researchers bring up potential or experienced risks, validate their experiences and assist in modifying the project so that they can safely continue conducting research.
8. The scale of risk can increase dramatically in an international field site. At minimum, be aware of and abide by any international laws and customs in addition to local foreign laws, current political situations, actual degree of law enforcement, and mandate a conversation with the researcher. Furthermore, this conversation should include allies in

the field — collaborators and/or supervisors at the international field site — to discuss any safety concerns that the researcher may not be aware of.

9. At established field sites, introduce researchers (via e-mail or in-person) to the manager of those locations, if they exist. If there are multiple managers, researchers should be introduced to each manager to minimize any miscommunication that could lead to increased risk.
10. When possible, show new researchers established field locations, teach them about the specific concerns of that field location, and inform them of the resources in accordance with established safety plans. The resources should have contact information about field site personnel relevant to research and safety (for example, contact information of the local police department).
11. Assist researchers in establishing safe housing before arriving at the field location. A safe and secure housing location includes the following: researchers are able to secure food, travel safely to and from field sites, and there are supportive points of contact in the local community.
12. Review and agree upon fieldwork and safety plans with the researcher before any fieldwork begins.
13. Actively engage with researchers on how to reorganize fieldwork practices if and when there are restrictions on movement; for example, local ordinances limiting activity (that is, curfew, stay-at-home orders and so on).

Questionnaire for fieldwork or field trip participants (original to the DEEPS Safety Plan):

1. Have you ever participated in a similar experience?
2. Do you have the equipment necessary for you to feel comfortable in the field? If not, I will find a way to provide this for you?
3. Do you have any concerns about participating in this field trip or fieldwork?
4. Is there anything I can do to make you feel more comfortable in the field?
5. Do you have any specific needs in the field you would like me to know about?

Additional resources:

- ADVANCEGeo's In the Field resources:
https://serc.carleton.edu/advancegeo/resources/field_work.html
- Example Safety Plan: (Demery & Pipkin, 2021)
<https://doi.org/10.1038/s41559-020-01328-5>
- Erin Petit's Strategies for Successful Fieldwork:
<https://exploreice.org/field-team-leadership>
- Toilet stops in the field:
https://drive.google.com/file/d/15mLZgZWQvBXQRU_ok7OqnpUmxKObgwAm/view?fbclid=IwAR0j61QZJ-JITEyDJduULq-Zuxs3ROOzjqTKzlj9G6ZMNcY4fAQqcC3tAa8