

Preventing Harassment in Fieldwork Situations

Report from the University of Washington's
Respect and Equality in Fieldwork (REIF)
2017 Committee

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The University of Washington (UW) undertakes a large amount of field-based research, both nationally and internationally, in UW and non-UW led efforts, sending individuals or teams of researchers into a very varied set of field situations. Both anecdotally, and in studies done by other groups, harassment (sexual and non-sexual) is known to be a sizeable problem in many field-going efforts. In 2017, a UW-wide committee was formed to gather feedback from UW groups about what practical steps we (as the UW community and as individuals) could undertake to prevent harassment in fieldwork situations. The committee talked with 13 groups across campus, convened 7 discussion meetings within departmental groups, and had numerous individual discussions with UW field-going researchers. This report summarizes the outcomes from all those discussions into a set of recommendations for actions to be taken at both the UW/Provost level and at the College/Department/individual researcher level to make fieldwork a respectful, equitable, and harassment-free environment.

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EXECUTIVE SUMMARY

Harassment and assault (sexual and non-sexual) are recognized problems in many fieldwork situations. Relative social isolation, cabin fever, intense working environments, challenging physical conditions, limited external communication facilities, and cultural aspects (e.g., foreign cultural norms; field culture expectations, including hazing traditions) introduce particular challenges beyond those faced in our on-campus environment.

The UW Respect and Equality in Fieldwork (REIF) committee, with members from a range of field disciplines and administrative units, has worked for the last year to develop recommendations for a UW strategy to prevent harassment (defined here to include both harassment and assault) in fieldwork situations. The committee consulted broadly with departmental groups, individuals involved in field research expeditions, and staff/administrators supporting fieldwork to gather ideas for appropriate solutions. This report, the results of that effort, proposes four main areas of action to establish UW as a proactive leader in this endeavor. The four areas are:

- ✚ **fieldwork-oriented training** focused on acquiring knowledge and interpersonal skills to prevent harassment and de-escalate situations in isolated environments;
- ✚ **department-level community and team building** to share experiences, resources, and cultural knowledge; to establish common guidelines and standards for field-going appropriate to the discipline; and to establish formal and informal mentoring schemes;
- ✚ **raising the common standard of trip-specific planning** both before and during fieldwork, including physical resources for emergency medical kits and communication assets; and
- ✚ **clarity on UW trainings and support resources available**, how they are applied to the complex national, international, and multi-institutional nature of fieldwork, and, importantly, **clarity on the process of and outcomes from reporting harassment** in the UW environment.

While several of these areas seek action at the Provost/College level, others are best implemented at the department level, where building consensus amongst all levels of field-goers in that field will be most effective. Mandatory training is often resented and counterproductive. We suggest instead focusing on the positive benefits of building a coherent team, and group discussions at the department level, rather on the legal institutional response (which is often seen as just protecting the institution, not the individual). Thus, our recommendations include personal skill training and establishing consensus on best practices and codes of conduct. Giving departments ownership of developing their best practices within these common themes is likely to be more effective at **changing cultures** than attempts to impose policy.

Essential for all these areas is that they prepare field-goers with skills and resources for the field, not that they prevent certain classes of people participating in fieldwork, ostensibly to reduce risks.

Many of our recommendations focus on how to **prevent** harassment taking place in the first place. Here, two key foundations emerged, viz.:

- ✚ the need to enhance **respect** in the field - one does not harass/assault someone one respects.
- ✚ the need for UW to show **accountability** - a vital part of preventing harassment is widespread transparency as to how UW has responded in the past to protect victims of harassment and discipline perpetrators of harassment.

Within the four areas of action, we developed a set of recommendations, each summarized below and discussed in detail in the main report. The main report also gives an introduction to the statistics of field harassment, and an overview of the special challenges (e.g., communications, infrastructure, power asymmetries) that are faced in the field. The Appendices include a list of relevant literature; summaries and examples of the unique challenges of fieldwork harassment; prototypes of documents/policies that we recommend be established for UW; and a planning document for departmental-level community-building effort currently being rolled out in Oceanography/APL (SeaTalk).

SUMMARY OF RECOMMENDATIONS

A. Recommendations at the UW/Provost level

1) Development of a fieldwork-specific training of essential skills for isolated environments

Necessary skills for fieldwork include: harassment management, team building, de-escalation, assertiveness, empathy, difficult conversations, bystander intervention, and conflict mitigation. Some forms of these trainings already exist on campus. Frequently, however, the underlying premise does not cover the isolated field situation, where instead ***the emphasis needs to be on the individual being able to mitigate/de-escalate a situation both early and without access to campus resources.*** Thus, there is an urgent need for a combined version of these trainings, encompassing impacts of the isolation of fieldwork.

Additional complications include ***a) the inability to get away*** and thus the necessity of a “good” outcome, to allow continuing relationships within the team for weeks, months and years; ***b) addressing power issues*** arising from “***gatekeepers***”, e.g., people whose goodwill and collaboration are essential for access to the field (e.g., key local contacts, those in charge of assigning travel resources, etc.); ***c) communication isolation*** (e.g., having limited or no email/internet/phone access); and ***d) international/cultural challenges.*** The training should cover the needs of those going in the field as a team leader, as a team member, or as a solo researcher.

The ***in-depth involvement of field-goers throughout all stages of development of this training*** is essential to ensure the training is both relevant and viable for field-work situations.

We envision this training as (a) sharing a common core between all departments, but being customized at the department level for different types of fieldwork; (b) including a significant discussion component, with also role playing and specific suggestions for dealing with various scenarios (see Appendix E).

2) Clarity on existing UW harassment resources and development of new fieldwork resources

Despite campus campaigns, we found almost ubiquitous confusion about what UW resources existed, how one accessed them, and the processes after reporting. There was also very strong concern about retaliation, and the potentially career-ending consequences for those reporting harassment.

A very urgent need is to clarify what already exists, and how that may be adapted for isolated field situations. For the resources of which we are aware, we recommend the following:

- ✦ ***development of a field-oriented website and document*** (one-stop-shopping), detailing (a) UW resources for field-relevant trainings; (b) links to departmental knowledge of best practices (see Recommendations B below); (c) UW resources for reporting harassment in the field; and (d) a flow chart of the steps of an investigation once a report has been made.
- ✦ ***provision of “field-aware” confidential advocates***, i.e., those who understand the challenges of the field-work environment, including the isolation and communication issues. Given the nature of fieldwork (different time-zones, shift-working, lack of privacy, and communication complications), some provision should be made to offer a 24/7 accessibility, perhaps via some existing organization such as RAINN.
- ✦ ***a field version of the “Know your Rights” document***, which can be provided to all team members prior to fieldwork. (Currently, the “Know Your Rights” document is only available once a report has been made.)
- ✦ ***development of guidelines to deal with the complex institutional situations of fieldwork*** (e.g., national and international locations; mixed UW/non-UW teams). (Appendix D gives range of possible situations.)

3) Clarity on UW outcomes after reporting harassment

There was a very widespread desire to see evidence UW is supporting those harassed and disciplining those harassing. We found widespread mistrust of the system, and an almost ubiquitous concern that reporting only brought hardship to the reporter, while the perpetrator remained unpunished. ***Publishing of UW statistics*** (on outcomes both for the person reporting and the accused perpetrator) and increased clarity on all stages of the process (especially relating to dealing with retaliation) may help to dispel this mistrust, encourage reporting, and, importantly, serve as a deterrent to harassment in the first place.

4) Clarity on UW resources for safety trainings

A frequent concern was for more comprehensive pre-trip safety training (e.g., Sea Survival training, Dive training, Field-camp safety, Glacier safety, Wilderness First Aid, Dry- and Wet-lab safety procedures, and Self Defense). While not directly related to harassment, being proficient in these areas may alleviate potentially unsafe situations which in turn could develop into harassment.

5) Changing of cultural norm about “on-campus” versus “off-campus” behavior

A common theme was the necessity to see the field as an extension of the UW working environment, instead of an off-campus “summer camp” where normal rules of interaction were suspended. We suggest frequent repetition of the message that while UW persons are on UW business, UW rules and guidelines apply.

B. Recommendations at the College/Departmental/Individual Researcher Level

Other recommendations are best implemented at the College/Department level, with encouragement from the higher levels of the UW administration for action to be taken within a reasonable timeframe.

1) Development of field-going discussion groups for training and mutual education

There was widespread desire to build a more-connected field-going community within UW departments, e.g., to have regular formal/informal discussions about fieldwork, to provide more general fieldwork training, and to set up easy ways of sharing experience and cultural information across departmental members.

2) Consensus of expectations and a field-going “Charter of Rights”

There was also widespread support of the development of consensus at the department level for expectations for fieldwork, including establishing minimum standards for safety and living standards; community behavior (including restatement of zero tolerance for harassment and retaliation), and resources for getting help.

3) Development of informal mentoring “Buddy” schemes and anonymous reporting

To allow field-goers to raise and discuss issues in a non-hostile environment, we recommend setting up of “buddies” (informal, peer or near peer mentors) for before and during fieldwork.

4) Development of alternative and anonymous reporting structures

We recommend establishing some routes for alternative and anonymous reporting of concerns.

5) Development of best-practice checklists and customizable planning documents

As an aid to implementing these improvements, we recommend development of field specific best practice checklists, including pre-trip safety plans, emergency contact lists, checklists for actions while in the field, and an exit survey. A summary of UW emergency contacts and resources should be made easily available.

6) Access to field resources for communication and medical emergencies

To mitigate some of the challenges of isolation, we recommend including provision of suitable means of communication from remote sites (e.g., private and available email/phones, including cell phones or satellite phones) and necessary emergency supplies (e.g., personal survival equipment, emergency contraception) and a mechanism by which individuals in the field may freely (without oversight) access these resources.

Many of these resources may be pooled across departments, either for sharing of ideas and standards or for economies of scale for assets. A pilot scheme (SeaTalk) that could address the discussion and planning issues is currently being rolled out in Oceanography/APL (Appendix J).

1. INTRODUCTION TO THE ISSUES RELATED TO HARASSMENT IN FIELDWORK SITUATIONS

1.1 Fieldwork harassment as a ubiquitous problem

The University of Washington (UW) contains a large field-going community. Access to the field is essential for many areas of UW research, in disciplines from many colleges and campuses. UW research leads the world in many of these areas, and the ability to go in the field, to be part of and lead field-research efforts, is a major motivator for study and research at UW. Yet, from both community knowledge and a growing number of reports in the media (see Appendix C for recent articles), there is widespread acknowledgement that the field context has unique and ongoing problems of harassment (defined here as including both harassment and assault).

While we know this to be the case from personal observation and anecdotal reports, there are also published studies attempting to quantify the pervasiveness of the issue. For example, a 2013 survey of field-going scientists from 32 different disciplines in the life, physical, and social sciences [Clancy et al., 2014], which compiled over 600 voluntary responses, found (of those responding to the survey) ~70% of women and ~40% of men reported harassment, and ~25% of women and 6% of men reported assault during fieldwork (results reproduced in Table 1.1.1). The study indicated that the harassment/assault was generally directed down the power hierarchy (i.e., senior people harassing/assaulting junior people).

Table 2. Distribution of survey respondents who experienced inappropriate comments (harassment) or unwanted physical contact (assault) by gender and professional status at the time of the event.

Experienced	Gender	Respondent's Status at Time of Experience*			
		All % (N)	Trainee % (N)	Employee % (N)	Faculty % (N)
Harassment	Women	71% (361/512)	84% (305)	12% (42)	2% (8)
	Men	41% (56/138)	68% (38)	20% (11)	13% (7)
Assault	Women	26% (131/504)	86% (113)	11% (14)	2% (3)
	Men	6% (8/133)	75% (6)	0% (0)	25% (2)

*Not all respondents provided an answer to these questions.
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Table 1.1.1 Results of Clancy et al., 2014, reproduced from article without alteration.

One may argue with the methodology of this study (e.g., that, as the survey was voluntary, it is more likely to be completed by those who have experienced these problems, leading results to be artificially elevated, see comments in Appendix K5). Nevertheless, even the absolute numbers (361 women field-goers reporting harassment, 131 reporting assault) are large and the broad conclusion (that harassment is very common, and assault is not rare) matches the perceptions and personal experience of UW field-goers with whom the topic was discussed, see Section 2. Even though we deliberately aimed our discussions at the future, not the past, almost ubiquitously women field-goers volunteered their clear acknowledgement that, from personal experience, harassment was a very significant issue - only one female field-goer stated they had not personally experienced harassment in the field during their career.

While there are always difficulties extrapolating from such discussions to hard numbers, the underlying conclusion is inescapable - harassment is widespread in our field-going situations. It is, in fact, commonplace for harassment to be taken as an unavoidable part of the field-going experience, with response typically focused on how to survive the behavior either individually or in subgroups, rather than change or report it.

Recent media attention (see Appendix C) reveals shocking examples of reported inappropriate behavior, and highlights reasons for the reluctance of victims to address the issue head-on, including the very real fear of retaliation and career-ending consequences. For example, one recent case was brought to light only once the person reporting the harassment had obtained tenure and thus independence in their field. Indeed, two of the members of the REIF committee also freely acknowledge they did not raise this topic publicly until they too felt sufficiently secure in their careers to withstand reprisals.

The impacts of harassment in the field are hard to quantify, but published opinions in major science outlets (see Appendix C) make it clear that outcomes likely include loss of motivation to do fieldwork and lack of top performance during fieldwork, to departure of promising/talented people from field-going careers. Although sexual harassment prevention trainings have become more mainstream on campus, the issue of **fieldwork** harassment (including both sexual and non-sexual harassment) is not generally discussed. Explicit attention to fieldwork harassment is needed because these incidents take place in isolated situations often out of reach of established UW support resources.

In important ways, the fieldwork situation is quite different from the campus environment, and fieldwork factors can promote an “another world” feel. Factors can include isolation, often in small groups or immersion of individuals in foreign cultures; unfamiliar physical (and sometimes exotic) environments and living spaces; detachment from usual activities; engagement in intensive physical activity; periods of enforced inactivity (e.g., during bad weather); and persistence of decades or even centuries-old hazing cultures, e.g. sea-going ceremonies for crossing geographical lines such as the equator. Locally-dominated power structure, mantras such as “what happens in the field, stays in the field”, and lack of accountability or outside observers, may allow harassment to go unchecked. The necessity of completing field expeditions (either for research goals, or simply because it is impossible to leave the field early) incline people to “put up and shut up” rather than confront behaviors or leave before they escalate. The stakes of responding to harassment in field settings are similarly much higher - if your attempt to correct a behavior fails, you may have to spend weeks or months still exposed to the harasser.

In setting up this REIF effort, we made a conscious decision to look to ways to improve the future, instead of investigating the past, and in particular, we deliberately did not undertake a UW-wide assessment of past field harassment. We felt that there is sufficient evidence to show this is a problem that needs to be addressed and that our energies were best directed at considering and implementing solutions.

In the community, there is an understandable desire to quantify the problem and to establish a baseline from which to assess the effectiveness of efforts to address harassment in the future. However, this would be a sizeable undertaking, of uncertain reliability within a small community. Given the career-ending potential for reporting, there is considerable fear that even an anonymous survey may inadvertently identify those involved. And with the threat of mandatory reporting ever present on campus, for many secrecy seems the safer approach. Thus we focus our recommendations instead on taking positive steps to change the field culture to one where harassment is deemed unacceptable.

Experience and perception have created a culture of reluctance about reporting harassment. Many expect that submitting complaints would more likely further harm their careers than stop the harasser. Some express the conviction that the institutional bureaucracy would be more interested in protecting the institution’s reputation and senior personnel than the individual harassed. Lack of trust has direct implications also for our study. An often repeated fear was that even the level of discussion of this report could result in restricted access to the field, either for everyone or for particular participants (e.g., women), and indeed the latter was the proposed solution from one senior administrator consulted. If the impact of this survey is to impose such restrictions, we will have fundamentally failed. Our goal is not to restrict, but instead to plan for and reduce the risks for field participants. The analogy to safety is clear - you don’t stop going to sea because you fear the ship will sink; instead you fix the ship to be as sea-worthy as possible and you prepare a set of safety plans for use in the case of calamity.

