URGE
Unlearning Racism in Geoscience

UNIVERSITY OF MONTANA
COLLEGE OF HUMANITIES & SCIENCES | DEPARTMENT OF GEOSCIENCES

<u>University of Montana Geosciences URGE Pod Safety Plan</u>

Code of Conduct

Overview

- All communication, be it online or in person, should be appropriate for a professional audience, and be considerate of people from different cultural backgrounds. Sexual language and imagery is not appropriate at any time.
- Be kind to others and do not insult or put down other group members.
- Behave professionally. Remember that harassment and sexist, racist, or exclusionary jokes are not appropriate.
- Harassment includes offensive verbal comments related to gender, sexual orientation, disability, physical appearance, body size, race, religion, sexual images in public spaces, deliberate intimidation, stalking, following, harassing photography or recording, sustained disruption of discussions, inappropriate physical contact, and unwelcome sexual attention.
- Participants asked to stop any harassing behavior are expected to comply immediately.
- Contribute to discussions in meetings with a constructive, positive approach
- Be mindful of talking over others when discussing in groups, and be willing to hear out the ideas of others.
- If inappropriate behavior persists see process for reporting

Self-Awareness Considerations

Stress and mental health

- There are many stressors you may experience as a student or employee in the university setting that may challenge your mental health, including but not limited to:
    - Low pay or pay inequities, especially with a high cost of living
    - Feelings of isolation or uncertainty in your research
    - Feelings of uncertainty in your future
    - A global pandemic
    - So-called "negative" results – that is, nothing or very little to show for days/months/years of hard work
    - Burnout
- Everyone is strongly encouraged to take an active and pre-emptive approach towards the maintenance of their mental health, which includes recognizing the above-listed and/or other factors not as necessary obstacles as a part of your "rite of passage", but simply as obstacles
- In this department we assure you the time and resources needed to be successful, thus if there is anything that is placing you under undue stress or preventing you from performing at your potential, please do not hesitate to communicate this in order for us to help you access the right support networks

Advocacy

- It is important to be able to advocate for yourself, however there may be circumstances where that is not possible – this is where having a mentoring supergroup might be helpful, where there is a "community network" established already wherein advocates for others could be found…
- see Deliverable 7

Working hours

- Communication
    - Many of us have personal responsibilities and obligations in addition to those directly related to the department, and at times it can be difficult to balance everything
    - It may not be optimal or possible to set up a classic "9-5" work day, thus setting and communicating when your own work hours are is critical for establishing
        - Boundaries
        - Productive collaboration
        - Meetings and events
    - Email
        - You may choose to work "unusual" hours and therefore send e-mail communications outside of "normal" work hours. Please give

consideration to the timing of your e-mail communications with respect to what is expected of your recipient, especially in terms of timing for a response
- No one is required to, nor should feel obligated to, respond to e-mails outside of their typical working hours
- However, prompt replies to e-mails is helpful and respectful
- Holidays
  - Not everyone observes the same holidays, and many holiday days set by the University may not fall on the same dates as important cultural or religious observations
  - In the same way that everyone is expected to set and communicate their working hours, you should also communicate any important holiday dates during which your coworkers should not expect you to be in the office or responding to work e-mail
  - When there are observances that include specific customs altering your "normal" behavior (such as fasting, limited hours using electronics, etc.) it is even more important that these expectations are communicated to your coworkers to facilitate their understanding and respect for your changed behavior at these times

Outreach/Public Presentation Considerations

Publications

- Authorship: do we care to have an authorship guideline?
- Open access: when possible all research outputs will be published as "open access". Thus it is important to consider your choice(s) of publication venue – it should be both thematically appropriate *and* accessible for readership by anyone involved in or related to the research (i.e. an indigenous South American population on whose land the field work was conducted, the population of underserved students for whom the research is proposed to serve, etc.)
- Data Ownership: The owner of the land the fieldwork is done on has ownership to samples and data and cannot be published without their permission. For example, data collected on tribal land belongs to that tribe.

Conferences

- Authorship: abstracts must be shown to all co-authors at least one week before submission deadline; outcome of abstract submission (acceptance or rejection) must be communicated to all co-authors as soon as possible. Presentation final draft should be approved by all co-authors ideally at least one week before departure to the conference, if not presentation

- Presentation ethics: all co-authors must approve of any work that includes their name; presentation of identical work at multiple conferences is not recommended and in some instances is considered a form of plagiarism
- Example conferences (GSA, AGU, AAPG, IAG, SEPM, etc)
- Travel logistics: see below

