URGE

Unlearning Racism in Geoscience

Session 6: Racism and Inclusivity
Deliverable: Safety Plan
Harvard EPS/ESE URGE Pod

Code of Conduct

*This material is listed on the EPS/ESE DIB Shared Values webpage (*https://eps.harvard.edu/shared-values)

The EPS/ESE community agrees upon the following principles and practices. All members – faculty, staff, and students – have a role to play in upholding the following:

- Creating and sustaining a safe, open and professional environment wherein all members feel empowered to perform their best
- Supporting diversity and inclusiveness within the community
- Practicing excellence, integrity, and honesty in all aspects of professional work
- Respecting all members of our community and the spaces we share
- Observing courtesy, equity, and fairness in our interactions and work with others
- Behaving professionally in all EPS/ESE spaces and at all EPS/ESE sponsored events, whether on or off campus

These principles apply to all aspects of the EPS/ESE community experience, and every member should feel empowered to address concerns regarding actions inconsistent with the values enumerated above.

Unacceptable Behaviors
As a statement of principle, the EPS/ESE community rejects discrimination and harassment by any means, based on any aspect of a person's or group's race, color, ethnic or national origin, ancestry, citizenship, religion, creed, sex, sexual orientation, gender expression, gender identity, service in the uniformed services, veteran status, physical or mental disability, medical condition, genetic information (including family medical history), marital status, pregnancy and pregnancy related conditions, economic status, political or other opinion, appearance or age. In addition, EPS/ESE opposes all forms of bullying including threatening, humiliating, coercive, or intimidating conduct that causes harm to, interferes with, or sabotages member's opportunities to achieve their full potential. Initiating or encouraging discrimination, harassment (in any form), and bullying create a hostile environment that reduces the quality, integrity, and value of EPS/ESE by marginalizing individuals and communities. This applies to all EPS/ESE professional, research, and teaching environments, as well as EPS/ESE sponsored community gatherings or social events.

Definitions:

- Discrimination – Discrimination refers to the unequal or unfair treatment of a person or group in professional opportunities, education, benefits, evaluation, and employment (such as hiring, termination, promotion, compensation) and can include various types of harassment, as well as retaliation. Discriminatory practices can be explicit or implicit, intentional, or arise from unconscious biases.
- Harassment – Harassment is a type of discrimination that consists of a single intense and severe act, or of multiple persistent or pervasive acts, which are unwanted, unwelcome, demeaning, abusive, or offensive. Offensive conduct constitutes harassment when 1) it becomes a condition of an opportunity, education, benefit, evaluation, or employment or 2) the conduct is severe or pervasive enough to create a work or educational environment that most people would consider intimidating, hostile, or abusive. These acts may include physical acts, as well as expressed epithets, slurs, or negative stereotyping based on gender, race, sexual identity, or other categories, as protected by U.S. federal law. Also included are threatening, intimidating, or hostile acts; denigrating jokes and displays; circulation of printed or online text or graphic material that denigrates or shows hostility or aversion toward an individual or a group.
- Sexual Harassment & Assault – Sexual harassment includes any acts involving discrimination or harassment on the basis of sex, sexual orientation, or gender identity. These include sexual misconduct or assault, deliberate intimidation or stalking, and any unwanted and/or unwelcome sexual advances, requests for sexual favors, or other verbal or physical harassment of a sexual nature, such as harassing photography, or recording, and the use of sexual language and images in public spaces or on social media.
- Bullying – Bullying is the use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others in the professional environment that involves a real or perceived power imbalance. These actions can include abusive criticism, humiliation, the spreading of rumors, physical and verbal attacks, isolation, undermining, and professional exclusion of individuals through any means.

EPS/ESE recognizes that the relationship between students and those in advisory roles is a unique one in the academic environment, and that the power imbalance inherent in the student-adviser relationship carries extra demands for ethical behavior. Both advisers and students (undergraduate and graduate) are encouraged to be aware of the responsibilities of the adviser, the student, and the institution with regard to this relationship. Thank you for helping make EPS/ESE a welcoming, safe, inclusive, supportive, and productive community.