1.2 Why is dealing with harassment in the field different from on campus

Many factors make harassment in the field different than on campus. To understand the special challenges and needs, it is necessary to understand some of the realities of fieldwork.

1.2.1 Types of fieldwork undertaken by UW persons

The UW undertakes a very wide range of fieldwork, encompassing expeditions, including with:

- ✚ ships (e.g., of different sizes and nationalities, civilian and non-civilian),
- ✚ camps (e.g., in populated regions, in remote regions, on sea-ice, on glaciers),
- ✚ flight operations (civilian and non-civilian),
- ✚ culture-immersion in other national or international communities,
- ✚ studies at other national or international institutions.

UW persons (students, postdocs, staff, volunteers, faculty, and Principal Investigators (PIs)) may be in the field:

- ✚ alone,
- ✚ in small groups (UW or non-UW, national and international situations),
- ✚ in large groups (UW or non-UW, national and international situations).

In each of these situations they may have leadership positions, be under the leadership of others (UW or non-UW), or be a solo researcher.

They may be placed into:

- ✚ an existing hierarchical structure aimed at research (e.g. research ships and camps),
- ✚ an existing hierarchical structure with non-research goals (e.g. ships and camps of opportunity, ethnographic field settings),
- ✚ ad hoc camps (research or non-research focused), set up only for the particular research,
- ✚ existing societal cultural structures (e.g., part of host families).

All these environments may be U.S.-based or international.

Interactions may be with other researchers (U.S.-based and international), civilians (U.S.-based and international), and/or military/officials of various countries.

1.2.2. Typical features of working in the field

Several factors make the field environment more challenging than the campus environment:

✚ == **Isolation** - field sites are often physically remote, e.g., a camp accessible only by helicopter in good weather, a ship many days/weeks steaming from port, a cultural setting where it is hard to leave easily (e.g., remote mountain village, monsoon season). This has many consequences:

- Leaving before the end of the scheduled time may not be an option.
- It may not be safe or possible to be alone or remove yourself from the proximity of others (i.e., confined environment of ships or camps, too unsafe to walk away from a camp).

✚ == **Confined physical area** - sleeping accommodation and working spaces are frequently shared, which can exacerbate tense interpersonal relations.

✚ == **Trying physical conditions** - these include working and sleeping in demanding situations (e.g., temperature extremes, a ship in a storm); working long hours with few breaks; limited/no opportunities for off-the-job relaxation.

✚ == **Lack of communications** - even today, communications (and especially private communications) may be extremely limited from the field. For example, there may be:

- no or limited internet access (e.g., limited by download size, speed, reliability or hours of access, or location country);
- no or limited email access (e.g., limited by download size, speed, reliability; available only once a day or less; maybe lost without warning; frequently limited to small text-only messages);
- no private email access (e.g., email access only through ship/camp addresses, either shared or not guaranteed private);
- no or limited access to phone communications. (Note that even satellite phone coverage may be unpredictable as to times of operation, frequently dropping calls within 5 minutes or less, and may only be useful for outgoing calls.);
- lack of privacy for phone communication. (Typically in the field it is difficult/impossible to have a private space where phone conversations are not overheard. Even in semi-private spaces, interruptions may well be common and privacy may be interrupted without notice.);
- radio-only access controlled by others in the field;
- limited time windows for communications - by the nature of fieldwork (long hours, generally shared working and living spaces, shift work, demanding physical environments (e.g., out on the ice)), it is frequently impossible for field researchers to communicate during usual UW business hours.

✚ == **Cabin Fever** - exacerbation of tensions within a small group.

✚ == **Shift work** - which can both disrupt sleep patterns, and make timing awkward or impossible for reaching others both in the field and back at UW.

✚ == **Time-pressure and competition for limited resources** - since the fieldwork is typical an essential/key part of the person's research.

✚ == **Field-cultures** (e.g., traditions of hazing or hazing-like experiences; mantras such as "What happens in the field, remains in the field"; a "summer camp" atmosphere away from UW norms; "vacation" romances).

✚ == **Interactions with other cultures** (e.g., foreign cultures, or camp/ship cultures).

In addition, other pressures may apply, e.g.,

✚ == **Gatekeepers** - in several field scenarios, power (e.g., access to resources, providing of essential transportation, communications, facilities, introductions into a culture) may be concentrated onto 1 person, the "gatekeeper". In many cases, it is essential for safety and for research goals to remain on good terms with this person. Gatekeepers exist on ships and in camps but are also found in domestic or foreign ethnographic contexts when, for example, an official controls permits, access to logistical resources, visa renewals, etc..

✚ == **Trip duration** - trips may last from hours to months or longer. In addition, given the limited population of scholars/staff in many field disciplines, researchers may end up going in the field with the same/related groups for decades, indeed for a career.

✚ == **The necessity of a good outcome** - in many cases, the necessity to continue working and living with those on the trip for weeks, months, or a career after any incident greatly increases the stakes in any intervention.

2. THE GOALS AND APPROACH OF THIS REIF (Respect and Equality in Fieldwork) STUDY

The main focus of our study was to consider ways in which we, as a community, could *prevent* harassment occurring in fieldwork situations. However, we recognize that incidents may still arise, and so we also considered the needs for reporting and UW support during/after harassment incidents and how they might be made applicable to the fieldwork situation.

Our focus was on *all* forms of harassment (including but not limited to sexual harassment). Bullying and hazing of junior persons and newcomers to the field has been traditionally entrenched in many forms in field-cultures. In this broader focus, we differ from the Title IX mandate which is to address sexual harassment and assault. However, many of the required skills/facilities for dealing with sexual harassment are also applicable to any harassment down a power dynamic.

As stated before, we also look to the future, seeking steps we may take going forward, rather than looking to past transgressions.

2.1 Methodology

After discussions in 2015 and 2016 with leadership in the Applied Physics Laboratory (APL), Oceanography, Anthropology, and the College of the Environment (CoE), and drawing on suggestions for participants from these sources and departmental chairs, the REIF committee of 15 people was formed in early 2017 (Appendix B). The co-authors of the report are a subset of this group because over the course of the year, some members retired from the committee as necessitated by competing obligations.

A major goal for the committee was to gather information from the UW field-going community as to constructive steps for preventing harassment during fieldwork. Committee members met with 13 administrative or Faculty/Faculty-equivalent groups across campus to introduce the effort and solicit feedback (groups listed in Appendix B). In these meetings there was overwhelming support and enthusiasm for the effort. The ubiquitous opinion expressed in these meetings was that such an effort was vital and long overdue. While we cannot claim unanimous consensus (since those opposed to the effort, or those who felt it was unnecessary, may well have not spoken up), nevertheless it is notable that, of the ~30 women field-goers with whom one of the committee discussed the REIF effort, all but one had experienced harassment/assault issues in their field-going career. In all the individual feedback received (either verbally, via email or via an anonymous web survey), only 2 field-goers (1 male, 1 female) expressed the opinion that they had never seen or experienced such issues. Since we did not undertake a formal survey, for the reasons given above, these reflections are only anecdotal. However, regardless of the actual numbers, the enthusiasm and urgency for dealing with the issue was remarkable and compelling.

Following the Faculty meetings, 7 open discussion meetings were held in field-going departments (Anthropology [x2], APL, Earth and Space Sciences, Fisheries, Forestry, and Oceanography). These were generally free format, usually starting with a discussion leader introducing the topic and then opening up the floor for any responses. Discussions were always broad and inclusive of many groups (e.g., male and female, senior and junior). Where numbers were sufficient, several meetings then broke into smaller peer groups (e.g., senior researchers, students) led by a peer of each group to discuss topics that people may have felt inhibited in discussing in a more power-diverse setting. Notes from each meeting were compiled by the discussion organizers and are included in full in Appendix K. Additionally, committee members talked individually or in small groups with many UW field-goers, discussing the same questions.

Coincident with these discussions and meetings, an anonymous WebQ, seeking the same feedback, was advertised to all units invited to join group discussions. We provided this option to give people alternatives to participation in public meetings and to allow responses from those not currently available on campus. Response anonymous WebQ was very low - only 4 responses. This may reflect a reluctance to use such forms of feedback. The WebQ question and responses are also included in Appendix K.

The REIF committee met several times after these meetings to synthesize all feedback received. Many commonalities were found in this synthesis, and they form the basis of this report and its recommendations.

3. AREAS FOR ACTION

From the feedback, 11 recommendations emerged for action both the UW/Provost (Section 3.2) and the department (Section 3.3) level. Before presenting those recommendations, we first discuss some overarching principles, which may help effect the “sea-change” in culture necessary to reduce/prevent harassment.

3.1 Overarching Principles

It is informative to consider why harassment is occurring in the field, and how we may address those causes. A full analysis is beyond the scope of this report, but there are some clear contributing factors, viz.:

- ✦ **“Entitlement”**, i.e., feelings of superiority to others, leading to lack of respect for others, and abuse of a power structure (“Power corrupts”).
- ✦ **Traditional non-equitable/harassing field norms**, e.g., inherited field cultures, (ranging from “I had to undergo this when I joined the field”, “Pilots always get to sleep with the prettiest student”, etc., to unintentional harassment e.g., phrases/actions common in previous generations, but now identifiable as problematic); people not thinking through the impact of their statements/actions, especially common in stressful or physically trying situations.
- ✦ The perception that the field site is **away from the restrictions and oversight of campus** and norms of our usual society.

How can we address these influences? How can we make harassment in the field-work environment socially unacceptable?

3.1.1 Enhancing respect

A key topic in this discussion is **respect** - one does not harass someone one respects. Why is that respect lacking in some field relationships and what can we do to restore it?

Suggestions below focus on skills trainings - e.g., implicit bias, equity, professionalism, team building, and self-awareness (e.g., “would I have said/done the same to someone I respect?”).

3.1.2 A less hierarchical power structure in the field

Very typically, abuse and harassment occurs down a power structure (senior to junior). Although campus-life obviously operates under a power hierarchy (and evidence shows that harassment and assault are perpetrated there as well), power dynamics are usually more defuse on campus than in field settings, and there are more routes around the power structure for complaints and more opportunities to move out of an abusive power situation. In the field, in many cases power structures are inevitable (e.g., the Captain on a ship). Nevertheless, we need to establish expectations and provide strategies to flatten some power structures (e.g., building of collaborative teams; providing more fieldwork oversight linking back to campus norms), clearly define the limits of legitimate authority, and create multiple routes for discussion and reporting.

3.1.3 Raising accountability

To discourage abuses of power, it is essential UW is seen to be actively enforcing their intolerance of harassment. If all participants see the advantages of a harassment-free environment (i.e., increased productivity, better career outcomes) **and** also that harassment has real costs to the perpetrator, it will be easier to implement change. To quote one correspondent, “How do we make PIs care about this?”.

3.1.4 The field as an extension of UW, where normal UW codes of conduct apply

Inherent to all of these is the idea that professionalism and UW behavioral standards should apply also to UW activities away from campus. Though the field will always remain remote, we need clear statements that campus policies also extend to areas away from campus, and that the mantra “what happens in the field, stays in the field” is unsuitable in this day and age.

3.2 Five areas for action at the UW/Provost level

3.2.1 Development of a fieldwork-specific training for essential skills in isolated environments

Respondents identified several areas in which personal skills training for the field would be extremely valuable. These include:

✚ - **harassment management, team-building, de-escalation, assertiveness, empathy, difficult conversations, bystander intervention, implicit bias and micro-aggression, and conflict mitigation.**

(Note that, although many HR administrators remarked that sexual harassment training was mandatory, many individuals we discussed this with either had no recollection of the training or had taken it voluntarily. There was also some confusion about what constitutes harassment, and particularly to what extent relationships can be consensual if a power structure exists between the parties. Many people were unclear on whether UW policy prohibited having a sexual relationship with someone to whom you were in a line-management position, for example a “consensual” affair between a professor and a student.)

Trainings on several of these topics exist on campus, either as UW (free) trainings or offered via POD (Professional and Organizational Development), part of UW HR, e.g.:

Training	Duration	Class/Online	Availability	Cost
Prevention of Sexual Harassment	2 hrs	Class	3 x per term	Free
Green Dot Bystander Intervention	2-3 hrs	Class	3 x per term	Free
SafeCampus Violence Prevention and Response	1.5 hrs	Class	3 x per term	Free
UWPD Rape Aggression Defense	12 hrs	Class	1 x per term	Free
POD Building a Positive Work Culture	4 hrs	Class	3 x per year	\$160
POD Conflict Management	7 hrs	Class	2 x per year	\$160
POD Cultivating Cultural Competence	7 hrs	Class	3 x per year	\$150
POD Developing Assertiveness Skills	7 hrs	Class	2 x per year	\$150
POD Difficult People and Difficult Behavior: Tips, Tactics, and Tools	7 hrs	Class	3 x per year	\$150
POD Race, Bias, and Dissonance	7 hrs	Class	1 x per year	\$190
POD Turning Negative Emotions Into Positive Outcomes	7 hrs	Class	1 x per year	\$150

However, the existing trainings do not address the unique challenges of working and living in the field (such as isolation, small group dynamics, inaccessibility to communications, physically trying situations, etc., see Section 1.2). Fieldwork also requires (a) a much **stronger emphasis on de-escalation by an individual without access to campus resources**, and (b) **skills in identifying and dealing with potentially problematic behaviors early**, before they grow into what could be very serious safety concerns. Additionally and also critically, being required to take many of these courses would be an overwhelming time (and in some cases cost) commitment. It is also commonly reported that for a highly academic audience (the case of many field-goers), the available trainings are too lengthy for the amount of material covered.

Thus, our first recommendation is the development of a **field-focused, ~1 day training program**, covering the main skills requested by field-goers, with this training being specifically adapted to the restrictions of the field.

This training should include:

- ✚ - appreciation of the ***different roles UW persons play in the field*** (leader, team member, supporting staff member, bystander) and that a particular person may have multiple roles (e.g., rotating leadership as field team membership changes);
- ✚ - an understanding of the ***necessity of a good local outcome***, given the lack of escape from the field;
- ✚ - strategies for ***flattening power structures***, and preventing the unchecked rise of gatekeepers;
- ✚ - dealing with issues arising from harassment involving ***non-UW persons***, who may be in leadership or team relationships with the UW persons (examples of relationships given in Appendix D).

Particularly common requests for this training to include were:

- ✚ - ***role-playing (either in class or videoed) of example scenarios*** faced in the field (some suggestions are given in Appendix E);
- ✚ - ***providing specific phrases*** that might be used in common harassment scenarios. (A frequent comment was that, in the instant of an inappropriate or threatening comment/action, one doesn't know what to say.)

Practicing such actions may help with transferring skills taught in a training into active use in the field - studies (Woodzicka and LaFrance, 2001) show a wide gulf between what people plan to do in harassment situations and how they actually react in the real situation.

We recommend this training be:

- ✚ - made available both as an in-person training and as an on-line version,
- ✚ - recommended for field-goers both on starting a UW field-going position and at regular intervals thereafter.

Although we recognize commonalities in the social dynamics of different field disciplines on campus, due to the wide variety of fieldwork (e.g., ship-based, camp-based, individual-based), we recommend this training be **offered at the department level, with sections being adapted to the particular type of field-work** undertaken (e.g., ship-based combined for Oceanography and Fisheries and other sea-going areas; etc.).

We do not recommend making this training mandatory. Instead, we suggest making it so useful people will see value in taking it and recommending it to their students and colleagues.

To make training a reality, we recommend that the Provost task an appropriately skilled and resourced committee to develop this training. To ensure this training meets the needs of field-goers and the restrictions of field scenarios, it is essential that field-goers are involved in all details of the development of the training, both as designers and testers.

