

# Safety Plan Development

LDEO has an approved code of conduct that includes multiple appendices addressing a variety of specific professional interactions (such as mentor-mentee relationships and guidelines for field work). Each research group on the Lamont campus is strongly encouraged to develop and share its own values statement and safety plan, tailored to each group's unique situations. Below we include a compilation of resources to help Lamont research groups to develop such statements.

## Codes of conduct:

- [Columbia Statement of Ethical Conduct and Administrative Code of Conduct](#) - applies to LDEO, IRI, and CIESIN
- [Columbia University Institutional Policy on Misconduct in Research LDEO Code of Conduct](#)
  - [LDEO meetings code of conduct](#)

## Methods of reporting:

Refer to [Session 2](#) deliverable for specific avenues of formal reporting.

## Resources for Safety Plan Development for the lab, field, and beyond:

*Some Suggested Actions That Can Be Readily Adopted to Make the Lab, Field, and Classroom More Inclusive*

The lab	The field	The classroom
Normalize the discussion of diversity, equity, and inclusion (DEI) and commit resources (time, money, and personnel) to DEI efforts.	Adopt and enforce codes of conduct (Nelson et al., 2017).	Show examples of diverse geoscientists (e.g., Instagram/Twitter: @diversegeologists, @geolatinas, @blackingeoscience).
Create written lab guidelines and expectations that ensures equal opportunity to information and fosters inclusivity (e.g., Chaudhary & Berhe, 2020).	Create safety plans that consider those who are non-white, LGBTQ+, disabled, women, etc.; avoid work in intolerant areas (e.g., ADVANCEGeo Partnership: <a href="https://serc.carleton.edu/advancegeo/resources/field_work.html">https://serc.carleton.edu/advancegeo/resources/field_work.html</a> ).	Plan universally accessible field trips and classroom activities; provide multiple ways to experience the field, using virtual options or other technology ( <a href="http://www.theiagd.org">www.theiagd.org</a> ).
PIs should receive formal training in skills that help promote inclusivity and justice, such as conflict management and bystander intervention.	Provide financial and material assistance for equipment and other expenditures.	Apply inclusive learning techniques that empower students to engage (Hooks, 1994); include a diversity and inclusion commitment statement in the syllabus.
Apply best practices in letter reference writing to avoid racial and gender bias (e.g., Berhe & Kim, 2019; Dutt et al., 2016; University of Arizona Commission on the Status of Women, 2016).	Collaborate with and recognize as co-authors local researchers (e.g., North et al., 2020).	Provide opportunities and reward trainees for learning experiential and inclusive teaching and mentoring techniques.

*Suggestions from Cooperdock et al., 2020 to promote inclusivity in the lab, field, and classroom.*

## From 'Ten simple rules for building an antiracist lab' by [Chaudhary & Berhe, 2020](#)

1. Lead informed discussions about antiracism in your lab regularly
2. Address racism in your lab and field safety guidelines
3. Publish papers and write grants with BIPOC colleagues
4. Evaluate your lab's mentoring practices
5. Amplify voices of BIPOC scientists in your field
6. Support BIPOC in their efforts to organize
7. Intentionally recruit BIPOC students and staff

8. Adopt a dynamic research agenda
9. Advocate for racially diverse leadership in science
10. Hold the powerful accountable and don't expect gratitude

**Field:**

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.

**From Ten Steps to Protect BIPOC Scholars in the Field by [Anadu et al., 2020](#):**

1. Institutions that run field programs should have a mandatory racial risk assessment requirement as part of pre travel protocols. This assessment requires faculty to consider the experiences of their BIPOC students.
2. To perform those assessments appropriately, faculty should take antidiscrimination training to help them identify and learn ways to address potential discriminatory attitudes (nonverbal, verbal, and physical threats) that BIPOC students experience in field locations. For example, faculty can create and have plans in place to de-escalate racial tension and protect students from violence.
3. Before traveling, faculty should lead collaborative discussions to identify discriminatory or race-related incidents with team members that could occur in the field and then encourage bystander interventions.
4. Before field trips, team leaders should reach out to local authorities, businesses, and community leaders, especially in white communities, to provide early notice of the diverse nature of their teams.
5. Institutions should identify and share cultural norms, expectations, jargon, policies, and rules practiced in field communities that may be unfamiliar to the fieldwork team.
6. Institutions should provide allyship training to educate and empower non-BIPOC members of the team. BIPOC students could be paired with white field allies. These partnerships would help build trust within field parties, as well as help interactions with local communities.
7. Team leaders should interrogate and identify blind spots in team members from the majority racial group. Self-awareness of one's own privilege can be a good impetus to becoming a strong ally.
8. Team leaders should be present in the field to introduce all of their team members to the host community and other stakeholders.
9. Team leaders should document hostile encounters that team members face during field visits regardless of severity. This accounting is particularly important to address microaggressions faced by BIPOC individuals. [Microaggressions](#), which routinely go unacknowledged or are minimized, wear down morale over time and have adverse impacts on mental health. For students, this impact can lead to their eventual exit from the geosciences.
10. Team leaders should address incidents of discrimination when they happen. Team members should practice and use the [5D strategy](#) for bystander interventions: direct,

distract, delegate, delay, document. The team should have a plan to exit dangerous scenes or to relocate the field party to a place of safety if other strategies fail.

***Training resources:***

The new LDEO website will list internal and external training opportunities for all -- coming soon!

***Template for Welcome to Grad School Letter:***

Some departments put out 'Welcome to Grad School' letters. We encourage people to consider putting together a 'Welcome to Lab' letter and potentially a 'Welcome to Fieldwork' letter for those going into the field. Below we outline potential topics that could be included in a Welcome Letter that can be adapted and is borrowed from [The 'Welcome Letter': A Useful Tool for Laboratories and Teams](#)

*The letter should include information about:*

1. Goal of research group/PI, lab, fieldwork/field season
2. Fulfilling the mission and providing training
3. Role of the PI or Team Leader(s) and what can be expected of them
4. Expectation of lab/team members

*Specific topic areas may include:*

1. Lab/Team interactions & procedures (lab meetings, journal clubs, vacations, etc.)
2. Student goals and timeline
3. Professional development and career tracking
4. Communication
5. Evaluation
6. Scientific Administration
7. Safety Training

***Template for starting a research group Safety Plan:***

*derived from Professor Ryan Abernathy's [site](#)*

1. Core Principles
2. Code of Conduct
3. Roles and Expectations
  - PI and co-I Responsibilities
  - Staff Associate Responsibilities
  - Postdoc Responsibilities
  - Grad Student Responsibilities
  - Vacation
4. Communication
  - Channels
  - Group Meeting
5. Self Care