

## **Recommendations for Fieldwork Health and Safety**

### **Section 1: Fieldwork planning**

1. Develop field courses and fieldwork being conscious of areas that may be unsafe for ethnic minorities, LGBTQ+, women and those with physical disabilities
  - Include a minority risk assessment:
    - Cultural differences of each student/staff need to be understood and kept in mind when organizing the fieldwork
    - Laws discriminating specific minorities in different areas
    - Statistics or news on hate crime rates or anecdotal information from researchers or students that have been there
    - Use post-fieldwork surveys every year to understand where people felt at risk or discriminated against and then incorporate this into the risk assessment
  - For course-based fieldwork consider pre-assigning groups using a random selection system to better integrate minority students
2. Develop field courses focused on shared responsibility, both in terms of science/project management and student social wellbeing. Responsibilities can be attributed to each person of a group taking their level of comfort into account.
3. Fieldwork preparation workshop:
  - How to put up tents
  - How to use equipment
  - Information on clothing
  - Checklist on recommended personal items to bring
4. Accessibility considerations that can be implemented
  - Assessment of terrain and accessibility
    - Assigning different levels of difficulty (physically) to different mapping areas
    - Give students the choice of area
  - Build flexible programming to accommodate a range of needs
  - Virtual Field Work
    - Creating an immersive experience (virtual reality)
    - Could be paid for using canadian equivalent to NSF early career grant (available to non-tenured professors)
  - Explore local fieldwork options that are shorter and can be completed over several weekends for those with financial limitations
  - Financial considerations regarding equipment:
    - Resale of fieldwork clothing and equipment within the department or donations of fieldwork clothing and equipment that can be loaned or given to student

## **Section 2: Pre-departure conversations**

1. Set clear expectations for behaviour in the field for students and professors
2. Collaboratively set behavioural expectations for researchers and create or amend your lab group code of conduct for fieldwork
3. Define the reporting process in the field
4. A discussion centred around EDI education and how it relates to fieldwork
  - A discussion about a paper relating to at risk groups during fieldwork which can be included in the information package
  - Having a discussion centred around conflict resolution
  - Should include 10 rules about fieldwork safety paper (Chaudhary and Berhe 2020, Morales et al. 2020)
  - Education about the communities
  - Active bystander discussion

## **Section 3: Safety debriefing in the field**

Add into daily meeting:

- Reports of discrimination or inappropriate behaviour
  - daily field safety log book
- Daily check-in socially and emotionally all must participate

## **Section 4: Review process**

1. Peer review survey: Behaviour during fieldwork is peer-reviewed
  - For students it could be included as part of the grade as being a 'good teammate'
  - For researchers, their feedback should be discussed in a meeting with the PI
2. Post-fieldwork survey for researchers and students on their personal experience
  - Include questions about situations where group members felt uncomfortable or unsafe