

Session 6 Deliverable - Safety Plan BU E&E Pod 1

Code of Conduct

MISSION TO UNDERSTAND A CHANGING EARTH, ITS RELATIONSHIPS WITH HUMANKIND, AND TO DEVELOP STRATEGIES FOR A SUSTAINABLE FUTURE.
STATEMENT ON DIVERSITY

Diversity enriches all research and education, and is realized only with all voices, views, and perspectives operating within a supportive and respectful community. The Department of Earth & Environment is committed to fostering diverse, inclusive, and equitable living, learning, and working environments that are supportive and free from violence, harassment, disruption, and intimidation. The Department of Earth & Environment recognizes that creating a safe environment and a culture of respect is the shared responsibility of all members of our community. To ensure an equitable environment that values and respects the unique experiences and perspectives of current and prospective members of our community, the Department will: promote diversity, inclusion, and equity among all members of our departmental community; foster healthy and equitable relationships; and encourage open, honest, and compassionate communication. In order to demand continuous accountability to these commitments within our Department, the Diversity, Equity, and Inclusion Committee lead a series of ongoing efforts, including: engaging in department-wide harassment awareness and prevention trainings; sponsoring department-wide diversity and inclusivity trainings; integrating discussions of diversity in the classroom; maintaining a curated collection of diversity- and harassment-related resources available to all faculty, staff, and students, including resources and support for victims/survivors; and sharing what we have learned with the BU community.

STATEMENT OF PRINCIPLES The Statement of Principles comprises standards for professional behavior that guide faculty members, staff, and students associated with the Department of Earth & Environment. Individuals associated with the Department are expected to aspire and adhere to the following standards of behavior.

A. Principles

1. Excellence, integrity, and honesty in all aspects of professional work
2. Professional and personal courtesy, equity, and fairness in working with others
3. Responsible pursuit of scholarship free from interference or coercion
4. Active participation in the departmental community

B. Expectations

1. Conduct: Members will act with honesty in the interest of the Department, College, and University, and will take responsibility for the trustworthiness of their research, teaching, service, and professional activities. Members will treat others with courtesy, equity, and fairness.
2. Integrity: Members will take responsibility for the integrity of their contributions to all professional activities related to the Department, college, and university.
3. Acknowledgement: Members will acknowledge the names and roles of those who made significant contributions to their scholarship and activities (e.g., publications, lecture slides, etc.).

4. **Public Communication:** Members will honor the boundaries of their professional expertise when representing the Department during public discussions or with the press. Members will clearly distinguish professional comments from their opinions based on personal views.
5. **Environment:** Members of the Department will create and uphold a safe, open, and professional environment for learning, conducting, and communicating science with integrity, respect, fairness, trustworthiness, and transparency at all organizational levels and in all endeavors.
6. **Stewardship of the Earth:** Members will ethically, responsibly, accurately, and clearly inform the public and other societal stakeholders about environmental phenomena of importance to the well-being of Earth and society.
7. **Misconduct:** Members will not engage in discrimination, harassment, bullying, dishonesty, fraud, misrepresentation, coercive manipulation, censorship, or other misconduct. This applies to all professional, research, and teaching environments. An expanded discussion of this topic appears below.
8. **Adherence to Law and Regulations:** Members will be aware of and adhere to laws and regulations related to their professional conduct.
9. **Reporting Irresponsible Practices:** Members will take responsibility to act or intercede where possible to prevent misconduct. Where appropriate, members will respect reporting procedures for any suspected misconduct, including fabrication, falsification, or plagiarism of materials, as well as discrimination, harassment, bullying, or other irresponsible behaviors that undermine the Department or BU.