3.2.2 Clarity on UW resources for reporting harassment and UW sanctions resulting from harassment, and development of UW guidelines for dealing with field-work situations, including especially multi-institutional work.

It is good to see, from the spate of recent poster campaigns across campus and UW-wide emails, a renewed focus to publicize UW resources for reporting and dealing with sexual harassment on campus. In our surveys, however, we found, despite the earlier campus campaigns, ***almost ubiquitous uncertainty (including ignorance and confusion) about what UW resources existed***, how one accessed those resources, what happened once you contacted those resources, and what reporting was mandatory. (We note that different trainings on campus are giving contradictory information on this issue.) It was unclear to many what resources were student-only, which staff-only, or where one would start to access these resources (different sources advocate different starting points). In addition, there was a very strong concern about retaliation, and a large

fear that mandatory reporting meant the informant would lose control of how far the case went. Given the possible career-ending consequences of reporting harassment, people appear very reluctant to report problematic issues. In light of these fears, it is particularly unfortunate that one of the two confidential advocates (the one provided for UW staff) is given with an address in the UWPD - we recommend it should be made very explicit to what extent this service is confidential.

A very urgent need is felt across our surveys for UW to clarify:

- ✚ what resources/options already exist for reporting harassment;
- ✚ what the steps of the process are once harassment has been reported;
- ✚ how much control the informant has over those steps; and
- ✚ what the outcomes from reporting are (as we will discuss below in Section 3.2.3).

One improvement would be to produce and post two flow charts, regularly updated - one summarizing support resources/offices and how they interact; one showing the steps of an investigation once a report has been made, highlighting the control an informant has over those steps. Appendix H gives an example (from the Scripps Institution of Oceanography) of a similar flowchart.

Working with Title IX and Global Travel, we identified several steps in the UW reporting process that require modification to deal with the challenges of fieldwork harassment.

- ✚ **Location issues.** Fieldwork takes place in the lower 48, in Alaska, in US-led camps/ships in international locations, on foreign ships/camps in U.S. and international locations, and in a variety of cultures and communities around the world. We need clarification about what should be the first place a UW person should contact from each of these locations when in need of support (e.g., SafeCampus? Global Travel? Ombudsman?) While it seems that UW entities work together to direct those in need to the appropriate office, from field sites with limited communication resources it may be costly, difficult, or even impossible to be transferred between various entities on campus to find the correct entry point. Clarification in advance will streamline the process of getting field-goers in touch with the most suitable support office and could significantly reduce hardships at critical moments in field situations.
- ✚ **Harassment involving non-UW persons.** Field researchers may experience harassment from non-UW persons. To whom should the UW person reach out for help? Can the UW person get assistance from UW resources in such cases or are they obligated to navigate external channels, such as the HR office of the non-UW person? A matrix of possible relationships is given in Appendix D. While it seems most instinctive for a UW person to contact UW resources, how will UW resources deal with a harassment complaint about a person from another institution or country? What if the accused harasser is from UW but the victim is from another institution or country? What if the harassment takes place on a vessel or camp that is run by a third party? Who then will take the lead in the case? If a UW person is the ship captain or project leader where harassment takes place between 2 persons neither of whom are UW persons, what are the reporting obligations to UW? While we recognize that UW cannot claim jurisdiction over all of these cases, UW field participants need clarification concerning UW's role in supporting safe and constructive field environments and what types of situations lie beyond UW's ability to provide support. (In the case of sea-going fieldwork, we recommend discussion with UNOLS (University National Oceanographic Laboratory System), the entity which oversees operations on research vessels of the US Universities (including the UW's Thompson). UNOLS is currently also working through issues of harassment prevention and reporting for the fleet, and a conversation would be very timely. Note, however, that UNOLS covers only a fraction of UW's sea-going research.)

To address these issues, we recommend:

- ✚ **A field-oriented resources website.** To give clarity on the available resources, we recommend development of a centralized **field-oriented website and downloadable document** (one-stop-shopping), detailing:
 - UW resources for field-relevant trainings, including links to in-person and online versions;
 - departmental field-work resources of best practices (see Section 3.3 below);
 - explanation and links to UW resources for reporting harassment in the field, including also flow charts of the investigation processes after reporting;
 - educational resources (internal and external to UW) such as links to papers, news reports, and websites that document the prevalence, challenges, and responses to harassment in fieldwork.

- ✚ **Fieldwork-aware Confidential Advocate resource available 24/7.** We recommend provision be made for the availability of confidential advocates who understand the challenges of the field-work environment (preferably first-hand), including the limitations of communicating from the field. Given the nature of fieldwork (different time-zones, shift-working, lack of privacy, and communication complications; see Section 1.2), some provision should be made for **24/7 availability**, perhaps via some existing 24/7 organization such as RAINN (Rape, Abuse and Incest National Network, the largest anti-sexual assault organization in the U.S.). We understand NOAA has made some arrangement with RAINN for reporting harassment from NOAA vessels.

- ✚ **Fieldwork version of the “Know Your Rights” document** or equivalent informational material. When a harassment report is made on campus, the informant is emailed an electronic document “Know Your Rights”, which explains the facilities available to them. This document is currently only available after a report has been made, and is designed to be talked-through with an advisor. This mode of operation is impractical from the field, where communications (email or phone), private or not, may be limited or impossible. Thus, we recommend instead development of a **field version of the “Know your Rights” document**, adapted so that it can be provided to all team members prior to going in the field. This document could include basic reminders about prevention as well as short explanations of the most appropriate avenues for advice and/or reporting from different kinds of field settings.

- ✚ **Walk-through of field harassment cases.** To discover other aspects of the UW reporting structure that need revision or clarification from a field-going perspective, we also recommend a walk-through of responses to several hypothetical harassment scenarios taking place in field-settings (e.g., a student reports a rape to the camp leader, other example scenarios are given in Appendix E). We can envision, for example, it may be critical in such cases for information to be gathered on site or from witnesses, and medical attention may also be necessary (e.g., health checks, preventative medicine, provision of emergency contraception, etc.). The complexity of issues surrounding Rape Kits (collection thereof, chain of evidence, etc.) should also be discussed. Leaders in the field should be trained in the many aspects of these situations, at the very least being aware of the issues, knowing how to get help, and having access to emergency medication. (Below, in Section 3.3.6, we recommend emergency contraception to be a standard part of the medical equipment. When we asked UNOLS if ships carried emergency contraception, we were told that they didn’t know.) Note that medical evacuations may take several days (or weeks). In any case, given that field-opportunities are rare, the informant may prefer to remain in the field rather than lose that opportunity. It is vital for the informant that such decisions are their decisions, not decisions forced upon them.

3.2.3 Clarity on UW outcomes from reporting harassment

A frequent theme that arose throughout the discussions was to know what the outcomes were of reporting harassment within the UW. There were requests for:

- ✦ clear guidelines about what will happen if power-holders harass,
- ✦ clearly stated actionable thresholds for behavior,
- ✦ enforceable consequences for crossing those thresholds, and
- ✦ statistics about outcomes of reported cases with regard to both the person reporting and to the person found guilty of harassment.

There was an almost ubiquitous concern that reporting only brought hardship to the informant, while when the perpetrator was a senior person, the perpetrator's career remained unaffected. While a recent media story reports that the UW has fired somebody for harassment, such information is rarely made public.

We recommend the **annual publishing of UW statistics** (on what happened both to the person reporting and to the accused perpetrator) and increased clarity on all stages of the process.

With retaliation being such a large issue, statistics about **outcomes of retaliation** should also be included. We quote the excellent advice from new Marine Mariner's guide to preventing sexual harassment at sea:

FEAR — The most prominent challenge with implementing this type of culture is the fear of retaliation for reporting an incident.

To combat the fear of retaliation, a company or vessel Master must make it very clear that there is zero tolerance for any form of retaliation on or off the job, and maintain complete transparency in reinforcing this policy.

P25 from 2017 SOCP (Ship Operations Cooperative Program), Best Practices Guide on Prevention of Sexual Assault and Sexual Harassment in the U.S. Merchant Marine.

More such transparency may help to dispel the current mistrust of institutional management of harassment claims and, importantly, act as a deterrent for harassment and for retaliation.

3.2.4 Clarity on UW resources for safety trainings

A related issue was a desire for more clarity on UW resources for field-relevant safety trainings. Although not directly focused on the issue of harassment, facilitating a culture of field safety more generally should make it easier to alleviate potentially unsafe or harassing situations, and also act to mitigate the absolute power of gatekeepers. For example, if you are confident in glacier safety, you may be able to intervene when someone is being bullied to do something beyond their comfort level. If these trainings can be taken as a group prior to a field campaign, they may also assist with team-building and fostering respect between team members.

Trainings listed in this context include:

- sea survival training (available from USCG and others off campus),
- scientific dive training (offered by UW EH&S),
- field-camp safety,
- glacier safety,
- wilderness First Aid and self-help (offered by UW EH&S),
- drylab and wetlab safety procedures (offered by UW EH&S)
- self defense (offered by UWPD as Rape Aggression Defense).

3.2.5 Changing of cultural norms about “on-campus” versus “off-campus” behavior

Another issue raised was the necessity to see the field as an extension of the UW working environment, instead of an off-campus “summer camp” where normal rules of interaction were suspended. A simple step forward here is to ensure that a clear message is put forward to the UW field-active community that while UW persons are on UW business, UW rules and guidelines apply. This also resonates with the theme of respect introduced above - that the field is also a professional environment, where rules of professionalism are applicable.

A useful discussion could also be held on the concept of the “consensual fieldwork affair”. There is distinct lack of clarity as to whether a relationship down a power structure can ever be considered “consensual”; and as mentioned above, there was confusion about UW policies concerning romantic relationships within a work environment. The impact of such an affair on the career progression of the junior party was also poorly understood in several cases.

3.3 Six areas for action at the College/Departmental/Individual Researcher level

In addition to the campus-wide, UW/Provost led efforts recommended in Section 3.2, we also have specific recommendations for action at the College/Departmental/Individual researcher level.

There is generally great enthusiasm at these levels for action and change, and field-goers are best positioned in many ways to develop strategies that will work best for their types of fieldwork. Giving ownership of these actions to the departments is, we feel, the most profitable and effective way forward, with various enforcements from the higher levels of UW for the action to be taken within a reasonable time frame.

As above, many of these recommendations relate, in one form or another, to better **planning** for fieldwork, including laying out expectations, assessing risks, and finding strategies for dealing with them, planning for communicating during the field, and using experience to improve future field-going.

3.3.1 Fieldwork community discussion groups

A very common response was the desire for **greater community training and discussions** about field-going. Most often, fieldwork training is ad hoc, and strongly dependent on individual advisors. A pooling of lessons learnt in the field would provide a better training environment at all levels - not just for those new to any fieldwork, but also for experienced field-goers expanding into new fields. A well connected departmental community also allows for **formal and informal mentoring** practices, and gives everyone a broader base on which to draw for advice when there are issues.

Thus, we recommend departments set up **fieldwork community discussion groups**, including in-person meetings and shared, on-line informational resources, e.g.,

- ✦ lists of available trainings,
- ✦ summaries of UW experience in different regions, cultures, camps, or ships (e.g., in anthropology, compiling lists of which researchers have field experience in which regions; in oceanography, lists of which researchers have experience on which ships; etc.).

These discussion groups could also provide a sounding board for new ideas, planning documents, and building a department-level consensus on community best practices (for more details on both, see below).

Groups should also consider including **more fieldwork training in classes** teaching methodologies or ethics.

Oceanography/APL are starting a pilot version of the field-going discussion group. Nicknamed SeaTalk (see Appendix J), Oceanography/APL are planning quarterly meetings to discuss field-going issues including “What’s it like going to sea”, “Things I wish I’d known for my first trip”, and panel/open discussions on best practices and how to prevent and (if that fails) deal with harassment in the field. The exact structure and content of the meetings is being determined by a group of volunteers from the students, technicians, and Faculty/PIs of APL and Oceanography, with the first SeaTalk planned for early February 2018.

3.3.2 Standardization of expectations and a field-goer’s “Charter of Rights”

There was also widespread enthusiasm for **a field-goer’s “Charter of Rights”**, i.e., **department-level agreement on reasonable expectations for the field**. This includes the right to a harassment-free environment, suitable safety training and equipment, and social rules and work/accommodation expectations. Lack of clarity on these issues can lead to avoidable situations that may be intimidating, discriminatory, bullying, or harassing.

As for training, field expectations and standards are currently ad hoc, typically dependent on the person leading the field effort, with their standards in turn usually being set by their own past experience of fieldwork. Omissions in standards or planning may simply reflect their own lack of experience in a particular area, and thus the pooling of information, experience, and standards across the field may fill these gaps and build awareness.

We recommend that the UW departments develop such “Charters of Rights” suitable for their field. Some level of consistency across departments may then be obtained by sharing these charters across Colleges, and adapting good ideas more broadly.

Figure 3.3.2 gives an example of a summary of student rights that was drafted by the University of Alaska Fairbanks (UAF) as a summary card. We include in Appendix F the full UAF draft Charter of Rights. While much of this might be deemed by many to be “obvious”, to those new to the field, nothing may be obvious, and the desire to fit in may conflict with ideas of safe or appropriate behavior. Having some written, circulated, and discussed standards or Code of Conduct can make people more willing to vocalize any concerns they may have.

Students have the Field Safety right (UAF Dispatch Ph# 907-474-7721):

- A) To be informed about the plans, nature of work and the risks involved with remote fieldwork.
- B) To express any general concerns about their safety and comfort, or that of the team.
- C) To safe accommodations with whom they are comfortable.
- D) To a social environment with which they are comfortable.
- E) To reasonable attempts to provide adequate shelter, equipment and food.
- F) To not be left alone in remote field settings if not desired.
- G) To carry remote field safety equipment, including communication devices.
- H) To request and obtain training if available.
- I) To be evacuated at no cost, if the student feels a Title VII or Title IX violation has occurred and wants to return to town for safety reasons and/or to file a complaint.
- J) To be evacuated at no cost, if the student feels they are experiencing a medical emergency.
- K) To refuse to do activities they feel are unsafe or they are uncomfortable with.
- L) To exercise all of the above without retaliation or adverse effect on academic progress.

Safety Contact:

Figure 3.3.2 Copy of draft “Students’ Rights Card” from UAF, shared with REIF by Jeff Benowitz in June 2017

3.3.3 Buddy schemes (informal peer mentoring)

Especially in the isolation of the field, particularly if in an unfamiliar group or environment, it can be very debilitating for someone experiencing harassment to have no-one to talk to. Talking through an issue can provide ideas of new solutions, or a safety vent to prevent issues growing out of control. Thus, we recommend also development of **“Buddy” schemes for fieldwork, i.e., setting up peer-contacts/informal mentors (“buddies”)** for those going in the field, especially for newcomers to the field. The goal here is to provide every field-goer with contacts with whom they can informally share concerns (even minor concerns), ask questions, brainstorm ideas about problems, or draw on for experience or moral support. Ideally, each new field-goer would have both a “buddy” in the field and a “buddy” back at UW. Related to this is the need to ensure confidential communications (see Section 3.3.6).

This recommendation is made for the use of departments and field team leaders and could be as simple as encouraging field team members to identify potential peer-buddies. We do not encourage mandating the practice, assigning buddies, or otherwise imposing the strategy on field team members.

3.3.4 Alternative and anonymous reporting

With the similar goal of giving mechanisms for people to discuss and daylight their concerns, we recommend development of **various routes of reporting** (e.g., in the field, an alternate contact from the lead

scientist, preferably chosen to also allow diversity of gender orientation/race/etc.) and **anonymous feedback mechanisms** (e.g., physical box for anonymous cards, website anonymous feedback). While anonymous feedback has the potential itself to be abused (e.g., with false and untraceable accusations), we feel that disadvantage is outweighed by the positive benefit of giving an opportunity for a safety or harassment concern to be daylighted to the point where others can be on the alert for the behavior. There needs also to be a protocol for checking the anonymous feedback, which includes review by at least two persons (to ensure a harasser is not able to censor such feedback about themselves).

