

Miami University Pod: Safety Plan Deliverable

1. Code of Conduct (draft modified 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 considerate of the lasting power of messages sent out on social media.
 - 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. Faculty and staff, especially, are the face of the department and should adhere strictly to these rules.
 - 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. These elements still count as harassment even if the individuals directly affected are not present to witness them.
 - 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.

2. Process of reporting violations of the Code of Conduct (see Session 2 Reporting Policy Deliverable)

3. Training resources and requirements:
 - Antiracism training, SafeZone Training, Bystander training, Harassment training, Implicit Bias training should be completed by all trip participants, and renewed each year.
 - Additional longer-term programming and policy change implementations in programming (like URGE) shall be completed by leaders at each level (faculty, graduate students, undergraduate students)
 - All training elements should have pieces that occur at different times, both before the trip and then reviews (and policy reviews) that occur at regular intervals during the fieldwork.
 - Establish a DEI facilitator/coordinator for each field trip.
 - DEI questions could be added to post-field evaluations.

4. Racial risk assessment process:
 - Get familiarized with local culture. Watch the local news. Research the political views of the region.
 - Speak with others who have worked in the area, particularly those who share the same racial identities as students/colleagues will be working there in the future.

- Reach out early to the local people of the area to express your interest and reason for wanting to visit. A warm relationship with the local people prior to the trip can build connections that improve the experience for students on the trip, and also provides helpful local resources in case of emergencies or other incidents.
- Trip leaders should do actual physical reconnaissance to the site before planning the trip, while being aware that our personal experiences during reconnaissance may not reflect those of people of other races.
- Prepare the local people that we will be bringing a diverse group of students so they are not surprised and staring when we arrive. Ask the local people if all of our group will be welcome in the area, and ask how we can best ensure the safety and positive experience for all of our students. Pre-trip colorblindness only results in alienating experiences and dangerous situations for our students of color.
- Check how accessible the trails and outcrops are; what's the level of difficulty of where we are going? What physical abilities and preparations are necessary to complete this trip? If some sites are not easily accessible, are there other options that are more accessible?
- Where are there bathrooms? How often on our trip is food, running water, and electricity available? For individuals with sensitive medical conditions, are there pharmacies and healthcare facilities readily available? Are the local healthcare facilities equipped with the necessary equipment and supplies if there is an emergency? Does everyone on the trip have health insurance that covers care at the local facility?
- Leaders should be honest with students about what aspects of the trip are unclear, what elements are not yet planned/prepared, ask for their help, ask them to help each other.

5. Pre-departure checklist of discussions within the field team:

- Learn and be informed about the community and culture that you will be going into.
- The Code of Conduct and incident reporting processes should be thoroughly explained during training (and frequently reviewed in the field).
- Openly discuss the completed racial risk assessments, and the findings (relative risks of the field area to different racial demographics). For the students with high racial risk, ask them about their concerns and how they would like to be supported on the trip. Discuss resources and establish a support network among other participants on the trip. For the students with low racial risk, revisit what they learned in bystander training and reiterate their important roles as aware, supportive, and watchful colleagues on the trip.
- Discuss gender safety; ask participants if they feel comfortable being alone with other genders in different scenarios (working alone in the field, sharing sleeping quarters, etc.)
- Prepare participants to communicate needs, concerns, and report incidents during the field project, and designate multiple individuals at diverse levels (fellow undergraduate, graduate TA, particular instructors) as options to report to.
- Establish contingency plans for participants who have trouble completing some aspects of the field work, such as due to unsafe conditions, illness, injury, personal emergency, etc.

- Discuss the goals and physical demands of the trip, and the skills and experiences among participants. Use these discussions to pair people with different skills sets (e.g., hiking skill with mapping ability).
- Normalize expectations to use your field notebook as both a journal/trip narrative in addition to being a record of field notes/measurements. Provide additional notebooks to participants. The narrative of experiences during the trip will help participants synthesize and document their daily experiences on the trip, and will prepare them to write detailed end-of-trip evaluations.
- Establish pre-trip community among the field group; this is especially important if some of the students within the group already know each other and have community, and others do not (for example, Miami students and non-Miami students attending field camp, or even different groups among Miami students). Community is incredibly important to the success of the class, and reduces the anxiety and apprehension going into the trip.
- Pre-trip community building activities: meet 1 hr/week for ~7 weeks prior to trip, meet to hang out, watch movies/documentaries about where they're going, make food from that place, learn some of the local language and customs together; it prepares students for the trip, lowers anxiety about what to expect, and builds community among the group