Public Outreach Events

- Outreach work should be relevant to the academic mission of the university and departmental goals and objectives. It should also be coordinated in concert with teaching and research assignments.
- Public outreach events should be considered as falling under the umbrella of university standards and policies, regardless of where they are held.
- *The following objectives and strategies are taken from the Seattle Office for Civil Rights*
- Outreach objective: enhance community relationships and engagement
  - There is a greater likelihood of engagement from underserved communities when organizations take steps to enhance their relationships with those populations. Creating trusting relationships, increasing accessibility to facilities and services, and providing diverse opportunities to be-come involved, are key actions that reflect on organizational attitudes and values about developing equitable and sustainable engagement.
- Outreach objective: enrich knowledge gathering
  - Strengthening connections with communities through knowledge gathering allows those constituents to play a key role in determining relevance and appropriateness of organizational programming. We must look beyond surveys as a means of gathering crucial data and feedback towards more personalized modes and means of this important task. In essence, exchanging information, rather than collecting it, provides an incentive for engaging in conversations and collaborations, as well as a greater sense of ownership in the outcome.
- Outreach objective: embrace organizational change
  - In order for community engagement to flourish, organizations (and individuals that represent those organizations) must be open to organizational changes that are responsive to community insight and allow for shared power between communities and the organizations that serve them. The process and results of increased community engagement must go beyond activities to involve more community members, but rather become a prominent organizational value that drives everyday decision-making processes.
- Strategies for inclusive engagement:
  - Build personal relationships with target population
    - Are there key individuals or constituents you already have or should be building a relationship with?
    - Are there venues for you to attend or explore to find out who are natural community leaders?

- - - Create a welcoming atmosphere
      - Does your process reflect, honor, and welcome the community?
      - Do the venues you choose invite participation and engagement?
  - Increase accessibility
      - Are there issues/barriers (language, location, time, transportation, childcare, food, incentives, appeal, power dynamics, etc.) that should be considered throughout the whole process?
      - Are there ways to increase the level of input a community has in a process?
  - Develop alternative methods for engagement
      - Do you have non-traditional methods of outreach to get people involved?
      - Do you offer multiple ways for contributing input and feedback?
  - Maintain a presence within the community
      - Are there community driven events that you can participate in and that people will already be gathering for?
      - Do community members see you out, regularly, in the community?
  - Partner with diverse organizations and agencies
      - Are there organizations that currently have relationships with your target populations that you can connect with (remember to consider power dynamics)?
      - Have any agencies or organizations successfully implemented similar programs or initiatives (perhaps on a smaller scale or in another community) that you can solicit advice from?

Social Media

- Mansfield Library Policy: https://www.lib.umt.edu/about/policies/socialmedia.php
- The following are all taken directly from Montana State University policies:
- Using social media as an employee
  - If you list the University of Montana as your place of employment or be sure to include a prominent disclaimer that anything you post is your personal opinion and not necessarily the opinions of the University.
- Using social media as a student
  - The Code of Student Conduct may be applied to behavior conducted online, via email or other electronic medium. Students should also be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. The University shall not regularly search for this information but may take action if and when such information is brought to the attention of University officials. No violation of the Code of Student Conduct can occur when the speech that is subject to the complaint is protected by the student's free expression rights under the First Amendment.
- Reporting Procedures

- o If someone from the University community makes a threat of harm to themselves or others over social media, or if you find yourself the subject of a social media threat, you have options to report.
- o **Screenshot your concern:** Especially with social media like Snapchat and YikYak, threats may be hard to track down. Make sure to document the threat as soon as you can.
- o **Contact University Police:** You can either make a report to UM Police here: https://umt.co1.qualtrics.com/jfe/form/SV_bvV2NYJ2UFEe2Ut, or call (406) 243-6131

Field and Lab Environment Safety Considerations

Process for Violation Reporting

- see Deliverable 2

Training Resources

- General HR resources pertaining to diversity: https://www.umt.edu/hrs/personnel-resources/recruitment-and-hiring/diversity/default.php
- Inclusivity training: https://www.umt.edu/learning-development/1professional-development/inclusivity.php
  - o And https://www.umt.edu/learning-development/2leadership-management/building-inclusive-thriving-teams.php
- Indian Education for All: http://www.umt.edu/president/communication/2019/required-um-employee-course-indian-education-for-all-in-montana.php
- Implicit bias (IB) training: https://www.umt.edu/provost/faculty/faceval/info.php
  - o IB slides: https://www.umt.edu/hrs/docs/Recruitment%20Process%20and%20Minimizing%20Implicit%20Bias.pdf
- Bystander training: https://www.umt.edu/student-advocacy-resource-center/bystander-training/default.php
- De-escalation guide: http://health.umt.edu/ccfwd/resource_library/org_resources/resources_tool/verbal_de-escalation.pdf

Lab safety protocol at UM

- https://www.umt.edu/research/EHRM/labsafety/minors.php
- http://www.umt.edu/research/EHRM/labsafety/default.php
- https://www.umt.edu/risk-management/safety-compliance/default.php