Overarching University Codes of Conduct
- Undergraduate students: https://handbook.fas.harvard.edu/book/standards-conduct-harvard-community
- Graduate students: https://gsas.harvard.edu/codes-conduct
- Faculty: https://infoforfaculty.fas.harvard.edu/book/conduct

Reporting Misconduct

Different avenues for reporting misconduct are available depending on the nature of the incident, the reporting status of observers or contacted individuals, and the wishes of the harassed. Below is a high-level summary of the various avenues for reporting misconduct. More detail on the reporting policies, procedures, and outcomes can be found in the Urge Session 2 Deliverable.

- Anonymous Reporting Hotline
  - Handled by third-party firm Navex Global. Online, anonymous option available
- Ombudsman
  - Online, anonymous options available. All conversations off the record. Do not take any formal action except police involvement for cases with imminent danger (not a mandatory reporter). Helpful for understanding options for elevating complaints.
- Title IX Anonymous Disclosure
  - Online, anonymous. Relates specifically to sex- and gender-based harassment and discrimination, but may handle other cases as well.
- Title IX Formal Complaint
  - Online, **not** anonymous. Individuals may be provided with personal advisors/attorneys. Title IX
- Harvard Graduate Student Union – Workplace Issue Form
  - Online, only anonymous if submitting on behalf of someone else; contact information must be provided.
- Harvard Union of Clerical and Technical Workers (HUCTW) – Workplace Problem Solving
  - General grievance process, not specifically for harassment/discrimination. Online, but not anonymous.
- Human Resources
  - Applies to employees, online, and anonymous reporting hotline is available.
- Harvard University Police Department
  - For criminal harassment or hate crimes. Not online or anonymous, no advocate available.
- Harvard College Report Bias Form
  - For undergraduates. Online and anonymous. Handling of complaints is opaque.
- Graduate School of Arts and Sciences (GSAS) Racial Harassment & Discrimination
  - Online, not anonymous. Requires directly contacting a dean.
- Harvard EPS Graduate Studies Committee
  - Board of 5 EPS faculty members, not anonymous and not officially private.

Safety Plan

Maintaining a safe and healthy work environment is essential for fostering the highest quality scholarship and research. This requires appropriate and responsible behavior of all members of the community so that all individuals are provided an equal learning opportunity. Individuals are expected to follow the code of conduct at all times.

Laboratory Work
Working in the laboratory alone and outside of typical business hours is occasionally necessary, but travel to and from the department during less-trafficked hours can be more dangerous. Individuals can use the On Demand Van Service
- https://www.transportation.harvard.edu/shuttle-van-services/demand-van-service

If possible, check in with a friend or colleague when leaving the lab and when returning home.

If any incident of bias or discrimination arises in a laboratory setting, review the reporting options on the previous page and follow the one that feels most comfortable and appropriate.

University Field Trips + Field Work
Field excursions provide unique educational opportunities that are essential to certain endeavors within the geosciences. However, they also present new challenges and risks that must be properly addressed to ensure a safe work and educational environment for all involved. Below is a collection of educational and training resources. The training modules listed should be completed by all participants of a field team prior to departure.

The EPS/ESE DIB Committee is in the process of producing a Field Trip Code of Conduct which will soon be released for community review. Below we provide a limited outline to assist with planning and executing a safe and inclusive field outing.

The EPS Graduate Student Resources website details field trip Policies and Procedures.

Racial risk assessment of sites (*information adapted from Demery and Pipkin (2021))*
- Trip leaders must conduct a racial risk assessment of sites in advance and alter plans as necessary so that minoritized groups will not be subjected to undue bias in the field.
- This assessment should be conducted by the trip leaders – it should not be the additional burden of participating students and researchers to perform this assessment, and this should be a mandatory requirement of conducting any department- or university-sponsored field work or field trips.
- In advance, trip leaders should contact local authorities, businesses that the field group plans to visit, and neighbors surrounding the sites, if applicable. The trip leader should

discuss the diverse nature of the group with these various outside parties to identify any potentially unaccommodating parties and change plans accordingly.
- Trip leaders should organize conversations with participants in advance to develop emergency and contingency plans
- Depending on the location, leaders and participants should undergo preparatory first aid and self defense training

