

URGE

Unlearning Racism in Geoscience

Deliverable - Safety Plan

This is what was found by EPS Students and ECRs at University of California Santa Cruz to create a Safety Plan.

Code of conduct

1. Listen actively -- respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," "you").
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas and problems rather than people.
4. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
5. Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
6. The goal is not to always agree -- it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words
8. Assume everyone's good intentions but also acknowledge the impact of saying something that hurts someone else, even if it is unintended.
9. Maintain confidentiality. All stories shared in this space stay in this space unless explicit permission is given by the person sharing the story that it can be shared in another setting

Making decisions as a group

Majority vote

Pod roles and responsibilities

1. Schedule meetings - Session leader
2. Take attendance (important for accountability) - Session leader
3. Take notes as needed, especially in discussions of deliverables - Session leader
4. Upload deliverables to the URGE website - Set during each session meeting
5. Draft deliverables and share with pod for review/edits/discussion at the pod meetings - Session leader

Reporting violations

To file a Discrimination complaint

Contact Ciel Benedetto, Assistant Director for EEO, at (831) 4593676 or cbene@ucsc.edu or use the [Discrimination Complaint form](#) .



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To report Sexual Harassment, Sexual Violence, Stalking and Domestic Violence

Contact the [Title IX Office](#) at (831) 459-2462 for assistance with matters related to sexual harassment, sexual violence, stalking and domestic violence. Use [this online form](#) to file a Title IX Report. The official University of California policy on can be found [here](#). [Title XI reporting link](#)

Report Hate

To report an incident of hate or bias, please use the resources [this reporting form](#) .

For support regarding conflict that does NOT involve allegations of discrimination, retaliation or harassment

Student employees may also contact [Campus Conflict Resolution Services](#) at (831) 459-2290 for confidential assistance about conflict in the workplace that does not involve allegations of discrimination, retaliation or harassment or for fully confidential advice.

The Student Code of Conduct

[The Code of Student Conduct](#) lays out the university's expectations for student conduct and defines prohibited.

The Faculty Code of Conduct

Read the [Faculty Code of Conduct](#) here. File a complaint against a faculty member here: [Formal Complaint Form](#).

Policy on Student Grievance Procedures

[The Policy on Student Grievance Procedures](#) lays out the steps students take to file a formal grievance. *****To file a grievance, please contact your department Union representative!*****

Training resources

Field work guidelines

[No explicit guidelines available for department]

Topics to be discussed prior to field work

- Expectations for behavior and conduct
 - Code of conduct
 - Resources: What "is" field work?
https://serc.carleton.edu/advancegeo/resources/field_work.html
- Racial risk assessment for site location
 - Identify and document risks



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- Provide “official” documentation or badges for people to have on hand when performing field work - affiliation with the research institution
- Have a point of contact who will know when and where you are working (and when you are expected to return)
- Official documentation - badge for students - have resources for the person to contact (who is concerned about why you are there) AND for the student to contact if they have a problem
- Access to personal facilities
 - Are there facilities?
 - No facilities, have a plan and locations for students with appropriate privacy/accommodations

Guidelines for undergraduate field work

- Provide “script” and badge/letter of support to students - if someone asks “what are you doing here”
- Have field work training exercise before students are expected to go on lengthy/“real” field work trips. - Maybe introduce fieldwork through short trips over longer period of time?
- Where can you find/rent camping supplies (tents/sleeping bags) - could the department supply any of these things for students? - maybe collaborate with OPERS?
- Always engage in fieldwork with another person
- Have multiple “leaders” for the field work - one person who hikes ahead to lead group, one who stays in the back for students who move slower
- Walkie talkies for students

Procedures for documenting incidents in the field


- Connecting to the bias office? Having a point person there (someone outside the department)

[PAPER] BADGE DETAILS:

- Should these be personalized with name on it so it could be matched to ID?
- Research/academic statement of support w/details about work and right to be there with university logo as sponsor
- PI Contact/someone who is local (if fieldwork)??
- Emergency Contact



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What is already in place in the department's undergraduate introductory field work course (Elements of Field Geology - EART 109) 

- In the course reader there is a 22 page guide for Geological fieldwork that includes information about:
 - Code of conduct for field work (this is more about being considerate of field sites, private property, and outcrops themselves rather than a code of conduct for behavior with peers)
 - Safety protocols and field hazards
 - Detailed information about major hazards of geological field work and also just being in the outdoors generally (SPF protection; basic first aid, identifying poison oak etc)
 - A paper with examples of field trip crises (ranging from equipment issues to students getting separated from the group)
 - Personally I think that it is a useful resource in that it provides students with concrete examples of how things can go wrong in the field, but the way the article is written is very condescending to students who don't have a lot of experience in the field; This was written in 1993...so perhaps an updated equivalent of this article is needed
 - Guide for driving in the field
- A few things are notably absent from the guide:
 - Any type of guidelines on appropriate interpersonal behavior among students in the field
 - Especially with regards to harassment and discrimination
 - How to report incidents in the field
 - Information about how to camp
 - Information about where to rent gear
 - Apparently in a normal, non-pandemic year, Hilde directs students to OPERS but they are currently closed bc of the pandemic so unsure what we will do about equipment this year..