Travel/accommodation logistics

- Students will be supported (logistically and otherwise to the best of our ability) to participate in conferences related to their research as well as all travel necessary for conducting their research
- Early efforts should be made to secure student travel support from the host organization for conference attendance (at least GSA, AGU and NAGT offer travel support and/or registration cost reduction in exchange for volunteer hours)
- All efforts should be made to be fiscally conservative: booking the least expensive acceptable means of transportation and lodging. When possible, shared lodging (with colleagues) is preferred. Book as early as possible to reduce costs. Consider personal safety as an utmost priority when considering travel and lodging – how will you get from your lodging to the conference and back? Is it walking distance? Is that walk safe? Safety is more important than expense.
- To be accommodated for fieldwork or travel sponsored by the department or your advisor, a travel authorization/expense report must be completed http://www.umt.edu/business-services/Employees/Services/Accounts%20Payable/Travel.php
  - o Page 1: RAT must be completed before going
  - o Page 2: TER must be completed upon return

Communication

- In advance of travel of any kind, a communication plan must be established for all participants in case of emergency
  - o Where are all participants staying?
  - o Who has cell phones/coverage? Do you have a satellite phone or spot device?
  - o Masterlist of all contact information with leaders, non-traveling department contact, other participants?
  - o Meeting locations and times established for check-ins during travel. Always let someone know when you leave and when you return
  - o Know who on the team has medical training and to what extent
  - o Other?

Field safety protocol

Racial risk assessment of sites

- **Researcher** (student and supervisor) **responsibilities** to minimize risk in the field:
  - o Communicate with colleagues and supervisors about the risks, preparations to minimize risk, and reporting mechanisms. Be aware that the conversation will likely be difficult and will require mental and emotional readiness by both parties. If a supervisor is dismissive of this conversation, individuals should be

informed that they can and should reach out to additional mentors, institutional or industry advocates (e.g., ombudsman, Equal Employment Opportunity officer, Diversity and Inclusion administrators, Student Disability Services, or other trusted professionals to have this conversation.

- The scale of risk can be higher at international field sites (e.g., identities may be criminalized). 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 between researcher and supervisor to establish an emergency contingency plan.
- Contact others (especially those who share an at-risk identity) that have previously used a field site at a location where there is a history of risk.
- Document all known cases of risk at that location.
- Take advantage of training opportunities to increase field safety and promote awareness (e.g., self-defense courses, first aid, safety aids, cultural history course about the location of the field site).
- Know who manages the field site(s) and inform the field managers when/where you will be at those locations.
- Introduce yourself to the neighbors surrounding the field property, or leave a short note informing neighbors about research being conducted at nearby locations and who will be conducting the research. It is advisable to also include contact information, preferably information that clearly demonstrates affiliation with the research institution to provide additional credibility.
- Engage in fieldwork with another person, when possible. When this is not possible, have a point of contact (preferably the supervisor) who is aware of your whereabouts and expected schedule on a given day. A written communication plan that gives notice of field plans is another way to maintain communication with a point of contact.
- Always carry credentials in case someone challenges why you are at the field site. These include photo ID (driver's license, passports, institution ID), and relevant permits. Any additional form of identification that clearly demonstrates affiliation with the research institution can also be helpful (i.e., University apparel, institution bumper stickers/car magnets, etc.).
- If at any time you feel unsafe, you should contact your supervisor to discuss ways to modify the project. While supervisors work closely with researchers, they often do so outside of the field site, and therefore may not know of the risks and dangers therein encountered. It is paramount that at-risk individuals advocate for themselves.

- How **supervisors can support** at-risk individuals
  - 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. 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. Listen.

- 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.
- 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 fieldworkers on their person as well as left in the workplace/lab.
- Provide materials to clearly identify researchers and their purpose (e.g., signs for vehicles and field sites, safety vests, etc.). These items should be provided for the researcher so that their use is easily implemented.
- 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).
- 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.
- Even after education, supervisors that do not share the same identity as their researchers will be unaware of all potential risk to researchers. If researchers bring up potential or experienced risk, validate their experiences and assist in modifying the project so that they can safely continue conducting research. Listen.
- Since the scale of risk can increase dramatically in an international field site (see above), a conversation with the researcher should include allies in the field - collaborators/supervisors at the international field site - to discuss any safety concerns that the researcher may not be aware of.
- At established field sites, introduce researchers (via email 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.
- 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 (e.g., contact information of the local police department).

- Assist researchers in establishing safe housing accommodations before arriving at the field location. A safe and secure housing location includes the following: researchers are able to secure food, safe travel to and from field sites, and supportive points of contact in the local community.
- Review and agree upon fieldwork and safety plans with the researcher before any fieldwork begins.
- Actively engage with researchers on how to reorganize fieldwork practices if and when there are restrictions on movement; for example, local ordinances limiting activity (i.e., curfew, stay-at-home orders, etc.).