3.3.5 Planning, best practices, and customizable checklists

Many recommendations in this report relate to improved **planning** for fieldwork. We recommend a field-specific consideration of what planning is necessary/recommended for various types of field-going. Many PIs/Faculty already produce their own planning documents prior to fieldwork for science goals - we recommend these plans should also include safety and harassment considerations (see harassment text example in Appendix I). Sharing these documents within field-going communities can lead to better pre-trip preparedness. There was also a popular demand for a customizable checklist covering the main issues to be planned for, which individuals could then adapt for their own use.

We recommend **pre-fieldwork** planning should include the following steps.

- ✚ A thorough culture assessment of the environment (e.g., for countries, special security, political and medical risks).
- ✚ An assessment of safety risks (medical, accident, etc.), including checking field participants have the necessary safety trainings and equipment (see also below).
- ✚ An assessment on how to deal with safety, medical, and harassment incidents should they occur. This should include a “how to get help” list of contact information, and provision of methods of contacting these resources.
- ✚ A team building meeting discussing:
 - everyone’s roles,
 - formal and informal mentoring, everyone watching out for everyone,
 - expectations for inclusivity, respect, and general behavior,
 - a restatement of zero tolerance for harassment and retaliation,
 - the safety and medical plans, including insurance issues,
 - the routes for getting help (for medical issues, for safety, and for harassment concerns),
 - the routes for private communication and anonymous feedback,
 - setting up of buddy schemes.

We recommend **in-field** protocols be established to:

- ✚ conduct a “start of fieldwork” on-site orientation, reiterating respect, inclusivity, and zero tolerance of harassment and retaliation and providing (again) the “how to get help” information,
- ✚ actively check in with all field-goers on a regular basis, and allow time for discussion of issues,
- ✚ check and respond appropriately to anonymous feedback sources.

We recommend also standardly soliciting feedback from all parties **after fieldwork**, to establish how the field experience may be planned or executed better in subsequent campaigns. For the case of non UW-led efforts (e.g., UNOLS research cruises), we recommend lobbying the field-campaign organizer to arrange for such feedback to be collected, to include “climate” information (i.e., information relevant to harassment), and to act on the content of that feedback.

3.3.6 Field resources for safety and communication

While much of the above requires planning specific to the type of fieldwork, some needs are common to all field experiences, viz., the needs for **emergency medical and communication resources**.

Given the remoteness of many field sites, we recommend careful consideration of medical supplies necessary for emergencies during the field campaign. In addition to first aid facilities and knowledge of how to initiate a medical evacuation if necessary, we also recommend that fieldtrips be equipped with **medical supplies to deal with assault (sexual or non-sexual)** in the field (e.g., emergency medicines, including emergency contraception). In the field, these supplies need to be made freely available to the science party (i.e., not via a PI or other gatekeeper), without the necessity of someone making a formal complaint of assault.

Secondly, we also recommend ensuring that researchers have **access to private communications**, which again they are able to use without restriction. While some field situations offer this facility, in those that do not, UW should provide facilities, e.g., a satellite phone or equivalent device, for emergency use. Again, to be effective, such a resource needs to be freely available to the science party (not via a gatekeeper)

For economies of scale, these resources may be pooled at the departmental/college level and checked out for individual field trips. We note that, in at least one branch of NSF (NSF-Polar), satellite phones may be requested by the PI on a grant for use in the field, and that use (quantified as “reasonable” use, including science team members keeping in touch with their families) is paid for by NSF, not by the PI’s grant.

4. CONCLUDING REMARKS AND TIMELINE FOR NEXT STEPS

Fieldwork is central to many investigative research activities, and is the mainstay of many branches of intellectual endeavor at UW. We owe it to our research, to our colleagues, to our fields, to our funders, and to ourselves to make it a productive, welcoming, and safe environment. To many, fieldwork is the key intellectual and collegial driver for research. The recommendations we outline above will, we believe, significantly enhance the field-going experience for all UW persons engaged in fieldwork and, if implemented with alacrity, could establish UW as at the forefront of safe and inclusive field practice.

In terms of timeline, we propose:

Spring term 2018

Provost/Deans

- ✚ start of UW development of a course of Fieldwork Training, with involvement of field-goers,
- ✚ develop and post materials clarifying UW resources,
- ✚ charge departments and equivalent units to take up the unit-level recommendations.

Department/Colleges

- ✚ start of departmental discussion groups and initiation of department-level consensus building on best practices, charter of rights, field resources, buddy schemes, resources websites,
- ✚ acquisition of field resources for safety and communication.

-

Summer/Autumn 2018

- ✚ share draft Fieldwork Training materials with departments for feedback,
- ✚ complete Fieldwork Training development and roll out training to departments,
- ✚ implementation of recommendations established by end of 2018.

Ongoing

- ✚ Revision and re-evaluation.

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See also Appendix C for articles relevant to fieldwork harassment.

APPENDIX A: Charge to the Committee

“a focused commission to

- (i) review our current policies and practices as they relate to fieldwork, including reaching out to our field-going and harassment/assault communities for their input on addressing these issues;
- (ii) develop (in consultation with UW field-going and harassment/assault communities) protocols and guidelines focused on the particular challenges of harassment and assault in field-work situations, and
- (iii) propose a plan and timeline for implementation. “

APPENDIX B: REIF committee and UW groups consulted

REIF committee members:

CoChairs:

Rebecca Woodgate	Senior Principal Oceanographer, Applied Physics Laboratory (APL); Associate Professor, Oceanography
Ben Fitzhugh	Director, Quaternary Research Center; Professor, Anthropology
Stephanie Harrington	Associate Dean, College of the Environment

Members:

Roger Buick	Professor, Earth and Space Sciences (ESS) and Astrobiology
Carolyn Friedman	Professor, School of Aquatic and Fisheries Sciences (SAFS)
Trina Litchendorf	Oceanographic Field Technician, APL
Eric Boget	Principal Engineer/Vessel Operator, APL
Rachel Lazzar	Program Manager, Global Health Resource Center
Hope St John	Graduate Student, Anthropology
Baishakhi Basu	Graduate Student, Anthropology (away in the field)
Kate Leonard	Title IX/ADA Coordinator, Compliance Services
Daniel Brencic (previously Nick Hill)	Global Travel Security Manager, Office of Global Affairs

Retired members:

Beth Gardner	Assistant Professor, Forestry
Cabieri Robinson	Associate Professor, Jackson School of International Studies
Sam Lagos	Graduate Student, Anthropology

UW groups consulted: (> 200 individuals in person, many more via email)

Oceanography Faculty Meeting (Oct 2016)
Anthropology Faculty Meeting (Oct 2016)
Title IX
Fisheries Faculty Meeting (Nov 2016)
Atmospheric Sciences Faculty Meeting (Nov 2016)
Forestry Faculty Meeting (Nov 2016)
APL all hands (By email, Nov 2016)
CAS Natural Sciences Chairs and Directors (Dec 2016)
CAS Social Sciences Chairs (Jan 2017)
Global Health (Jan 2017)
SMEA Faculty (Jan 2017)
ESS Faculty (Feb 2017)
Burke Museum (Feb 2017)

Discussion Meetings held : (>50 individuals in person)

Oceanography (May 2017)
Anthropology (May & Nov 2017)
Forestry (May 2017)
APL (June 2017)
ESS (Nov 2017)
SAFS (Nov 2017)
Anonymous WebQ (available May-Nov 2017)

APPENDIX C: Field Harassment Articles

Selected Articles

Clancy, K.B.H. et al., 2014, [Survey of Academic Field Experiences \(SAFE\): Trainees Report Harassment and Assault](#), PLS ONE 9(7), doi: 10.1371/journal.pone.0102172-
survey of harassment and assault

Muckle, R.J., 2014. [On Sexual Harassment and Abuse in Archaeology](#), The SAA Archaeological Record 33-34. November 2014.

Clark, I., and A. Grant, 2015. [Sexuality and danger in the field: Starting an uncomfortable conversation](#). J. Anthro. Soc Oxford7(1):1-14. which is the Introduction to a special issue of the J. Anthro Soc Oxford, Volume VII, No.1, 2015, on [Sexual Harassment in the Field](#).
- includes practical suggestions

Kloss, S.T., 2016, [Sexual\(ized\) harassment and ethnographic fieldwork: A silenced aspect of social research](#). Ethnography, Apr 2016, doi: 10.1177/1466138116641958.
- includes practical suggestions.

Selected Opinion on Harassment during fieldwork

NPR, [Young Scientists Say They're Sexually Abused In The Field](#), 17 Jul 2014

Nature, [Many women scientists sexually harassed during fieldwork](#), 16 Jul 2014

Scientific American, [Sexual Harassment and Assault Prove Common During Scientific Field Studies](#), 17 Jul 2014

The Atlantic, [Vulnerable in the Field, Sexual Assault is common among Scientists](#), 15 Dec 2014

Washington Post - O'Hern, J., 2015, [Discrimination as a female oceanographer](#)

Chron. High. Ed, Huang, M., 2016, [Vulnerable Observers: Notes on Fieldwork and Rape](#).

Inside Higher Ed, Zippel, K., 2017 (conditionally accepted), (Strategies for dealing with) [Sexual Harassment in Research Abroad](#)

Science Mag, Wadman., M, 2017, [Disturbing allegations of sexual harassment in Antarctica leveled at noted scientist](#)

Selected Opinion on Harassment in the sciences

MIT Technology Review Magazine, [Breaking Silence](#), 29 Jan 2014

New York Times, [Science's Sexual Assault Problem](#), 18 Sep 2014

Science, Q&A: [Shining a light on sexual harassment in astronomy](#), 21 Oct 2015

Chronicle of Higher Education, [2 Sexual-Harassment Cases Draw Renewed Attention to Gender Bias In Astronomy](#), 13 Jan 2016

Inside Higher Ed, [Public Shaming](#), 13 Jan 2016

Nature, [Sexual harassment must not be kept under wraps](#), 20 Jan 2016

Nature Editorial, [Harassment victims deserve better](#), 20 Jan 2016

Inside Higher Ed, [NSF Tells Universities to Prevent Harassment](#), 27 Jan 2016

EOS, [Steps to Building a No-Tolerance Culture for Sexual Harassment](#), 28 Jan 2016

Physics Today, [Reboot the system](#), 29 Jan 2016

ScienceMag, [The sexual misconduct case that has rocked anthropology](#), 9 Feb 2016

New York Times, [She Wanted to Do Her Research. He Wanted to Talk 'Feelings.'](#), 4 March 2016

CNN: [Sexual Harassment in STEM](#), 30 Sept 2016

EOS: Wendel, 2016, [AGU-Sponsored workshop targets sexual harassment in the sciences](#), 20 Sep 2016

EOS:Diniega et al., 2016, [Senior Scientists Must Engage in the Fights Against Harassment](#), 15 Oct 2016

GUARDIAN: Anonymous, 2016, [Universities must do more to protect PhD students working in dangerous countries](#), 13 May 2016

GUARDIAN: Howland and Woolner, 2016, [Universities must protect PhDs doing risky fieldwork](#). Here's How. 19 July 2016

GUARDIAN: Anonymous, 2016, [New rules to 'protect' women researchers abroad are sexist and dangerous](#), 19 Aug 2016.

Statements from Professional Organizations

NASA - [NASA Administrator Communicates Harassment Policies to Grantees](#), 15 Jan 2016

AGU - [Sexual Harassment and Scientific Community](#), 22 Jan 2016

NSF - [The NSF will not tolerate harassment at grantee institutions](#), 25 Jan 2016

NSF US Antarctic Program - [Affirmation of Non-Harassment Policy Statement](#), Jan 2018

APPENDIX D: The spectrum of field harassment scenarios

Harassment in the field can occur in a wide spectrum of scenarios, and we must plan to cope with all of them.

Aspects to consider include:

- the severity of the harassment,
- the relationships and power dynamics between the people involved,
- the isolation situation.

Response is complicated by the fact that UW reporting structures also depend on the academic/staff role of the individual.

Severity of Harassment:

- 1) Repeated belittling/mildly sexist remarks, modes of speech.
- 2) Dirty jokes, partially hidden obscene material (e.g., pornographic pictures on display, material on computers discovered accidentally).
- 3) Offensive personal language/acts (name calling, sexual conversations, overt obscene material, obscene gestures, hazing/bullying).
- 4) The “consensual” affair down a power structure.
- 5) Unwanted physical contact (casual hugging, directed touching, suggesting/demanding sexual favors for advancement/continuation).
- 6) Assault, and blackmail.

Relationships and Power Dynamics:

- 1) Between peers of the same institution.
- 2) Within a power dynamic of the same institution.
- 3) Between peers of different but similar institutions (e.g., between different universities; a university’s ship or camp).
- 4) Within a power dynamic of different but similar institutions (e.g., between different universities; a university’s ship or camp).
- 5) From an “outsider” (e.g., in host families; non-university, commercial or foreign ships/camps).

For each of these, dealing with as:

- a) a peer,
- b) as a junior,
- c) as a senior.

And as:

- i) directly involved,
- ii) as peer/junior/senior of an involved party,
- iii) as an outsider.

Isolation situation: Issues here include (see Section 1.2.2) :

- Size of team,
- Access to communications,
- Ability to leave (often severely limited, may be on ship/camp for months at a time),
- Remaining duration of trip (field trips may be from < a day to weeks, or multiple months),
- Role of “gatekeepers” - those who control access to or from the field, communications, or resources.

APPENDIX E: Examples of harassment scenarios that may occur during fieldwork

While the Appendix D outlines the scope of harassment scenarios, it is also informative to consider example scenarios within this matrix of situations to assess the practicality of responses. Below are some hypothetical but realistic examples of harassment situations that we might need to deal with in the field. This list is not intended to cover comprehensively the range of scenarios, but is provided to initiate discussions, test proposed actions, and as a possible starting point for role-playing trainings. A frequent request was for concrete examples of what one might say or do in a particular situation. Thinking through responses to scenarios like these may help provide such recommendations and increase the likelihood of a field participant being able to respond in a timely and appropriate manner.

== You are working with an unfamiliar team on an isolated field camp. During your night watches the rest of the group engages in sexual chatter and dirty jokes, the main instigator of the jokes being the person responsible for coordinating all access to the field. You ask the group to stop, and they laugh at you. You take the issue to the camp leader, who responds that you are silly to make a fuss.

== You are an anthropologist, staying with a host family in a remote, foreign village. One night the wife of the family (with her baby) runs to your room for help as her husband is trying to beat them both.

== You are Chief Scientist on a foreign ship, when a student from another institution reports to you she has been raped by one of the crew.

== You are a new PhD student, in the field for the first time with your PhD advisor. The rest of the group are very friendly with each other. As you are showing your advisor data on your computer, he repeatedly puts his arm around you.

== You are the UW lead (but not Chief Scientist) on an international cruise. You notice that the ship's technicians are continually belittling your technician, either behind her back or to her face, ignoring her suggestions on how to deploy your moorings.

== You are sending a student to take samples on a remote field camp. In a rare text message back to UW, the student reports that one of the contractors is getting repeatedly drunk and physically threatening them. That contractor holds access to the only 2-way radio in the camp.

== You are working in a foreign culture as the only member of your group. Your key informant propositions you.

APPENDIX F: Example Fieldwork Charter of Rights (from University of Alaska Fairbanks (UAF))

Documents provided by Jeff Benowitz, June 2017, and related to UAF field postings at <https://research.uaf.edu/research-process/field-safety>.

