Safety plan for URI-GSO and URI-CELS

Training resources
Diversity & Inclusion Badge Program
Safe Zone
Staff/Faculty Microcredentials
Bystander intervention (external)

Code of Conduct
URGE example code of conduct:
https://docs.google.com/document/d/10y7TP48ik1rcQBPA5Do8mZM7DJ5EbF0hyWP-csgb1QE/edit

1. URI's student handbook and code of conduct:
   https://web.uri.edu/studentconduct/files/Student-Handbook-FINAL-08.22.2019.pdf
2. URI employee code of conduct:
   a. For professors, the collective bargaining agreement covers some of it (Article VIII, Professional Ethics and Responsibilities).
   b. Also, the URI Procedural Manual covers sexual harassment policies
      https://web.uri.edu/hr/tableofcontents/
3. Example code of conduct for laboratories:

Code of Conduct

We value the participation of every member of our community and want to ensure that every lab member has an enjoyable and fulfilling experience. Accordingly, everyone who participates in any lab related project is expected to show respect and courtesy to other community members at all times.

[PI name], as head of the [PI name] lab, and all lab members, are dedicated to a *harassment-free experience for everyone*, regardless of gender, gender identity and expression, sexual orientation, disability, physical appearance, body size, race, age or religion. We do not tolerate harassment by and/or of members of our community in any form.

To make clear what is expected, we ask all members of the [PI name] lab community to conform to the following Code of Conduct.

- All communication - online and in person - should be appropriate for a professional audience including people of many different backgrounds. Sexual language and imagery is not appropriate at any time.
- Be kind to others. Do not insult or put down other contributors.
- 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.

Members of the community who violate these rules - no matter how much they have contributed to the [PI name] lab, or how specialized their skill set - will be approached by [PI name]. If inappropriate behavior persists after a discussion with [PI name], the contributor will be asked to discontinue their participation in [PI name] lab projects.

To report an issue please contact [PI name]. All communication will be treated as confidential.

Additional anonymous reporting information can be found in the following section.

Process for reporting violations

Discrimination (on the basis of race, color, sex, religion, age, national origin, sexual orientation, gender identity or expression, or disability), sexual harrassment, and sexual violence is reported to the Office of Affirmative Action, Equal Opportunity, and Diversity (https://web.uri.edu/affirmativeaction/discrimination/reporting/). The procedure for reporting is initiated by a phone call and then filling out an incident report form (https://web.uri.edu/affirmativeaction/complaint-form-04-26-16/). The process for investigation is detailed in the following website: https://web.uri.edu/affirmativeaction/discrimination/investigation-process/.

Additionally, the Bias Resource Team is an interdisciplinary group of URI staff and faculty that reviews information of reported bias incidents. This plan is executed by filling out a form that can be sent in anonymously (https://web.uri.edu/brt/). The case is reviewed by the Bias Resource Team and they will provide the student with resources on campus.

The following resources are available for individuals that are reporting violations: Counseling Center, Health Services , The Women's Center , CEPS Dept. of Student Services , Multicultural Student Services Center, Gender and Sexuality Center, Community Equity and Diversity.

Safety plan for Field work (incl, racial risk assessment, procedure for documenting incidents, additional training)

Summary of safety plan from Demery & Pipkin, 2020

1. Self educate on students' identities and corresponding risks that may be encountered in the field or a research cruise.
    a. See additional resources at the end of this document
2. Create a field risk management plan that discusses potential risk at field sites/ research cruises and identifies corresponding mitigation strategies. Use this as a living document for recording safety incidents.
3. Provide materials to clearly identify student researchers (e.g. URI-GSO or URI-CELS identification, signs for vehicles, etc.).
    a. 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.
4. Have a conversation with all research team members on risks and corresponding mitigation strategies and provide educational resources (such as those included in this document).
    a. Create time and space for students to discuss safety concerns before and throughout the field season/ research cruise.
5. In the event that a student is working with new collaborators, the PI should reach out to field project leaders/chief scientists prior to field work/ research cruise to ensure that their students' identity will be respected and safety will be ensured. PI should help establish a person of contact on the ship for the student to raise any concerns.
6. If students bring up potential or experienced risks, validate their experiences and modify the project accordingly.
7. For international field sites or research cruise ports, be aware of and abide by any international laws and customs in addition to local foreign laws.
    a. Include collaborators/supervisors at the international field site in this conversation to discuss any safety concerns that the researcher may not be aware of.
8. At established field sites/research vessels, introduce student researchers (via email or in-person) to the manager(s) of those locations. 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).
9. Assist student 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.

Resources:
Supporting students in the field
Field inclusivity, accessibility, and safety
Protecting BIPOC scholars

Mental Health:
Resources:
-NASEM Mental Health, Substance Use, and Wellbeing in Higher Education Supporting the Whole Student Report
https://www.nap.edu/catalog/26015/mental-health-substance-use-and-wellbeing-in-higher-education-supporting
-Supporting mental health and well-being of STEMM graduate students Webinar
https://www.asbmb.org/meetings-events/supporting-mental-health
-URI Counseling Center apps https://web.uri.edu/counseling/apps/

NASEM study recommendations below (slightly edited for length).

1. Institutional leaders, starting with the president and board of trustees, should articulate the importance of creating a culture of wellbeing on their campus
2. Leadership from all segments of the campus community is needed to promote a culture of wellbeing.
3. Institutions should ensure their leave of absence and re-enrollment policies and practices will accommodate the needs of students experiencing mental health and substance use problems and the time needed for effective treatment and recovery.
4. Increase the priority given to funding for campus and community mental health and substance use services
5. Work with insurance companies and health plans and federal, state and local regulators to remove barriers to seeking reimbursement for student mental health and substance use costs for covered students.
6. Institutions of higher education should conduct a regular assessment that addresses student mental health, substance use, wellbeing, and campus climate.
7. Work to ensure students have access to high-quality mental health and substance use treatment services
8. Provide and require faculty training on how to create an inclusive and healthy learning environment.
9. All students should participate in structured opportunities to learn about individual wellbeing and the cultivation of a healthy, respectful campus climate.
10. Recognize that there is no single approach to promoting wellbeing and dealing with mental health and substance use problems that will be appropriate for all student populations.

Creating incentives for faculty and student DEI awareness and training - We suggest for students to recognize 'good' faculty behaviour, and for URI/GSO to offer awards for DEI efforts and engagement by graduate students to raise the visibility and benefits.

We also spent time discussing the doctoral level comprehensive exams. Comps are high-stake assessments and create significant anxiety for students. A common perception of the comprehensive exam is that it represents hazing and a time when students are belittled. A campus discussion of the value and goals of the comprehensive exams was recommended. Other suggestions include renaming the comprehensive exams and focussing the effort as a

time to check in with the student's engagement with science and creating a rubric to address Why Comps?