Accessibility assessment (adapted from "[Accessible Field](#)" by Anita Marshall)
- Trip leaders must conduct an accessibility assessment and alter field sites and assignments as necessary to ensure that all participants have equal learning opportunities.
- Basic information regarding the environment, terrain, objectives, and activities should be provided to and discussed with all participants during the field trip planning stages.
- This assessment should include details on the visual, auditory, and motor skills required to use any necessary field equipment and access any field sites.

Pre-departure checklist of discussions within field team
1) The field team should meet to discuss publications and documents surrounding appropriate field work. Some examples include:
   a. Demery and Pipkin (2021) - Safe fieldwork strategies for at-risk individuals, their supervisors and institutions.
      https://www.nature.com/articles/s41559-020-01328-5
   b. Cooperdeck et al (2021) - Counteracting Systemic Bias in the Lab, Field, and Classroom (doi: 10.1029/2020AV000353)
   c. https://serc.carleton.edu/advancegeo/resources/field_work.html
   d. https://eos.org/opinions/ten-steps-to-protect-bipoc-scholars-in-the-field
   e. https://www.sciencefriday.com/segments/making-outdoors-inclusive/

2) All members of the field team must participate in training related to field work
   a. https://trainingportal.harvard.edu/Saba/Web_spf/NA1PRD0068/app/me/learningeventdetail/cours000000000009781?returnurl=common%2Fsearchresults%2Ffield%2FALL (*requires HarvardKey*)

3) All members of the field team must participate in training sexual and gender-based harassment training
   a. https://trainingportal.harvard.edu/Saba/Web_spf/NA1PRD0068/common/ledetail/FAS-00005160 (*requires HarvardKey*)

Procedures for documenting incidents in the field ([from EPS Graduate Student Resources site](#))
- If you are not comfortable participating in any of the particular activities for any reason, you are encouraged to notify the field trip leader or trip staff. There are no negative implications for this decision.

- If you become uncomfortable with the actions or behavior of your fellow participants, please notify the field trip leader or trip staff. Your concerns will be kept private where possible and actions will be taken to remedy the situation.
- If you become uncomfortable with the actions or behavior of one of the staff members, please contact the EPS Administration as soon as possible. Your concerns will be kept private where possible and actions will be taken to address the situation

Training Resources
Below we outline available training resources. At the bottom of the document we list "Suggested Modules" that are not currently offered but should be developed.

Antidiscrimination
- Title IX trainings are available for students, faculty, and staff through the Title IX office (https://titleix.harvard.edu/trainings)
- A training module focusing on sexual and gender-based discrimination is available through: https://trainingportal.harvard.edu/Saba/Web_spf/NA1PRD0068/common/ledetail/FAS-00005160 (*requires HarvardKey)*

Bystander Intervention Training:
- The Title IX office at Harvard University offers a bystander intervention training. Request a training session with the Title IX office.
- Additional resources can be found at:
  - https://www.ihollaback.org/bystander-resources/
  - https://titleix.harvard.edu/files/titleix/files/bystander_intervention.pdf

De-Escalation training
- Formal de-escalation training is not provided by the University. Trainings and guidance can be found at https://www.ihollaback.org/conflict-de-escalation-a-how-to-guide/
- Field work budgets should include funds for third-party de-escalation training via hollaback.org or a similar organization

Additional Training Modules
- Emergency first responder training
- Safety and Self Defense training (no classes offered during COVID)

Recommendations

The following training modules are not currently offered through the university or department but should be developed. **Additionally, the department should provide support in the form of trained staff or contracting an outside professional to assist with planning an inclusive and safe field trip, with specific attention to Racial Risk Assessment and Accessibility Assessment.**

Suggested Trainings
- Conducting Racial Risk Assessment of Field Sites
- Conducting Accessibility Assessment of Field Sites
- Allyship Training
- De-escalation Training
- Effective Mentoring of Diverse Individuals