Student Field Safety Rights

Fieldwork environments are an extension of on-campus work, and adherence to a professional code of conduct is absolutely required. All GI field participants are required to report Title IX violations. If you or someone in your group needs to discuss or report an incident that has occurred while on a recent trip, please use the following contact numbers:

Mae Marsh, Director of Diversity & Equal Opportunity, Title IX Coordinator: 907-474-7599
Jami Warrick, Geophysical Institute Operations Manager: 907-474-7411

Students have the right:

- A) To be informed about the plans, nature of work and risks involved with the remote fieldwork in which they will be participating.
- B) To express concerns about their safety and comfort, and that of the team. (e.g. Dangerous camping sites, inadequate rest or sleep, inadequate bear-safe practices, etc.).
- C) To refuse to do activities they feel are unsafe or they are not comfortable with. (e.g. Fly in bad weather, drive an ATV without training, cross a glacial stream, ascend a snow slope under avalanche conditions, etc.).
- D) To safe accommodations with whom they are comfortable. (e.g. Students should not be required to share accommodations (like a tent) with a person with whom they are not comfortable).
- E) To a social environment that would be acceptable in a classroom setting. (e.g. Jokes, language and behavior not acceptable on campus are not acceptable off campus).
- F) To reasonable attempts to provide adequate shelter, equipment and food. (e.g. Students should not be required to go without meals and sleep in leaky tents for budgetary reasons).
- G) To not be left alone in remote field settings if not desired. (e.g. Students should not be required to spend time sampling out of line of sight of others unless the student feels comfortable doing so).
- H) To carry and use remote field safety equipment, including communication devices. (e.g. Students should be given access to bear spray, mosquito netting, etc, and – if available – satellite phones and SPOT-type trackers).
- I) To request and obtain training for field safety issues and tasks from the PI (e.g. Bear safety training, self-defense training, glacier training, scientific equipment use, etc.).
- J) To be evacuated at no cost, if the student feels a Title VII or Title IX violation has occurred and wants to return to town for safety reasons and/or to file a complaint. (e.g. Harassed because of gender, belittled because of religious background or nationality, sexual harassment, etc.).
- K) To be evacuated at no cost, if the student feels they are experiencing a medical emergency (e.g. The flu, sprained ankle, broken leg, etc.).
- L) All of these field safety rights shall be exercised without retaliation or adverse effect on the student's academic progress.
- M) All of these field safety rights apply to all UAF participants in the field party.

If you feel a need to contact someone outside of your party to report-discuss a possible field safety issue/Title VII or Title VIII violation please contact Jami Warrick, GI Field Safety-Operations Manager, 907-474-7411, Jami Warrick jwarrick@alaska.edu. In addition please contact Jami on your return to report-discuss any concerns. There is no concern to "little" so feel free to contact the GI field safety officer while you are in the field or back on campus to discuss your concerns.

N.B. Exercise of these rights will incur real costs to the University. Training costs can be considerable and evacuations can run to hundreds of thousands of dollars. These are costs that PIs cannot be expected to bear. We recommend that ICR not directed towards institutions be set aside and used to pay for training and to contribute to a fund that is available for evacuations and other costs associated with remote field work.

Front of Students Rights Card: Located in each communication device case.

Students have the Field Safety right (UAF Dispatch Ph# 907-474-7721):

- A) To be informed about the plans, nature of work and the risks involved with remote fieldwork.
- B) To express any general concerns about their safety and comfort, or that of the team.
- C) To safe accommodations with whom they are comfortable.
- D) To a social environment with which they are comfortable.
- E) To reasonable attempts to provide adequate shelter, equipment and food.
- F) To not be left alone in remote field settings if not desired.
- G) To carry remote field safety equipment, including communication devices.
- H) To request and obtain training if available.
- I) To be evacuated at no cost, if the student feels a Title VII or Title IX violation has occurred and wants to return to town for safety reasons and/or to file a complaint.
- J) To be evacuated at no cost, if the student feels they are experiencing a medical emergency.
- K) To refuse to do activities they feel are unsafe or they are uncomfortable with.
- L) To exercise all of the above without retaliation or adverse effect on academic progress.

GI Field Safety Officer Jami Warrick 907-474-7411

Everyone at UAF has the right to be free from discrimination, unlawful harassment, sexual misconduct and violence. Student and employees are expected to conduct themselves in a manner that does not infringe upon the rights of others. Violations will result in serious sanctions.

All staff and faculty have the responsibility for helping make UAF a safe and welcoming community. If you know of an incident of sexual misconduct, you must report it to a member of the Title IX team.

Title IX Reporting/Concerns: 907-474-7300

Back of Students Rights Card: Located in each communication device case.

APPENDIX G: Example of Field leader planning (from UAF)

Documents provided by Jeff Benowitz, June 2017, and related to UAF field postings at <https://research.uaf.edu/research-process/field-safety>.

FIELD SAFETY GUIDING PRINCIPLES FOR PROJECT PRINCIPAL INVESTIGATORS

As the PI of a field project, you and the university are committed to the safety and well-being of your party until everyone is out of the field and back home safely.

1. **General Commitments:** All PIs, the university, and team members have a role for ensuring the safety of their team members. The university, as employer, has a responsibility to provide and foster a safe work environment. PIs, as supervisors, are in charge of a great deal of what goes on day-to-day in their research. PI's and the university must ensure a safe and healthful workplace for team members.

2. **During the Project Developmental Stage:** Field safety begins during the proposal development stage. Plan at this stage by determining the team's needs and experience. PIs are committed to:
 - a. Determining risks associated with the proposed work and determining alternative safer methods.
 - b. Determining if all of the team members have the experience to conduct the proposed field work. If you think nothing will go wrong and will not happen to you, find the person who had it happen to them and learn from their experience.
 - c. Determining if the team members have access to or if the PI needs to budget for the appropriate safety equipment and training. (e.g. If project members will climb towers, budget for safety harnesses and tower climbing training)
 - d. Determining if there is a realistic amount of time to procure safety equipment and have the team members take any needed training before the field campaign begins.

3. **Prior to Leaving for the Field:** Communicate with your team regarding tasks and safety concerns. All teams members, including students, have the right to feel safe; to refuse duties that they do not believe to be safe; to have safe accommodations; to understand if they will work without a supervisor in a remote field setting; to be provided adequate field safety equipment and training; to understand any insurance coverages for accidents, injuries, or medical emergencies; to understand and have available communication equipment; to know that any Title IX issues will be handled

professionally; and to discuss any of these issues without retaliation. Below are ideas to ensure this happens:

- a. Hold team meetings and be sure that all field party members know the field plan, what conditions to expect and the potential risks (e.g., if you need personnel to hike three mile transects each day, make sure this is clear during the hiring and during team meetings).
 - b. Develop a communications plan (devices, contacts). Obtain and practice using your communication devices. Be sure all team members can operate devices, know who to call when an emergency occurs, and be able to communicate their location in the field when they are completing the field portion of their research.
 - c. Develop emergency plans, including those for evacuation, need of medical attention, Title IX issues, and other contingencies. Engage your field team and your in-town communication point of contact in developing this plan.
 - d. Ensure that the field party will have adequate shelter, proper clothing, sufficient food, and correct safety equipment. Inspect and use the gear prior to field work if you have not used it before.
 - e. Working with your team, develop a clear field leadership plan, including establishing a person in-command in case the PI is injured or not in the field.
4. **In the Field:** As the PI you are tasked with ensuring to the extent possible the safety of your team en route to the site, day-to-day safety, and safety of your team returning home after the field work is completed. This could mean that the PI may designate a field leader (if the PI is not in the field) who assumes field leader supervision. To achieve safety, the field leader should consider:
- a. Hold a daily morning safety minute (all hands). Review anything that happened the day before that might have had safety ramifications. Discuss all aspects of the day's plans. Know the weather and environmental hazards before the team starts the workday.
 - b. If an injury occurs that requires more than on-site first aid, know when to make a decision regarding evacuation for the team member. This could be you, the field leader, or someone designated as the 'expert'. Take into consideration the injured party's concerns.
 - c. Be aware of the state of the field members' mental and physical states. Ask questions related to those; be informed. Be sure that you set realistic daily expectations based on the environment and the experience of the personnel.
 - d. Set an example, strive so that: "No one gets hurt collecting field data"

Come home. Come home friends. Maybe get all the work done.

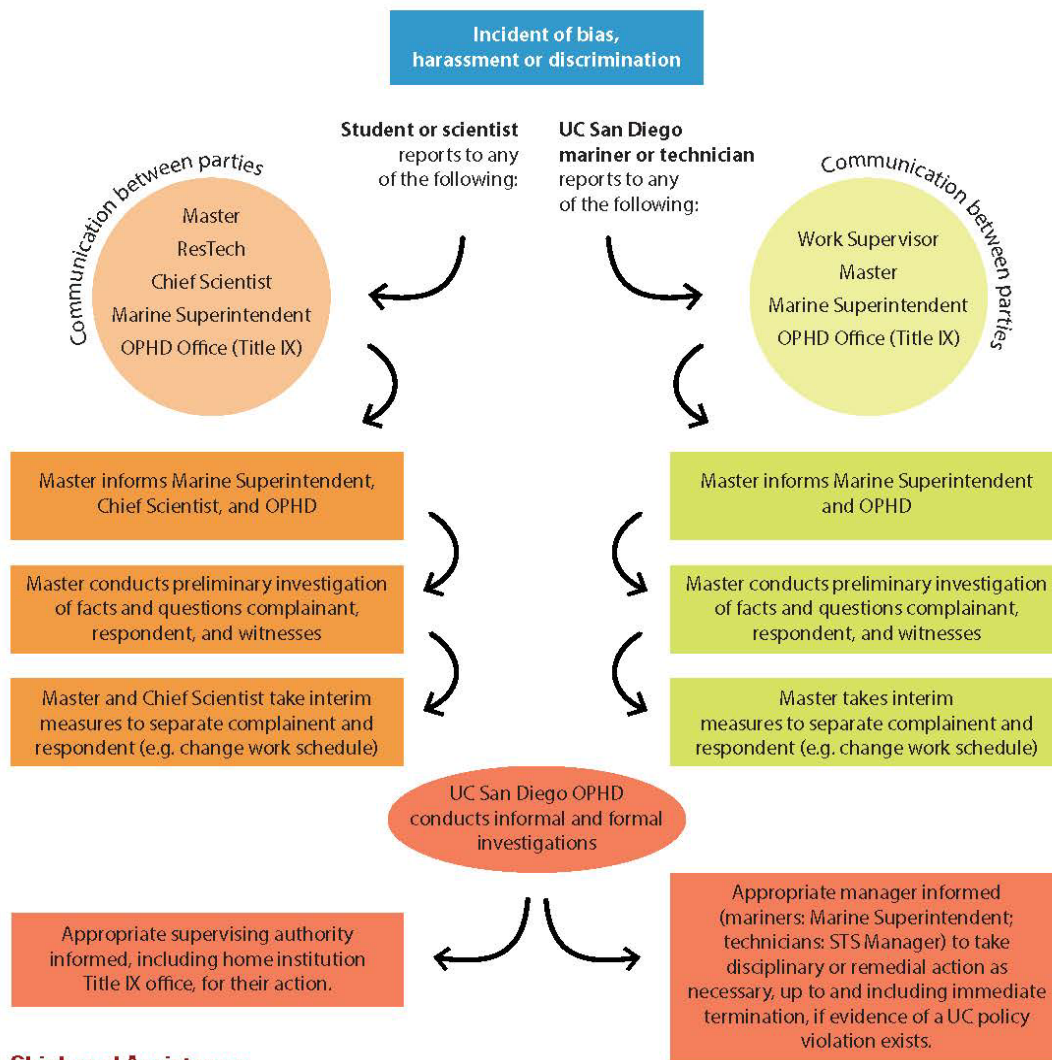
Paraphrasing of a great maxim from the famous British Everest climber, Roger Baxter-Jones

APPENDIX H: Example of Flow chart of institutional response (from Scripps Institution of Oceanography)

From: https://scripps.ucsd.edu/sites/scripps.ucsd.edu/files/basic-page-ships/field_attachment/2017/ComplaintResolutionFlowchart-MarFac.v03.pdf (accessed 7th December 2017)

Preventing Harassment & Discrimination at Sea: Complaint Resolution Flow Chart

We support UC San Diego's Principles of Community, and our mission reflects the University's commitment to maintaining a climate of fairness, cooperation, and professionalism. We join others at UC San Diego in embracing diversity, equity, and inclusion as essential ingredients of academic excellence in higher education.



Shipboard Assistance:

Contact the captain, restech, chief scientist or your work supervisor

Off-Ship Assistance:

Marine superintendent: Zoltan Keley - zkeley@ucsd.edu - 858-534-1643
 OPHD Title IX Coordinator: Carol Rogers - ophd@ucsd.edu - 858-822-3702
 Report bias: reportbias.ucsd.edu
 Sexual Assault Resource Center: sarc.ucsd.edu



APPENDIX I: Example of harassment text for a field safety plan

DRAFT TEXT FOR TRIP PLANNING DOCUMENT - Dec 2017

[GREY= items to be completed once resources are clarified]

As a UW member, you have the right to a non-harassing (both sexual and non-sexual in nature) and non-discriminatory environment both on campus and in fieldwork situations.

We reiterate for this fieldwork:

- zero tolerance for harassment or assault, including all forms of bullying,
- zero tolerance for retaliation against those reporting harassment or assault.

Those found to be harassing or assaulting others will be reported to appropriate authorities including UW authorities [LIST THEM].

If you experience a harassment or assault incident, here's what you can do:

1) IF YOU ARE BEING HARASSEED, the first priority is for your safety, the second to stop it happening again.

Here are suggestions:

= *If it's an immediate situation:*

(a) Tell the person to stop (e.g., "don't do that", "What did you mean by that?", "Stop right there", "Stop, I would like you consider what you are saying/just said or doing/just did". "That [behavior] was inappropriate/offensive").

(b) Reflect if the behavior was unintentional - in that situation, a more educational response might be helpful (e.g., "Though I don't think you meant it like that, I found what you said/did offensive. Here's why").

(c) If you don't feel that is practical, try diverting the person (e.g., "Was that the phone/an alarm?", "Someone came in looking for you", Drop something, Ask them to pass you something.)

(d) If you need to, get away (e.g., make an excuse "I suddenly feel sick/getting a nose bleed", or just go)

= *In a less immediate situation, or after the event, you can also*

(e) Ask ANYONE else to tell the person to stop

(f) Consider reporting the incident

Here are people you can talk to within your field effort

The Chief Scientist - *put contact info here (Name, Phone, Lab, Cabin)*

Another senior person - *put contact info here (Name, Phone, Lab, Cabin)*

Your Buddy (on ship or ashore)

The Captain/camp leader - *put contact info here (Name, Phone, Lab, Cabin)*

Any other member of the science team

On site Anonymous reporting - *put contact info here*

Here are UW contacts:

SafeCampus (24/7)- *put contact info here*

UW Global Travel Security Manager

UW Confidential Advocates (office hours) -

UWPD Victim Advocate for staff - *put contact info here*

Health and Wellness Advocate for students - *put contact info here*

Office of Ombud (office hours) - *put contact info here*

UW Equivalent of RAINN(24/7)??- *put contact info here*

Campus Anonymous reporting - *put contact info here*

Here are some non-UW contacts:

RAINN (Rape, Abuse, and Incest National Network),
“the nation’s largest anti sexual violence organization” (24/7)- *put contact info here*
Embassy or Consulate, or Police - *put contact info here, drawing on UW foreign travel advice*
To call/email privately to these people, here’s how you do that:
UW Iridium phone is stored at [Give location] and available without restriction.
Email or text information [Give access information]
Note, the following resources are 100% confidential: [List them]

You have the right to a respectful and harassment free environment. You can ask your supervisor to be sure to provide that, e.g., by changing shifts/work environments so you can avoid the person who has harassed you.

2) IF YOU OBSERVE HARASSMENT TO OTHERS (i.e., you are the Bystander), here’s some things you can do (the 4 Ds of Green Dot Bystander Intervention training):

(a) Direct intervention. (e.g., “don’t do that”, “What did you mean by that?”, “Stop right there”, “Stop, I would like you consider what you are saying/just said or doing/just did”. “That [behavior] was inappropriate/offensive.”).

