

Deliverable - Safety Plan, Bushkill Bunch pod

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**Deliverable:** Develop and publish a safety plan specific to your pod (lab, university, organization). This safety plan should include a code of conduct as well as a process for reporting violations, as covered in your Complaints and Reporting Policy deliverable from Session 2. Outline training resources that are available and requirements for antidiscrimination, bystander intervention, and de-escalation training. For field work, include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training. This safety plan can (and should be) a work in progress that is revisited and refined.

- Example Safety Plan: (Demery & Pipkin, 2021) [www.preprints.org/manuscript/202008.0021/](http://www.preprints.org/manuscript/202008.0021/)
- Example Code of Conduct: Basin Research Group (under “Inclusivity and Diversity”) <https://docs.google.com/document/d/10y7TP48ik1rcQBPA5Do8mZM7DJ5EbF0hyWP-csgb1QE/edit>
- More Resources: [https://serc.carleton.edu/advancegeo/resources/field\\_work.html](https://serc.carleton.edu/advancegeo/resources/field_work.html)

## Safety Plan

The following is a safety plan specific to the Bushkill Bunch pod. Since pod members are in different institutions, this plan is what we would like to see in our 'ideal' institution. This safety plan includes a code of conduct as well as a process for reporting violations, as covered in our Complaints and Reporting Policy deliverable from Session 2. We outline training resources that are available and requirements for antidiscrimination, bystander intervention, and de-escalation training. For field work, we include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training. This safety plan is a work in progress that will be revisited and refined.

### **Code of Conduct**

- From Basin Research Group:
  - “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.”
- From Chaudhary and Berhe, 2020:
  - “Advocate for racially diverse leadership in science”
  - “Address racism in your lab and field safety guidelines”
  - “Lead informed discussions about antiracism in your lab regularly”

### **Process for reporting violations, in our [Complaints and Reporting Policy](#) from Session 2**

#### *Mechanisms For Reporting Complaints, Bias, Microaggressions, Harassment, and Overt Racism*

- Reporting will be done through an online form with the option of submitting anonymously. The form should be user friendly for ease of filing a complaint, and easily accessible. Paper forms should also be available in various rooms/outside offices.
  - A liaison with disability services will be available to anyone wishing to file a report and needs assistance (scribe/translation/braille etc.). This liaison will maintain confidentiality.
- Specific methods of reporting complaints will be expanded upon by each pod member for deliverables tailored to each of our respective institutions, as this point is difficult to address for our communal “ideal institution” based on factors such as size of the institution, etc.

#### *Levels of Reporting*

- Reporting complaints in our institution could take place at a global or local level. The level of the complaint can depend on a number of factors. (This is also highly dependent on factors such as institution size, etc; pod members will tailor accordingly).

- A global complaint could take place when the type of harassment is covered by a departmental/large organization type policy (more legal definitions of harassment, like WHOI example). A local complaint could cover things that would have traditionally slipped through the cracks of a large institution.
- The individual reporting the complaint decides which route to take. In some cases a local complaint may be appropriate; if anonymity is an issue or the local representative is involved, it might be appropriate to make a global complaint. The individual(s) dealing with the complaint might feel it is necessary to escalate it to a global format depending on the details. This should only be done with the reporting person's consent.

*Resources Available For Complainants*

- Counselors or advocates (**legal support?**), especially those of the same race, ethnicity, and gender.
  - Counselors or advocates will be in contact with the department the report was brought up against, and have regular conversations with the complainant to monitor social-emotional health. The counselor/advocate will be trauma-informed and culturally aware so they may act in the best interest of the reporting person, if necessary.
  - When the complaints are on a large scale (legal and potentially reputationally damaging for the organization) the people providing support and guidance should be arms-length from the organization in order to make sure that they are advising in good faith, and not just keeping the organization's interests in mind.
- **Automatic or upon request?** investigation into potential impacts of harassment/topic of complaint on grades or evaluations
- This includes protection of the complainant against retaliation/repercussions, accommodations for continuing work/courses, and the option for pass/fail or outside assessment.
- **Complainant can request that the complaint be confidential among the faculty/administration, if the anonymity of the complainant is in jeopardy (for increased protection of the complainant)**
  - As a pod, we are concerned about the confidentiality of complaints made by BIPOC students, faculty, staff, and employees who may be vulnerable to exposure even when complaints are filed anonymously. We will look to other pods' deliverables for suggestions and make changes accordingly.

