

Safe and inclusive field research:

How can the proposed new NSF supplementary doc help achieve this goal?

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Session Agenda

- Logistics - Jessica
- Goals - Alan
- Perspectives
 - Peter McCartney
 - Carmen Cid
 - Erika
 - Doug Levey, NSF
- Discussion
- Wrap-up and Next Steps

Safe and inclusive field research:

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Session Goals:

1. Bring the opportunity to comment on the proposed change to the attention of people who are writing proposals involving field work.
2. Discuss how this proposed change in procedure can be crafted to be valuable for making a real, positive impact.
3. Start discussing what resources would help people address these proposed changes.
4. Start preparing the community for responding in a positive way.

Social factors connected to the field experience of diverse students interested in the environment

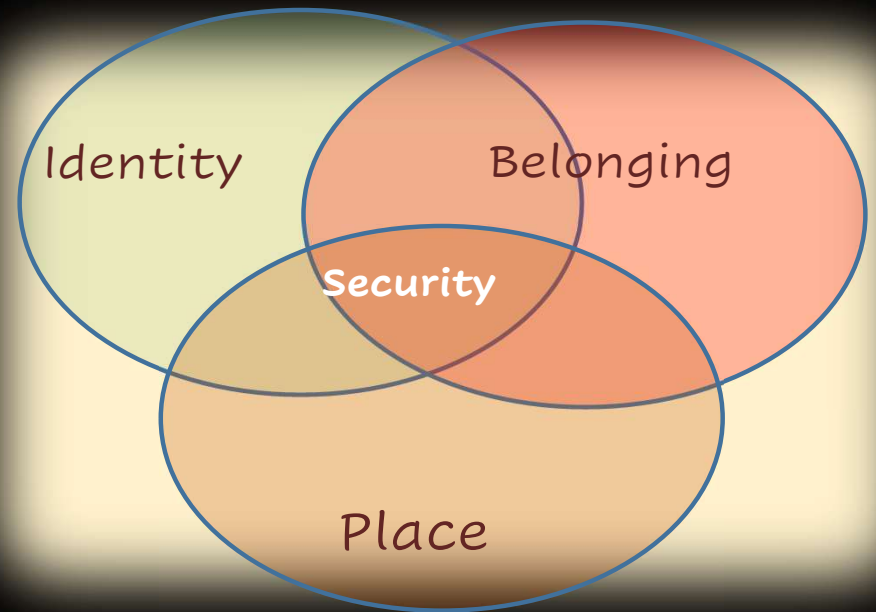
How do we provide a safe field experience for all? – So many caveats to remember...

-- avoid rest stops flying Confederate flags

--have students work in pairs

--don't wear hoodies when doing field work early or late in the day in potentially unfriendly field sites

How do we prevent disconnecting students from their curiosity and appreciation for the environment while providing needed environmental career training?



ADVANCEGeo

Resources

[Anti-Racism](#)[\(In\)equity in the Time of COVID-19](#)[Creating Inclusive Virtual Spaces](#)[Harassment, Bullying, and Discrimination](#)[Codes of Conduct](#)[In the Field](#)

In the Field

Field research experiences can be defining moments in people's careers. For geology undergraduate majors they are also required; 99% of the 300 geology undergraduate majors at U.S. institutions surveyed in 2008 required a field course (Drummond and Markin 2008). Time in the field can inspire students to pursue a career in research. On the other hand, unsafe field environments can have devastating personal and professional consequences. Identifiable conditions contribute to unsafe field environments where harassment, bullying, racism and discrimination can occur. We present recent research on how to ensure safe, accessible and inclusive field experiences, which center on the adoption and enforcement of rules for appropriate behavior.

Jump down to: [Field Misconduct](#) | [Field Inclusivity](#) | [Field Accessibility](#) | [Field Safety](#) | [Field Codes of Conduct](#) | [Resources and References](#)

- Resources on how gender, race and ethnicity, sexual orientation and ability shape field experiences
- Inclusivity, accessibility and safety in the field
- Harassment, bullying and discrimination in the field
- Sample field codes of conduct



https://serc.carleton.edu/advancegeo/resources/field_work.html



NSF Awards HRD – 1725879, 1726021, 1725650, 1726163 and 1725424 "ADVANCE Partnership: From the Classroom to the Field: Improving the Workplace in the Geosciences."

Goals of our informal discussion today

1. What suggestions do we have for how this proposed change in procedure (the required Supplementary Document – PSI-FVAR) can be crafted and rolled out to the community to be valuable for making a real, positive impact.
2. What ideas do we have for what resources and other kinds of support would help the community plan and write strong Supplementary Documents, and to implement effective strategies and procedures.

Wrap-up and Next Steps

- Resources and recording posted on ESA website
- We encourage all to send comments to NSF!
- Follow-up conversations and support from UFERN and other networks/projects on this call