(b) Divert. (e.g., “Was that the phone/an alarm?”, “Someone came in looking for you”, Drop something, Ask them to pass you something.)

(c) Delegate. Tell someone else (see lists above)

(d) Document. Record what is happening (voice or video), Write down what you saw.

In a team setting, if you feel comfortable, after the event:

(e) Check in with the person who was harassed. (e.g. “I saw what happened there. I thought that was very bad behavior towards you. Are you ok? What can I do to help?”)

(f) Check in with the person who was harassing. (e.g., “That joke wasn’t funny”. “That conversation you just had with XXX. Have you thought how that may have come over to her/him?”)

3) IF YOU ARE TOLD SOMETHING YOU DID WAS HARASSMENT, or you realize something you did was unintentional harassment, here’s what you can do:

(a) Apologize - a genuine apology may solve the situation (e.g., “I’m sorry.” “That was stupid of me”. “I wish I could take back what I just said”). Note that “I’m sorry, but ..” is not usually a genuine apology.

Being told your action was harassing is frequently felt as an affront, especially if your initial behavior was unintentional, or you still do not understand why it was harassing. Take a second to reflect that, regardless, you have obviously just offended someone, and possibly they are as embarrassed as you for bringing it up.

(b) Thank the person for pointing it out. (e.g., “ Thank you for bringing that up”)

(c) Confirm you will not do that again (e.g., “I understand now that was a bad thing to do/say, and I won’t do/say that again”.)

(d) Understand why it was harassment. If you, on reflection, cannot see why they took it as harassment, see if they want to explain or ask someone else to explain to you. (e.g., “I entirely take back/apologize for my comment/action. It would help me to understand better why that was offensive. If we could talk about it, that would be great, but I understand if you’d prefer not to and I can ask someone else”).

While (a)-(c) are best done in person, you can also ask someone else to take the message for you.

For more detail, see UW field-work training [give link to training once it has been established*].

[* Development of this training is one of the recommendations of this report]

APPENDIX J: Example plan for rollout of fieldwork discussion group from Oceanography/APL

Draft plan for Oceanography and APL, developed from consensus of various Ocean/APL meetings, Oct 2017

Enhancing Sea-going Careers - steps to building a more respectful, more productive field-experience (Part of REIF - Respect and Equality in Field Work)

Draft by Rebecca Woodgate (woodgate@apl.washington.edu) **COMMENTS WELCOME!**

Sea-going is a key part of our field - yet we generally train for it only in an ad hoc and arbitrary way. Additionally, studies suggest a lot more can be done to ensure the field is a respectful and harassment/assault free environment, see a draft website:

http://psc.apl.washington.edu/HLD/REIF/RespectandEqualityintheField_DraftRW.html

Building on a UW-wide effort to address these issues, we suggest the following joint effort of APL and Oceanography.

1) Lunchtime Sea-going Discussion Meetings/ group to train and build community - "Sea Talk"

Description: 1 hr lunch-time discussion meetings (typically with a panel), ~ 4 per year, teaching sea-going basics and UW policies on harassment; training for at-sea situations, and building community and set of mentors.

Associated with an on-line discussion board, with anonymous email capability.

Status: -Draft of suggested meeting content below.

2) Creation of documents:

a) How to get help in a harassment/assault situation.

Description: A 1-page summary of the steps a UW person can take to get help in cases of harassment/assault while in the field

Where: on the Oceanography/APL websites, to be included in cruise plans, to be posted on ships, to be sent to all cruise participants pre cruise.

Status: - draft below (needs input from UW still)

b) Guidelines for Best Practices for Sea-going

Description: A 1-2 page checklist of best-practices for seagoers.

Where: on the Oceanography/APL website, to be sent out annually to all sea-goers.

Status: - draft below (also to be enlightened by "Sea-Talk" discussions)

c) Welcome to Sea

Description: A many-page, readable document, outlining ship's policies, expectations etc.,

Where: on the Oceanography/APL websites, to be linked in cruise plans, to be posted on ships, link to be forward to all cruise participants pre cruise.

Status: - Other institutions have versions of this. UW has a start on its webpage, which could benefit from revision, and e.g. build off outcomes of "Sea-Talk" meetings

3) Everyone who goes to sea does a Cold Water Training Safety Course at least once

e.g., 1 day course offered in Seattle at NVPAAO (Fisherman's Terminal), for \$280 per person.

<http://npfvoa.org/vessel-safety-classes/>

- e.g., Safety equipment and Survival Procedures

This includes practice with emergency equipment, incl survival suits and liferafts in water.

Issues: Funding?

We expand on each of these topics below.

1) Lunchtime Sea-going Discussion Meetings/ group to train and build community - "Sea Talk"

Description: 1 hr lunch-time discussion meetings (typically with a panel), ~ 4 per year, teaching sea-going basics and UW policies on harassment; training for at-sea situations, and building community and set of mentors.

Associated with an on-line discussion board, with anonymous email capability.

MEETING 1 - Things you need to know for your first time at sea.

Panel: Mix of senior and junior seagoers, PIs, staff, students

Led discussion - moving into question/free discussion

- = A typical day at sea - the routine (shifts, meals, berthing, etc)
- = Behavioural Expectations -
- = What to take to sea for your project (and how you decide that)
- = What to take to sea for yourself (clothes, toothpaste, sea sickness meds, etc.)
- = Safety at sea - trainings
- = Harassment at sea - overview of policy and how to get help (lead to later meeting)
- = Medical at sea
- = Forms, insurance, documents you need to read
- = Getting to know other sea-goers .. look around room and make connections

Readings: e.g., Bernard and Killworth 1970s *Mariners at Sea papers* or more modern versions

MEETING 2: Respect and Equality in Field Work

Panel: Mix of senior and junior seagoers, PIs, staff, students

Led discussion - moving into question/free discussion

- = Basic premise (respectful and safe working environment)
- = Roles (Harasser, bystander, Harassee)
- = When it all goes wrong - what to do as
 - Person harassed
 - Bystander
 - Person in charge
- = EXAMPLES with role playing and discussion of what one could do (role playing, stock phrases)
- = Training in
 - De-escalation
 - Avoiding implicit bias, repetitive belittling, etc
 - Discussing difficult situations; How to intervene; Assertiveness

Readings: Clancy et al, + other articles

MEETING 3 and 4: Things I wish I'd known before going to sea

Panel: Mix of senior and junior seagoers, PIs, staff, students

Led discussion - moving into question/free discussion

- = Topic by request .. or ..
- = What was unexpected? What helped me? What I wish I'd known?
- = How would one cope with X?

DISCUSSION BOARD:

Discussion forum for sea issues, posting of presentations from above, guidelines, and allowing for a free discussion on topics raised from groups or by anonymous input.

2a) DOCUMENT: How to get help in a harassment/assault situation.

Description: A 1-page summary of the steps a UW person can take to get help in cases of harassment/assault while in the field

Where: on the Oceanography/APL websites, to be included in cruise plans, to be posted on ships, to be sent to all cruise participants pre cruise.

Status: - draft below (needs input from UW still)

If you experience or witness harassment or assault .. here's whom you can talk to:

Captain: *Insert Name and contact info here*

Designated Ship Person: *Insert Name and contact info here*

Chief Scientist: *Insert Name and contact info here*

Chief Scientist Delegate: *Insert Name and contact info here*

Anyone on board ship: (and ask them to take the message higher)

A "buddy" ashore: *Insert Name and contact info here*

Still to do:

1) Check with UW if SAFE CAMPUS is the right person to call

2) EVERY CHIEF SCIENTIST PROVIDES:

Contact info for: A buddy ashore
HR info for each institution
A science party delegate

Check there is a mix of genders and groups represented here.

Provide private methods of communication (e.g., departmental iridium phones?)

Set up and monitor anonymous email link (e.g., through UW Catalyst)

3) EVERY SHIP PROVIDES:

HR contacts

A designated non-Capt person. (NB all current UW Designated persons are male.)

Provide private methods of communication (e.g., departmental iridium phones?)

Set up and monitor anonymous feedback (e.g., card box on ship, anonymous email (Catalyst?))

2b) DOCUMENT: Guidelines for Best Practices for Sea-going

Description: A 1-2 page checklist of best-practices for seagoers.

Where: on the Oceanography/APL website, to be sent out annually to all sea-goers.

Status: - draft below (also to be enlightened by “Sea-Talk” discussions)

BEST CRUISE PRACTICES - GUIDELINES FOR SCIENCE TEAM LEADERS

PRE-CRUISE:

= Complete and distribute cruise plan including “how to get help” information, including setting up Buddy ashore, anonymous feedback, and private communications.

= Do a team-meeting, discussing:

Everyone’s roles

Formal and informal mentoring, everyone watching out for everyone

Expectations for inclusivity, respect, behavioral expectations

The cruise plan

The routes for getting help

The routes for private communication and anonymous feedback

Allow time for any questions

Still to do:

- 1) UNOLS/SHIP Post cruise - revisit questions to include climate at sea, and allow replies from all science team, not just Chief Sci.
- 2) Consider if feedback should also go to Department Head. (How do we make CS care about this?)
- 3) Revisit all the above from discussions

2c) DOCUMENT: Welcome to Sea

Description: A many-page, readable document, outlining ship's policies, expectations etc.,

Where: on the Oceanography/APL websites, to be linked in cruise plans, to be posted on ships, link to be forward to all cruise participants pre cruise.

Status: - Other institutions have versions of this. UW has a start on its webpage, which could benefit from revision, and e.g. build off outcomes of "Sea-Talk" meetings

Things to include: (very much a draft list)

How to prepare for sea: - your working gear, your personal gear

Life at sea: - the hierarchy of a ship, watches, shared spaces, tying things down, sea-sickness, meals, drug/alcohol policies

Safety at sea: - safety equipment, safety drills, safety expectations.

Living in the same boat: - teams, working in small groups, etc., cabin fever, mutual respect, harassment.

3) Everyone who does to sea does a Cold Water Training Safety Course

e.g., 1 day course offered in Seattle at NVPAO (Fisherman's Terminal), for \$280 per person.

<http://npfvoa.org/vessel-safety-classes/>

- e.g., Safety equipment and Survival Procedures

This includes practice with emergency equipment, incl survival suits and liferafts in water.

Issues: Funding?

=====

ISSUES NOT YET INCLUDED ABOVE:

== What to do in case of rape? Do ships carry Medic plan B, Rape Kit?
(UW, UNOLS)

== Policy steps for a players from different institutions
(UW, UNOLS)

== Other??

APPENDIX K: Notes from the departmental meetings:

The following notes were taken at various departmental discussions on harassment in field situations. They have not been edited and thus at times range beyond the direct goals of the REIF study.

Minutes included from:

K1: Oceanography Discussion Meeting - May 2017

K2a: Anthropology Discussion Meeting - May 2017

K2b: Anthropology Discussion Meeting - November 2017

K3: SAFS Discussion Meeting - November 2017

K4: ESS Discussion Meeting - November 2017

K5: Anonymous WebQ - May-November 2017

K6: APL Discussion Meetings and Discussions - November 2017

Also included:

K7: Grouping of ideas from the meetings into a common set of themes

Appendix K1: Oceanography Discussion Meeting - May 2017

Notes from Oceanography meeting 8th May 2017 - 11th May 2017

Other resources:

- WHOI
- UNOLS
- UNOLS - Privacy, Pregnancy and Harassment committee, making new video

Training should include:

- sensitivity training (How to be alert to issues, how to make yourself approachable)
- awareness of what sexism, etc is; tests for checking (would you ask the same thing of a man)
- effects of constant denigration (taking tools out of hands, ignoring when speaking, etc.)
- ideas of condescension/respect
- teaching people to get beyond implicit bias
- how does it damage career of CS if they don't pay attention to this.
- encourage/require? bystanders to speak up
- effects of leading by example.
- training to be inclusive of all members of group
- training on how to intervene without escalation
- Story telling of some examples
- videos can be very bad (1hr safety video on Thompson)

Training should be:

- when person joins UW (annual course in Oceanography)
- for short trips also
- annual refresher

Oceanography also to set up:

- field-going support group (part of annual training), with x per year meetings, socials, set up mentoring, forums to discuss aspects of going to sea, build community, so sea-goers have many folks to ask, social media chat list.)
- encourage/require PIs to give out post cruise questionnaire to science team. (e.g., like class assessment of lecturer?)
- invite WISE in ..
- hand out this info with the cruise planning info (code of conduct, behavioral norms)
- require sea-safety course for students (1 day USCG approved here in Seattle)

Start of cruise AND in cruise planning:

- give out contact numbers/emails/other methods of contact of every institution
- post contact info for the ship's own institution on the ship
 - What are these numbers? (Ombudsman - give feedback without taking action)
- (e.g., if you are experiencing harassment, here are the people you can talk to about it (Chief Scientist (CS), Capt, Marine Superintendent , other)
- set up anonymous reporting - orange card ..
- make sure Capt and CS are putting over the right tone (i.e., this is not just a joke)
- work on communications between science party and crew

Pre each field trip - PI actions:

- set up informal mentorship
- provide this contact info

- make sure everyone has training
- actively mentor new folks before they get out to sea .. (esp important for someone joining an established team).

During each field trip - PI actions

- check in regularly with all team members to see they are ok
- assign "mid-level" person to check up too
- be inclusive of team members, be alert for issues, be careful of attitude they are promoting

Ship actions:

- put all personnel (esp senior and marine techs) through sensitivity training
- post notice about whom to talk to, different options, on board, on shore and ways of contacting them,
- set up an anonymous reporting (even during cruise - orange card ..)
- add questions on these topics to Post Cruise Assessment, and send that assessment request to ALL cruise participants, not just CS.
- require these contacts from participating institutions - that also gets posted.

UW actions:

- put out report of harassment cases and outcomes (made anonymous, see e.g., academic misconduct reporting at University of British Columbia, <https://universitycounsel.ubc.ca/discipline/annual-summaries/>)

ROLL OVER TO REIF COMMITTEE

Steps as we had:

- training for everyone
- mentoring requirements for PI
- contact info
- support groups

BUT

- to be useful, best to be specific .. thus ... UW to require action on the various steps above, but it to be implemented at a department level. There would be communality of
 - contacts (some same, some will be different)
 - a requirement for training (and some aspects of that training)
 - a requirement for mentoring (and some aspects of that mentoring)
 - a requirement for post-trip assessment (and some aspects thereof)
 - a requirements for setting up of support groups

Appendix K2a: Anthropology Discussion Meeting - May 2017

REIF Anthropology Town Hall.

May 30th 2017, 4-5/5:30pm

Meeting Notes compiled by B. Fitzhugh and Hope St. John

This meeting occurred in three parts: I) a joint meeting with three faculty members and approximately 5 graduate students; II) a grad student only discussion in parallel with III) a faculty discussion.

I. REIF Anthropology Discussion (Grad students and faculty) 4-4:45pm

- Confusion was expressed about the reporting structures that exist and how to find it. Should concerned or affronted individuals look to Safe Campus, the Office of the Ombud, other?
- How should reporting or concerns be brought to individuals in a field hierarchy? There is a desire to formalize these structures to give students and others a pathway for reporting, e.g., to the next highest level than the level of the incident... if unsatisfactory response or fear of it, move up. Are there guidelines in place in Study Abroad (some thought not)? Guidelines should not be presented only verbally (students may not remember in times of need).
- IP&E → Risk management lacked any guidelines on harassment reporting (only assault). Should they include harassment?
- Summer Quarter has no requirement for field safety handbook covering emergence, harassment, assault, etc. There should be some standard minimum and it should include guidelines on harassment and assault.