*Resources Available to Groups Raising Concern and Proposing Change*

- Petitions of a specific number of signatures (institution size dependent) trigger a town hall, meeting with organizational leadership, or policy change. What is the follow-up process for town halls and meetings?
  - Follow-up procedure/protocol should be transparent so members of the organization know what to expect. Deliverables will be used to hold those involved in the town hall accountable to take action.
  - **The review board comes back into play and holds them accountable???**
  - **Working groups or committees with power to change or propose changes to policy????**

- The eventual decision will be made by a committee/board. Results of each vote will be public (unless the complainant wishes to maintain confidentiality).

### **Training resources that should be available**

- Training on how to lead fieldwork
- URGE curriculum
- Why don't more anti-racist trainings in geo exist?! Eg. others being anti-harassment
- In the past year there have been many more online webinars made freely available but they can be hard to find. This is one on building safe and inclusive spaces from the Society of Economic Geologists ([https://youtu.be/mJ2FUh\\_uZeM](https://youtu.be/mJ2FUh_uZeM))
- Anti-racist supervisor trainings in some form? Check out USGS resources

### **Requirements for antidiscrimination, bystander intervention, and de-escalation training**

- Formal training required on a yearly basis for fieldwork leaders and supervisors
- Informal training required for the entire team (leader, supervisors, members) before fieldwork begins
- Bystander/deescalation training- what to actively do when BIPOC are being harassed

### **Other pre-field work requirements**

- Include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training.
- A standardized pre-departure briefing on the history of racist violence in the backcountry and wilderness. Allies need to understand this history to understand how their BIPOC colleagues might experience and navigate backcountry fieldwork.
- Personal safety > samples (empower students to say “no” if they feel uncomfortable doing something in the field)
- Pre-departure meeting going over specifics of the field work and addressing questions/how to use gear/what will be needed/emphasizing communication when issues arise
- Preparation during field work-instructors on pace with students, communication
- From ([https://serc.carleton.edu/advancegeo/resources/field\\_work.html](https://serc.carleton.edu/advancegeo/resources/field_work.html))

“When preparing for the field, consider:

- What are the potential safety hazards and risks, including how people are treated?
- What is the plan for safety and does it include information on how to address harassment, bullying and discrimination?
- What is the conduct policy at the field site?
- Who is responsible for responding to a safety incident?
- What are the reporting mechanisms?
- How are conditions created and maintained that reduce all safety risks?

- What are the attitudes around alcohol and drug use at the field site and how may these interfere with field safety?”
- Wilderness first-aid training
- Option of closer-to-home fieldwork project and/or virtual fieldwork option
  - This also increases accessibility!
- More preparation for more junior members of field teams, people with less outdoor experience
- Offering financial assistance for field gear!!!!!!
- As someone in leadership, ask people if they have gear-- can be uncomfortable for students/junior field team members to have to ask -- and ask if they know how to use it
  - Anonymous google forms, pre-fieldwork. More comfortable for some people
  - If able to loan gear, departments' should be up to date/ not terrible- can be stigmatized

Pods should upload their safety plans to the URGE website **by 4/16/21**. We also encourage pods to post on their organization's website and share over social media (#URGEoscience & tag @URGEoscience). Sharing deliverables will propagate ideas, foster discussion, and ensure Accountability.

1 R. E. Bernard, E. H. G. Cooperdock, No progress on diversity in 40 years. Nature Publishing Group. 11, 1–5 (2018).

2 <https://notimeforsilence.org/>

3 <https://www.change.org/p/geoscientists-call-for-a-robust-anti-racisim-plan-for-the-geosciences>

4 [www.sciencefriday.com/segments/making-outdoors-inclusive](http://www.sciencefriday.com/segments/making-outdoors-inclusive)

5J. Anadu, H. Ali, C. Jackson, Ten steps to protect BIPOC scholars in the field, Eos, 101, DOI: 10.1029/2020EO150525 (2020).

6A.J.C. Demery, M.A. Pipkin, Safe fieldwork strategies for at-risk individuals, their supervisors and institutions. Nat Ecol Evol, (2021).