C. Advising, Mentoring, and Working in Earth & Environment A thriving academic environment is realized only with all voices, views, and perspectives operating within a supportive and respectful community. The Department of Earth & Environment recognizes that creating a safe environment and a culture of respect for all members of our community requires extra demands for ethical behavior regarding relationships among students, faculty, and staff. This is especially true for relationships among students and mentors or any others that demand an awareness of a power imbalance between the participants. To ensure an equitable environment that values and respects the unique experiences and perspectives of current and prospective members of our community, the Department will:

- promote an environment that is intellectually stimulating and free of harassment;
- foster healthy and equitable relationships;
- promote diversity, inclusion, and equity among all members of our departmental community
- recognize and respect the cultural backgrounds of students;
- encourage open, honest, and compassionate communication develop and maintain a dialogue about professional and academic expectations. Further guidelines and expectations about advisor-advisee interaction can be found in the Department Graduate Handbook and Undergraduate Handbook.

D. Harassment, Bullying, and Discrimination

The Department of Earth & Environment is committed to fostering diverse, inclusive, and equitable living, learning, and working environments that are supportive and free from violence, harassment, disruption, and intimidation. The Department rejects discrimination and harassment

by any means, based on factors including but not limited to ethnic or national origin, race, religion, citizenship, language, political or other opinion, sex, gender identity or presentation, sexual orientation, disability, physical appearance, age, or economic class.

In addition, the Department opposes all forms of bullying including threatening, humiliating, coercive, or intimidating conduct that causes harm to, interferes with, or sabotages academic or professional activities and careers. Discrimination, harassment (in any form), and bullying create a hostile environment that reduces the quality, integrity, and pace of the advancement of science by marginalizing individuals and communities. It also damages productivity and career advancement, and prevents the healthy exchange of ideas. We affirm that discrimination, harassment (including sexual harassment), or bullying in any scientific, learning, or professional environment is unacceptable, and constitutes misconduct as described here. Such behavior should be reported and addressed with consequences for the offender, including but not limited to sanctions or expulsion as allowed by BU policy.

Fieldwork

- No extra expense to students should be expected
 - Should let students know if they can't pay/if they don't have the equipment that they can ask the department
- Should not be an expectation that people know how to do fieldwork
- Always use the buddy system
- Report injuries/incidents to the department
- Must talk through pre-departure checklist with all fieldwork participants
- Field plan with emergency contacts and field contact information
- Each lab group should create their own field plan specific to the type of work they do
- Lab classes should fill out general field plan provided by the department
- Field participants should wear something that identifies them as a professional if safe

Process for reporting violations

- Grievance form for reporting interpersonal issues
- Formalize a process for reporting incidents at field sites that make students feel unsafe
- Title IX office - not confidential
- SARP - confidential

Available training resources

- Antidiscrimination
- Bystander intervention
 - Sexual Assault Response & Prevention Bystander Intervention Training
 - Free through SARP
- De-escalation training?
- Van training modules (email Fred & Matt for access)

Racial risk assessment of sites

- Post-fieldwork survey to see if racial discrimination is occurring
 - Keep a record of places where racial discrimination is occurring
 - Keep the survey anonymous
 - Once a year
 - How would wearing a lab shirt or reflective gear be perceived at your field site?

Pre-departure checklist of discussions within field team

- How far will we go?
- Will there be water?
- Required pre-planning meeting to talk about what you need to bring and what will be available
- Introduce students to nighttime security/custodial staff so they know who is supposed to be around
- Talk about safety issues
- Let people know when and where there will be bathrooms
- Person in charge should know of severe allergies
 - Laminated card with name, emergency contact info, allergies
- Have information for nearest hospital/clinic

Procedures for documenting incidents in the field

- If student, let their advisor know
- Report to department
 - Department keeps a log of incident
- Person in charge of this should not be a PI, should be staff that does not do fieldwork

Additional required or supported training?

- Wilderness First Aid training
 - Supported through the department
- First-Aid/CPR
 - Sometimes offered through the department
 - Should be required
- Van training
- SARP bystander training
- De-escalation training?

These are current suggestions, not exhaustive of everything that could come up.