[At this point we moved away from reporting and institutional issues potentially involving Risk Management]

- Is there a way to assess the existing levels of violence and assault at UW?
- Some researchers (especially those working along in international/ cross-cultural field settings) face risks starting projects at the student or junior faculty levels given lack of familiarity with cultural norms and safety issues in field sites. Pilot funding to give these researchers exposure to the location before becoming deeply committed helps.
 - For these situations, it would be good to develop **lists of local contacts** (e.g, UW alums, peer research collaborators of advisors, etc) to provide new researchers some introduction or resource when/if the situation gets rough.
- **Goal should not be to remove risk** but to increase understanding of the risks researchers may confront.
- We need a clearinghouse/resource of information
 - What do you give fieldworkers heading to particular regions or cities
 - Stories about how to navigate difficult situations
 - The character of cultural differences that might raise challenges to fieldworkers
 - Best practices
 - Peer networks
- There is a need for more support for political or environmental challenges.
 - Who does one call in case of crisis? → U.S. Embassy, etc.

- [Note Office of Global Affairs has policies about registering travel and provides online consultation through an email address: travelemergency@uw.edu. See <http://www.washington.edu/globalaffairs/global-travelers/>]
- When perpetrator may be part of a research team...
 - Need faculty/grad/undergrad **education prior to fieldtrip** (to aid in prevention, develop collective responsibility for prevention and response, and to provide guidelines on response in the event of an incident).
 - Gray areas are the tricky part. How can the guidelines help **sharpen the lines** on what is acceptable behavior? Are there any strategies out there for this?
- How do we prepare students for field expeditions?
 - Should there be official policy at the UW level, departments/schools, left up to each lead researcher??
- Are there sample policies and forms used by other institutions to aid in the process of creating resources and education for UW field preparations?

II. REIF Anthropology Discussion Meeting (grad students) [4:45 to 5:30pm]

- Graduate students are dealing with issues of harassment in the field from various positions such as students under an advisor, but also as “middle management” (e.g., within the context of field schools) overseeing other (undergraduate) students.
 - This results in some **ambiguity about how to respond or address issues of harassment** in or before entering the field.
 - This is mitigated in instances where there is a **clear procedure about reporting**, however, from the middle management position, it is unclear how exactly graduate students overseeing a field school might prepare their students for circumstances that might arise in the field that are not reportable, but remain a form of harassment.
 - Graduate students also often must **continually negotiate their status in the field** in relation to supervisors, other students, etc. and these statuses tend to be hierarchically situated.
 - How does one deal with issues of harassment when the **relationships and power dynamics are continually shifting**?
 - What are your responsibilities as a TA beyond mandatory reporting?
- Consensus that there should be some sort of **training made available before entering the field**. How are trainings delivered? What should be included in them? Should they be mandatory and is there a way to make them mandatory?
 - Ideas:
 - Use little things to encourage a culture of anti-harassment as opposed to a single thing
 - Students both **graduate and undergraduate should be prepared to deal with potential issues of harassment** that may arise both within the context of a peer or supervisor as well as from people not associated with the UW institution.
 - This preparation should include a **discussion of micro-harassment**
 - How does one address gray areas (applicable both in terms of an individual in the field and in terms of training/prevention)?
 - Incorporate some sort of **training session into the annual TA/RA conference**
 - Introduce some sort of **departmental requirements for attendance**?
 - This session could also be used as an avenue for testing out ideas and a potential sounding board.

- Introduce some kind of **certification system** through which programs (and individuals?) can receive some sort of anti-harassment training and corresponding certification
 - In the context of field programs, the hope is that this would **create a demand for certification** and thus lead to high levels of participation in anti-harassment training without mandating it.
- Offer multi-day trainings, perhaps with sessions spread out over the course of a month. Also, make these available at various points throughout the year.
- **Use simulation-based training**
 - Some suggestions include doing **actor-based training** for in-person sessions (similar to training for resident assistants) and a Choose Your Own Adventure style training for **online trainings** (similar to those used in ethics training)
- Above all, there should be **tailored delivery options** for whatever training is implemented and that this training should be able to address issues of harassment prevention and response across the various power positions a graduate student might find themselves in.
- General consensus that **peer networks** can provide important support and information across all stages of fieldwork.
 - How can these peer networks be strengthened and cultivated?

III. REIF Anthropology Discussion Meeting (Faculty only) [4:45 to 5pm].

- **Meet, greet, and teach sessions** would be great → get together folks who are heading into the field with a few seasoned researchers to provide context and practical considerations.
- No resources exist for Summer Quarter field schools. This is a problem.
- We need **basic guidelines for taking students into the field**
- How do faculty manage behavior in the field
 - Need to **set the right tone at the outset** – this can prevent many problematic situations.
- TA relationship has many potential problems
 - They are in liminal position in terms of their authority and have limited experience managing it.
 - Information sharing → what role does TA have in reporting?
 - Need to **set expectations for behavior**

Appendix K2b: Anthropology Discussion Meeting - November 2017

REIF Anthropology Town Hall.

November 7th 2017, 3:30-4:30pm

Meeting Notes compiled by B. Fitzhugh and Hope St. John

This was a small follow up meeting and included 2 grad students, 2 faculty members and one staff member.

On need for more information about existing resources:

- The university has some **expectations about safety planning for the field**, though what those expectations are is **not clear to most trip planners/leaders**.
- Staff are important allies as they direct students and faculty to resources.

On institutional level accountability:

- **How do we collect data** without calling people out, but that permits the accumulation of evidence about the pervasiveness of harassment? Can we go outside of the University to broader community data gathering and support, but with UW support/approval?
- Need more clear guidelines about what will happen if power holders harass. – **Accountability!**
- **Publicize legally actionable threshold.**
- Can we recommend **enforceable consequences** for crossing boundaries?
- The field and university/institution are connected. How do we convey that fieldwork is work and the **same rules should apply in both places?**
- Most important is to **remove barriers for speaking out.**
- Information needs to be gotten out that Safe Campus can provide support for situations that don't require mandatory reporting.
- Put onus on UW to provide **resources for Green Dot trainings and other sessions designed to help 'workshop' intervention strategies.**
- Can we get Green Dot trainings on **how to be allies /bystander training?**

On Departmental goals:

It would be good to have a **Department workshop annually**, prior to common field departures (i.e., Spring prior to Summer trips).

- **Share strategies**
 - o E.g., harassment by foreign state officials is not uncommon. One researcher carries two phones, one for professional use and one for personal use. Turn off or don't answer professional phone after hours.
 - o **Buddy system** works well
 - o **Talk to women in the field** about safety
 - o Establish **chains of command and always know where can get help** – have a system in place.
 - o Need **multiple chains** of interaction to **de-center hierarchies**.

- Committees could be set up to include a dept. **representative who agrees to serve as a listener**
 - Replicate “Safe Campus” with **multiple reporting structures**.
- As mentors – Be clear with our students that we can be allies and we can act for their benefits.
- Curricula → Where/how does the issue of harassment/assault in the field come up in classrooms. Do we **teach about it in ethics courses, in methods courses**, etc.?

Future recommendations:

1. Bring Kate Clancy for discussion
2. Look at IP&E guidelines
3. Organize workshops.

Appendix K3: SAFS Discussion Meeting - November 2017

SAFS REIF meeting Nov 1, 2017 FSH 203 11:30am-1pm

~25 people attended the meeting with a mix of mainly graduate students as well as staff and faculty.

One key note: People want guidelines and not to have policies be too prescriptive (a balance to move forward with successful research and teaching).

- **What is available?**

People noted that although some resources are available, they are not well advertised and are spread among locations and departments or websites.

- **Resources people are aware of:**

Office of Risk Management

Study abroad Program

- **Unknowns**

Some needed resources are lab- or department-specific and guidelines and or expectations are lacking.

What are College expectations?

What are University requirements and expectations?

What are legal requirements (do's and don'ts)?

- Including in regards to reporting, e.g., are TAs required to report if they hear about sexual harassment in the classroom or field?

Requirements and guidelines seem to be moving targets or the left and right hands are not coordinating and want different information or levels or detail.

Can we develop customizable documents for use in developing activity-based resources? i.e., change contact information if going to country X or add links to social do and don'ts for the destined location or activity, etc.

- **People want more guidelines:**

- Cross cultural information
- Best practices
- Sexual harassment training as a requirement (like fleet services or IACUC and needs to be renewed annually or every 2-3 years).
- What reporting is required?
- What reporting can be done anonymously or without starting a process that either can't be stopped or has unintended consequences?
 - Thinking about victim's rights, for example.
- International travel resources and pre-travel information
 - Emergency phone number (24/7/365)

- What can be done for really remote sites with little or no cell service and how prepare for that activity?
 - Victim's advocates
 - Standard operating procedures and fact sheets (Note Alaska Salmon Program has some that they can share)
 - Including an acknowledgement of risk document that includes and outlines:
 - Known issues
 - Travel insurance options
 - Contact lists
 - Physical requirements and likely experiences
 - States that if the participant does not have to do anything they feel is unsafe and provides resources for obtaining more information.
- **Foreign travel (same issues as listed above and below.)**
-
- **Field Needs**
 - SCUBA
 - How do folks get the needed equipment/gas mixes, etc at/to field sites. Especially remote sites?
 - Contacts for:
 - In the field
 - At UW*

*How do people deal with uncomfortable or perceived unsafe situations? For example, if they were observing UW SCUBA instruction and felt unsafe with the methods being used, how would one deal with this type of situation? What if the lead person is the only contact, or only lead, or PI etc? Not just for SCUBA but any/all situations. How should these types of situation be handled?

- Need on point senior staff and secondary back up contact
- Wilderness First Aid
 - May be available through SEFS?
- Dry- and Wet-lab Safety Standard Operating Procedures
 - Some generic SOPs are available on the EH&S website and a thorough review of the required Lab Safety Manual actually has a lot of links to these types of resources.
- Resources for remote sites?
 - AK Salmon program risk acknowledgement form may be a good guide here
- Protocols for specific activities are needed
 - It would be great to have a department file repository for these so we all don't recreate the wheel.
- Pre-training to inform participants about activity, dangers, gear (to bring and not to bring), clothes, weather, safety gear and protocols, etc.
- Emergency information cards should be provided
- Reporting incidents should be part of the job duty statements

- It was noted that the lab safety manuals (which anyone working in a lab should be familiar with) clearly state that all accidents need to be reported within 24 hr of the incident. Section 9-10.b. Examine use of “InReach” for the ability to send emergency texts.
- **Assault and Harassment**
 - Encourage reporting (can be anonymous)
 - Ask or tell if something happens that makes you feel unsafe or uncomfortable
 - Interpersonal conflict
 - What do you do when reporting is not well-received?
 - **The app Callisto was noted as being used by several other university for reporting harassment.**

General concerns:

- Expectations for conduct, accountability, and avenues for reporting are common themes for improving field safety, but are also things we need to improve generally at SAFS & wider UW community
- Pathway forward is unclear for resolution of many types of situations and problems
- Inter-group (e.g. agency or university or government or??) expectations should be defined and clear.

Note: other institutions might have templates that can be adjusted for UW.

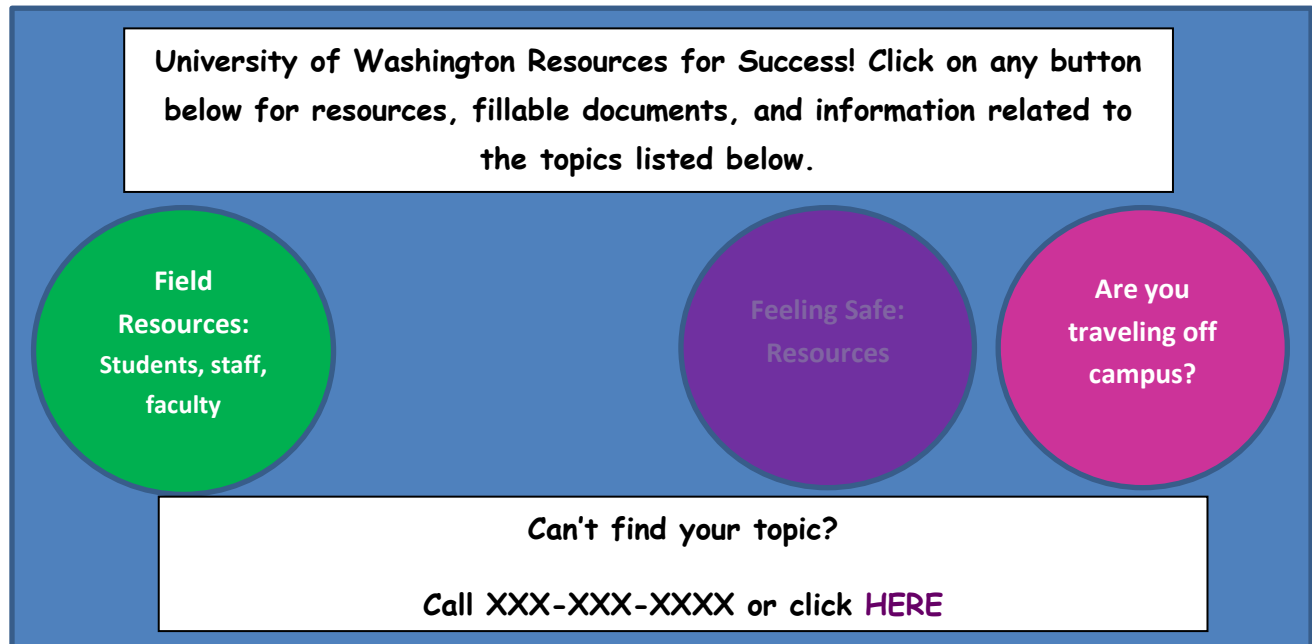
Other comments:

- Include more information on interpersonal conflict, harassment, field preparation, resources, conflict resolution, expectations etc in College graduate student orientation
- Include more of above in Department-specific training during graduate student orientation for each department
- Expand undergraduate Capstone contract, if a capstone is included in the major, to include guidelines for meeting frequency, behavioral expectations (ie treat one another with respect, meeting time and task expectations agreed upon in contract).
- Could make a requirement for specific documents (e.g. for a specific procedure or lab) and have some general boiler-plate, example or fillable documents available. Individual laboratories or classes could be required to create documents that include acknowledgement of risk and availability of resources.
- General comment from an attendee: “Much of this is the responsibility of the PI, but PIs really need to know: 1) what is legally required and, equally, not allowed, 2) what is desirable and/or considered best practices by the College and Department, and 3) what resources exists that they can draw from. From there it is the job of the PI to institute policies and procedures within their group that meets their specific needs. I am skeptical that some sort of one stop clearing house for all types of field/travel situations can be developed. The PIs know (or should know) best how to deal with issues that may come up. While I sympathize with a student’s predicament with conducting experiments, the responsibility for addressing that that lies with the advisor, not SAFS or the College. Ditto for dive safety. On the other side, I

also don't really expect SAFS or UW to have resources for doing field work in [Foreign country] ...I need to have that worked out ahead of time and make sure my people are aware of them.”

WEBSITE for resources.

Should be user friendly and not overwhelming. Suggested something like the image below with clickable buttons and likely cross fertilization of information (ie shared links). A sample of a possible website general cartoon is provided below. We would have images as well on this website.



Appendix K4: ESS Discussion Meeting - November 2017

Notes from ESS Diversity and Inclusion group discussion/ REIF Focus Group

11/7/17

Preamble: About 15 members of the Department of Earth and Space Sciences, roughly evenly divided between faculty and graduate students met to discuss existing practices and unmet needs for preventing, mitigating and responding to harassment and assault in fieldwork. The group met together for about 40 minutes and then split into a faculty breakout and a student only group for another hour.

Ben Fitzhugh took notes on the group meeting and the faculty breakout. Hope St. John took notes on the student discussion.

Ben presented background on the REIF effort and provided some examples of recommendations that had been proposed in other focus group meetings. Then the discussion ranged broadly from preparation for fieldwork, to best practices for ensuring potential victims have support in the field, to possible mechanisms for post-field evaluation and feedback.

