

Deliverable 6: Safety plans (EPS, UC Berkeley)

Lab safety plan

Preamble: This document is intended to serve as a *partial* template Code of Conduct for a P.I.'s lab group, with a particular focus on antiracism and DEIA. Group leaders or P.I.s are strongly encouraged to incorporate other aspects to their own lab's Code of Conduct, e.g. mental health awareness; working hours; vacation, travel, and conference expectations; publication expectations; and meeting norms. An excellent example from the Sedimentary Basins Research Group is found [here](#).

Draft:

We value the participation of every member of our community and want to ensure everyone has an enjoyable and fulfilling experience, both professionally and personally. Accordingly, all members of the [Insert lab group] are expected to show respect and courtesy to others at all times. We create our culture, and our culture is inclusive.

Enjoyable, high-quality research can only be conducted when you feel safe, secure, and supported. All group members are thus dedicated to a harassment-free experience for everyone, regardless of gender identity and expression, sexual orientation, disability, physical appearance, body size, ethnicity, race, age, and/or religion. We do not tolerate harassment by and/or of members of our group in any form, and we ask all members of the community to conform to the following Code of Conduct:

- 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 are 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, ethnicity, 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

[Lab leader] will discuss the Code of Conduct with lab members who violate these rules, no matter how much they contribute to the EPS Department, or how specialized or needed their skill set. If inappropriate behavior persists after this initial discussion, formal processes, in line with UC Berkeley's work practice policies, will commence. To report an issue, please contact [Lab leader]; all communications will be treated as confidential to the extent allowed according to mandatory reporter requirements and according to UC Berkeley policy. If you do not feel comfortable contacting [Lab leader] directly, please feel free to contact whom you think is more appropriate according to the

specific case. Some useful information on how to report discrimination can be found [here](#) and you can contact the Title IX Coordinator [here](#). [Here](#) you can find a list and details of UC Berkeley policies.

For a free resource on bystander training, see: [Bystander Intervention Resources | Hollaback! End HarassmentHollaback!](#)

For a free resource on de-escalation training, see: <https://www.crisisprevention.com/Blog/De-escalation-Tips>

[*Lab leader*] will address safety concerns of BIPOC lab members working in the lab by asking and listening to BIPOC group members' safety concerns, especially in terms of after hours access to the lab (e.g., transportation safety issues coming to or from the lab late at night, access to buildings late at night). [*Lab leader*] will communicate directly with campus security to ensure safety for all lab participants. Particular attention will be paid with respect to intersectionality with LGBTQ/differently abled people, gender, etc. since they may have compounded challenges ("For example, women of color face the stressors of sexual harassment plus racial prejudice." Morales et al. 2020).

Field work safety plan

Preamble: This document addresses DEIA issues connected to field work and field trips. It is not a safety plan but a list of issues to address or consider. This is in addition to the plans and preparations for permitting, visas, travel, housing, in-the-field safety, contact numbers, and lists of resources.

1. Identify the *learning outcomes* of the field experience and *research goals* of the field research. These guide the DEIA planning and procedures.

For field education, make sure students understand why fieldwork and field experiences are important and a valuable contribution to their education. Some students may hear ‘fieldwork’ and think of the hard physical labor jobs that college is meant to avoid. Geology fieldwork is a real-world natural laboratory that textbooks and models cannot capture.

2. Preparation

Assess racial risk and safety of field sites and fieldtrip plans. Intersections to consider in addition to race include gender, individuals with disabilities (physical, mental), first-generation students, and undocumented students. If risks are identified, assess the risk and tradeoffs.

Survey students enrolled in a course at the beginning of the semester to see what levels of outdoor experience are represented in the group. Take active steps to help socially integrate students with varying experience levels, which can be done through ice-breaker-type activities and/or by assigning partners/groups for early assignments that provides an avenue for students to get to know one another. These social bonds are intended to bridge the common divide that appears on field trips between students who are comfortable and happy outside and those who are unfamiliar.

Provide access to training beforehand including antidiscrimination, bystander intervention, de-escalation, cultural competency; <https://training.ucr.edu/fieldworkleadership>
The University of California provides a wide range of trainings through their learning center.

3. Reporting

Make clear how reporting of concerns or issues are handled (refer to the reporting document).

4. Rules and expectations

Require a code of conduct to be signed by all participants along with field liability waiver. This should include principles for how we act and interact in the field (within group).

Make clear that social activities on the trip are optional. There is no ‘right way’ to socialize in the field in the evenings or during ‘off’ time (but there are wrong ways, such as drinking and driving, harassment, bullying). Also identify how to handle interactions with other groups/people/situations while in the field.

5. Resources

Advertise resources available on campus (e.g., the UCB outdoor club) .

EPS can provide access to supplies and gear for those in need, and grants for students who need help affording course fees.

Continue to support and offer a seminar on gear and outdoor preparedness so students feel more prepared (EPS has been offering a DeCal course run by undergraduates from GAB).

Assess needs routinely as these change over time and demographics and nature of field trips change.

6. Accommodations for disabilities

Before the semester begins, review field trip plans and consider how students with different disabilities might experience them. Sketch out how disabled students can be accommodated without compromising the quality of their learning experience. Wherever possible, consider how students can participate in the trip live rather than complete an alternative assignment or engage 'remotely'. Further, when accommodations actually need to be made, faculty will then be in a ready position to collaborate with the student in meeting their needs, rather than putting the onus on the student to figure out their options. This communicates to disabled students that they are not an exceptional burden but an expected participant in this work and thereby communicates belonging to the students.

Holidays - acknowledge for course-based fieldtrips you are asking to go to the field on these days. It is not always possible to schedule around some holidays, so some accommodations can be made in the field. For example, during Ramadan, take steps to ensure practicing students can participate comfortably.

Bathrooms in the field - have the discussion beforehand about the conditions, don't sugarcoat it, just be honest if the bathroom situation is less than ideal and accommodate potential needs for alternative arrangements as necessary. Always bring spare toilet paper, wipes, and hand sanitizer in case composting toilets are undermaintained.

7. The actual experience

Assess the difficulty of reaching field stops; is there a comparable alternative that is easier to reach? Ensure that the teaching team (if more than one) is spread out through the group (one at the front, one at the back...) so no one feels left behind or that their pace 'isn't right'.

When designing course evaluation forms, make sure questions about the field experiences are explicitly included.

Messaging

Thanks to Tyler Cadena for leading the effort . . .