- If an at-risk **individual's supervisor is unwilling** to help minimize risk:
  - Have a support group for 1) reporting and documenting risk and 2) gathering witnesses to help showcase the level of threat. The support group might range from peers, a counselor, to established institutional services.
  - Reach out to the departmental officer in charge of reporting situations to higher echelons of administration who would provide administrative and legal support for the researcher. There are laws in place to maintain the safety of researchers.

- How **departments/institutions can support** at-risk individuals
  - Make a general field safety, harassment training and first aid course available and mandatory for all researchers to attend in the institution/department.
  - Make a list of resources available about diversity in the sciences, barriers to entry in the sciences and safety concerns.
  - Regularly reevaluate all current department and institutional practices to remove barriers to inclusion in safety practices. Develop a proactive plan to alter detrimental (anti-inclusion and equity) practices and document the process to increase transparency of decision-making.
  - Inform and advise supervisors and research groups about the benefits of acting responsibly and with care, as well as legal and social ramifications if they fail to invest in researcher safety during university-sanctioned fieldwork.
  - Provide training to supervisors on how to be an effective mentor to diverse individuals. This training should provide clear lines of communication for anyone conducting fieldwork, regardless of the researcher's institutional affiliation (e.g., a visiting researcher working with faculty and field sites managed by the institution).
  - Ensure field course locations and housing are appropriate, safe, and equitable for all identities. Solicit regular, anonymized feedback from field researchers to determine the climate and safety of field sites and accommodations, and engage supervisors in responding to this feedback.
  - Ensure that all department- or institution-managed field sites are clearly labeled as a part of the institution. On this signage, include acceptable activities allowed at such locations (e.g., birdwatching, dog walking, no public access).
  - Collate information on all active or newly established field sites throughout the year and provide this information to relevant police departments. Due to the sheer volume of field projects occurring at a single time, this cannot feasibly be accomplished by supervisors and researchers. Supervisors or individual

researchers should only have to contact specific law enforcement if the field site(s) was(were) not a part of this initial package.
- o Supply an official letter of support for researchers doing fieldwork with contact information. This provides additional credibility to the researcher, if and when they are approached and challenged.

Procedures for documenting incidents

- Does UM have forms somewhere? Assume yes?
- Suggested information for incident reporting if we don't have forms…
- Incident information
  - o Date, time of incident
  - o Location
  - o Photos taken? If yes, include
  - o Description of incident
- Participant information
  - o Name, DOB, demographic (student? Employee? Other info that might be important?) and contact information
  - o Witness information
  - o Police called? If so, police information
- Injury information
  - o If incident resulted in injury, describe.
  - o Was first aid given? If yes, describe. Who administered?
  - o Was an ambulance called? Was a participant taken to hospital or other location for treatment?
- Property damage information
  - o If the incident resulted in property damage, describe item(s)
  - o Describe nature and extent of damage
- Reporter information
  - o Reporting employee name and title
  - o Contact information
  - o Date of report, signature

Pre-departure field equipment checklist

- Vehicle

  Saw (at least a bow saw)
  Shovel
  Axe
  Full first aid kit (trauma kit if using chainsaws/snowmobiles, etc.)
  Full toolkit
  Tire jack, spare tire

- Each participant's backpack

  Notebook—Rite in the rain
  Pencils/Pens
  Sharpies
  Knife or Multi-tool
  Lighter
  GPS device or phone
  Extra jacket
  Rain coat, rain cover for backpack, rain pants
  Bear spray (summer)
  Headlamp
  Extra batteries (for every device)
  Snacks, plenty of water (at least 2L/day)
  Sunglasses
  Sunscreen
  Solar charger for phone/devices
  Parachute cord or other rope

- Toolkit, with at least

  - Phillips head screwdriver
  - Flat head screwdriver
  - Adjustable crescent wrench
  - Pliers
  - Metal wire
  - Duct tape or fiber tape

- First aid kit

  - Gloves (3)
  - Bio bag (Ziploc)
  - CPR Face shield
  - Trauma Shears
  - Pressure Irrigation Syringe
  - Tweezers
  - Ace Wrap
  - Triangular Bandage
  - SAM Splint
  - Moleskin
  - Medical tape
  - Antibiotic ointment
    - o
  - Ibuprofen (6)
  - Antihistamine (6)
  - Alcohol prep pads (6)
  - Bandages (10)
  - Fingertip bandages (4)
  - 4x4 gauze pads (4)
  - Roll of gauze
  - 1 pack steri-strips
  - Tampons (4)
  - Hard candy
  -