- ESS (like many other departments) does not have established rules or norms about fieldwork. Individual faculty experiences guide how they run field trips.
- Pre-field safety meetings would be useful, with explicit discussion of harassment and assault. These could be instituted, especially for field courses and field trips with faculty and students.
 - o A need was recognized for safety training on a range of issues beyond harassment/assault prevention, such as working safely on glaciers.
- ESS does not currently have safety plan guidelines. These should be developed and should include sections outlining harassment and assault prevention, interference and response contingencies.
- We need guidance on how to be allies in the field, including how to defuse and redirect potential harassment/assault before it escalates. Green Dot might be a useful resource for this kind of training. Maybe ask for annual workshops.
 - o How do we recognize personal dynamics that might be close to crossing the line?
 - o Often it is hard to know how bad things are for those experiencing a problem in the field.
- Many field camps have limited modes of communication. Often, if there is a satellite phone, it is controlled by the PI.
 - o Recommendation that communications be made available without PI control (extra sat phone or a plan for phone to be managed by someone other than the PI and other lead personnel).
 - o Recommendation that communication use be unregulated, unmonitored, and no-questions-asked.
- Encourage buddy system
- While most of the discussions related to REIF are implicitly focused on sexual harassment, it was remarked that non-sexual harassment and assault are often more common in the field, especially in difficult, long and remote deployments where participants might become overworked and tensions boil over.
- Discussion explored whether or not it would be appropriate and useful to prohibit one-on-one field teams. Concern was raised that this would significantly hamper field opportunities for students and impact field productivity because of the increased costs and difficulty of fielding larger teams.

- Discussion explored how concern about managing bad behavior has already curtailed many faculty taking overnight class field trips. Alcohol use can be hard to control with students and some even feel that they can act with impunity.

Documentation/reporting. Some of this was based on the impression that UW does not have any good statistics on harassment/assault.

- Could we use UW's approach to cheating (series of escalating steps, starting with jury of peers) to develop a harassment/assault reporting mechanism.
- Could we create an anonymous reporting structure that both provides a means of generating statistics and that would in turn provide education to potential victims and allies about available resources that could be used by victims who might otherwise be afraid to move to the next level? It might be most feasible to have such anonymous reporting collated at the College level.
- Perhaps we should recommend post-field, exit-surveys that include questions about the climate of the field campaign; did the respondent experience any unwanted attention, harassment, assault; did the respondent witness another crew member experiencing these things? What worked and what could be improved in future field deployments? Etc.
 - o This could be voluntary at the Dept level
 - o Check what Study Abroad does for exit-surveys.

Faculty Breakout Session:

Education for prevention:

- Each year, new generations of students join our community and need to be exposed to the fact that harassment and assault happen in the field.
- Students need to know the issues, understand what resources and procedures are available and appropriate, and understand that this is their issue too.

Strategies for Alliance:

- What can we do to support others experiencing uncomfortable attention, harassment or assault?
- We need resources about being effective allies and how to interpret the behavior of those creating uncomfortable or hostile dynamics.
 - o We would like training to learn how to divert unwanted attention, e.g., through use of questions that avoid direct confrontation.

Other comments:

- Astronomy should be included in the REIF list of disciplines with field components since most observatories are remote and isolated field stations.
- The issue how to manage or prohibit alcohol use in the field came up several times, both as a catalyst for unwanted sexual advances and other forms of disorder.

Graduate Student Breakout Session:

- Strong emphasis on the need for training and education.
 - o This should include cover issues of harassment in multiple ways so as to reach as many people as possible across the spectrum of power.
 - o Includes bystander training, especially with respect to situations in which there is limited context to "the outside."
 - o Also includes training on who to call, how, and when.
- Students suggested that perhaps anti-harassment training could be incorporated into orientation for incoming students.
 - o This exists already to some degree, but is not oriented toward field situations.

- Additionally, anti-harassment training (pertaining to both sexual and nonsexual forms of harassment) could be incorporated into general field or field safety training, particularly with respect to saying no when prompted to participate in something one feels is unsafe.
- It was also suggested that there should be an introduction to the cultural context where fieldwork will be occurring, especially in cases where fieldworkers may not have this background knowledge.
- Students expressed concerns about potential hindrances to going into the field. It was suggested that there should be general guidelines that can be modified and amended as needed at the departmental level.
 - Fieldwork situations can arise unexpectedly and it is imperative that fieldworkers be able to go into the field when these situations arise and that they are not limited by virtue of paperwork or regulations about who can be in the field with whom.
 - This raised additional questions about what constitutes the field.
- Students expressed a desire to see more vocal and public conversations about issues of harassment. This is both to facilitate a cultural shift around issues of harassment, but also to cultivate an environment where people feel supported in talking about harassment.
 - This includes having explicit statements from departments regarding policies on harassment and support in combatting harassment.
 - Additionally, it should be made clear what the consequences of harassment are.
 - This is a part of the idea of shifting the conversation such that it's not just about what survivors can do after harassment has occurred, but also emphasizing what should not be occurring in the first place.
- Other comments:
 - There was the suggestion that it could be useful to frame fieldwork as “work” (i.e., paid employment) in which graduate student are paid employees. This idea suggests that framing fieldwork as a job could make it easier to ask for clear expectations and to say no when asked to do things beyond the reasonable expectations of a job.
 - Project Callisto was brought up as a potential resource that is already available which aims to combat sexual harassment (<https://www.projectcallisto.org>)
 - Informal networks of communication about harassment are active and useful, particularly for new graduate students.

Appendix K5: Anonymous WebQ - May-November 2017

The survey

This informal and anonymous survey seeks input (practical ideas) as to how we (as individuals, as a community, and/or as UW) might address the issues of harassment during field work.

(Please note, this is not a forum for reporting harassment or assault. For that, please see information in the UW 2013 Task Force on Sexual Assault Prevention and Response: (<https://www.washington.edu/sexualassault/files/2015/12/Task-Force-on-Sexual-Assault-Prevention-and-Response-Initial-Report-May-2013.pdf>)

This survey is anonymous - but if you wish to identify yourself, please add that to the response.

The focus is on developing strategies for the future. While past experience certainly informs that discussion, please keep any discussion of past events as anonymous as possible.

Please fill in your thoughts below. Thank you for your input.

The responses

-----24th May 2017

I witnessed a series of harassment incidents happen in the field as a grad student. These were all carried out by a faculty member (not at UW) who was exposed in an investigation, and simply moved to a different university where he carried out a long and successful career seeming unaffected, although his students were all scarred.

It's hard to believe anything will change or that institutions take this seriously when such power relationships aren't dealt with, or when someone in this position is received openly in another university and by the academic community.

-----30th Oct 2017

Require faculty to receive training in bystander intervention (i.e., Green Dot).

-----6th Nov 2017

Include harassment as a topic that needs to be addressed during risk assessments for field work.

And so, include anti-harassment training as part of safety inductions for new students and participants into the field work site. This risk/safety context helps people to take harassment seriously as a threat to safety. This is my approach with archaeology field work.

-----6th Nov 2017

While I of course support efforts to make field work safer, the fact that your calls for this are based on Clancy et al makes me not take this seriously nor think you are actually interested in understanding the extent or causes of harassment. Clancy et al is a deeply flawed paper and citing these statistics from it is bad science (although perhaps good politics). See <https://pubpeer.com/publications/BAF51832FF7F60D8B88CF6EFF0CC87> for more details on why this is such a flawed study*. A group that accepts this study as a basis for their work is not a group that I want to have anything to do with.

**REIF notes: The pubpeer website gives three responses to the Clancy et al. article:*

The first suggests the survey was qualitative, not quantitative, in nature and thus (as we discuss in Section 1.1) those not experiencing harassment/assault may not have responded to the survey.

The second states that "statistical analysis using means Linkert-type scales is not generally-accepted practice".

The third remarks that "while plenty of people I talk to have scientific issues with this paper and its popular interpretations (by the authors and others), you'd have to be an idiot to publicly critique it with your name attached".

November 2017 Notes from Oceanography and APL Discussions

- make public the outcomes of reporting harassment. (People reluctant to report when they don't know process, when process seems to move out of their control, when they see no good outcomes for the person who reports, when they see no institutional sanctions against those who harass.)
- clarity on how to get confidential advice, and what is and is not confidential.
- need to know how UW deals with harassment reports.
- ask UNOLS to publish statistics, ask UW to publish statistics.
- give some "sample" situations, and lay out how one might respond to them.
- still a large amount of confusion about how to report (few knew about Safe Campus - no-one was sure what it did).
- Callisto ... web reporting?? , - RAINN.
- minimize power differential.
- role of ombudsman.
- provide many pathways for reporting.
- blend harassment training with general safety/preparing for field training, to make message more palatable
- beware of mission creep - this should be about harassment, not about field work prep.
- Making a zero-tolerance policy clear and explicit at the start of a cruise is important.
- "Identifying the proper person to whom one should report the harassment is the difficult problem. As I mentioned, I am often on the GO-SHIP cruises with 30 scientists from 20 institutions, none of who are from the ship-operating institution."
- anonymous reporting ideas - needs to report to multiple people to ensure the feedback is not just lost.
- need professionals to give the training.
- present as a checklist of best practices.
- Desired trainings:
 - Bystander intervention/ Green Dot
 - Empathy training
 - Training to counteract stereotyping and implicit bias
 - Assertiveness training
 - De-escalation
 - Difficult conversations
 - Security and Safety training
 - Chief Scientist course
 - How to be professional

- provide more opportunities for community building and community training by peers at UW pre field work.
- UW to be vocal about intolerance of workplace and academic bullying. Strategies of how to deal with it.
- existing trainings for harassment are unhelpful (how not to make training bad), institutions must not just sweep this under carpet. Existing trainings too outdated, don't get through to perpetrators, taken as a joke.
- how to deal with isolation (allow for reporting long time after the event).
- provide a "Dear Abby" (Agony Column) for examples.
- training on how to identify implicit bias (would you ask the same of someone of a different sex, race).
- make this training necessary also for short trips.
- communication, communication, communication - encourage speaking up, encourage asking of questions with meaningful choice (would you get an honest answer if you asked if A found some behavior inappropriate, because of fear of reprisal).
- set up informal/peer mentorships - Buddy system.
- raise the expectation that a bystander must intervene.
- foster respect.
- foster equality (publish pay fields and ensure equal pay).
- special instances of very small groups (2-3 people).
- how to deal with inappropriate behavior of those granting access to the field (e.g., a lead tech who determines how you get to your field site, a host family).
- atmosphere of a fieldcamp is set from above (attitude of those in charge) .
- how to get PIs to follow through with this, how to get them to care.
- harassment and bullying, not just sexual harassment.
- what campus resources are available once you are in the field.

Documents to learn from:

- Marine Mariners Guide - best practices for sea
(New here - Zero tolerance for retaliation for reporting harassment and 100% transparency on enforcing that).
- Scripps - Welcome to Sea
- <http://www.humanitarianstudies.no/2017/05/02/a-double-message-about-safety-and-security-for-field-research-protection-is-crucial-and-dont-overdo-it/>
- Clarity of research expectations (what can be asked to do, what can expect - see UAF draft)

Appendix K7: Themes emerging from discussion feedback and other meetings

Initial emphasis on prevention

Not just sexual harassment, also NON-sexual harassment and assault

Goal to increasing understanding of risk in situations where risk is not resolvable

Other groups - Astronomy, Engineering

Including input from: ESS; Oceanography ; APL Anthro 1; Anthro 2; SAFS; Other relevant; Web Q

1) Need for more general trainings:

Wide spread desire for more/better training in general skills to prevent, address and deal with harassment.

Focus on equipping the individual with skills for immediate/near-term/local response. Skills here include:

- clarity on what constitutes harassment and assault (and that in the field is the same as at work), training to reach all levels of power; clarity on grey areas
- teambuilding and working in isolated groups
- de-escalation/diversion training
- assertiveness training
- empathy training (importance of free communication, realizing you may not get a straight answer if in a power structure, how to make yourself approachable)
- counteracting implicit bias/stereotyping/micro-aggressions training
- difficult conversation training
- bystander intervention, strategies for alliance/supporting others, raising expectation that bystander should intervene.
- understanding UW resources, clarity on reporting
- make these training on arrival and with annual/biannual refreshers and updates.

These trainings

- to include many example specific to field work (see examples in appendix).
- to be tailored to different types of field work (e.g., ship-based, camp-based, individual immersed in different culture, national and international differences)
- to be in person, and available online
- to include role playing

Large gap here - knowledge and transparency of UW resources.

Where do we teach students about harassment/assault? Ethics courses?

2) Need for more department-level field-specific trainings and teambuilding, including safety training

Recognizing the large differences between types of field-work, in addition to the above, widespread desire for more training about fieldwork experience on a department /subject level, including:

- a field-goers charter of rights (see UAF Doc), recognition that field work was still “on-the-job” (no-one has to do anything they feel is unsafe)
- what to expect in the field, including behavioral expectations , physical expectations, likely experiences
- pre-trip training to inform participants about activity, dangers, gear (to bring and not to bring), clothes, weather, safety gear and protocols, etc.
- contact lists and emergency information cards
- how to identify personal dynamics that might be close to crossing the line, empathy building
- setting up of best-practice checklists for field work (see pre trip and during trip below) (including more cross-department coherence about norms)
- make these training on arrival and with annual/biannual refreshers and updates.
- ensure safety while not limiting field options (e.g., how to deal with very small science parties , how to go in the field quickly)

- departmental discussions on difficult issues (e.g., harassment and assault with especial emphasis on prevention, alcohol use, how to deal with irresponsible behavior of team members who feel they can act with impunity)
- more departmental community building, to share peer experience and resources (e.g., list of current or past researches in the regions/ships); feedback on research plans as they evolve
- departmental recognition of fieldwork that conforms to certain standards?
- clearing house of information from specific regions, how to build peer networks
- provide customizable documents for these checklists
- clarity on reporting of incidents (harassment, accidents, etc.).

Although not directly related to harassment, a frequent concern was for more comprehensive, pre-trip safety training (e.g., sea survival training, dive training, field-camp safety, glacier safety, Wilderness First Aid, Dry- and Wet-lab safety procedures)

Also - travel insurance issues, Medical Evacuation costs and set up, etc.

3) Pre-trip planning.

Common response was that people were sent into the field unprepared. Recommendation for:

- pre trip risk assessment (including explicit discussion of harassment risks and protections; general safety risks and protections; cultural knowledge of different countries)
- setting up of contingency planning (including evacuations)
- more team building pre trip, and a greater emphasis on the team looking out for all members of the team while away, defusing and de-escalating situations,
- building informational resources that field-goers can access pre trip (e.g., list of people with prior experience in that country, field-camp, ship, who are available to discuss issues before and during field work)
- setting up informal mentoring and buddy systems
- particular need here to ensure that, when sending out junior people in leadership positions, they are equipped with information necessary for that leadership position.
- making a clear statement pre-trip that harassment, intimidation, assault, and retaliation will not be tolerated in the field, and being 100% transparent on outcomes
- providing a non line-management route to report concerns (e.g., anonymous reporting, or unconnected person in the field, unconnected person back at UW; multiple reports so feedback is not just ignored)
- providing clear guidelines to UW resources to assist in cases of safety issues, harassment, and assault, including the cases of multi-institution trips.
- setting up of communications that are not under PI Control (e.g., Iridium phones that are unregulated, unmonitored and no questions asked); work cell phones (so researchers to not have to give out their own personal number).

4) During the trip

Recommendations for:

- at start of trip, reemphasizing zero tolerance to harassment policy, and available resources (including non-line-management reporting)
- ensuring the buddy system is working, checking in regularly with field participants
- working to defuse situations before they become much bigger issues
- providing secure and freely available means of communications (e.g., iridium phones not controlled by lead PI but usable freely without restriction)
- providing a non line-management route to report concerns (e.g., anonymous reporting, or unconnected person in the field, unconnected person back at UW; multiple reports so feedback is not just ignored)
- be aware of isolation issues

5) Post trip

Recommendations to:

- do a survey of field experiences.

(check what study abroad does about this)

6) Clarity on UW resources to help WHEN you are in the field, including reporting of assault & outcomes

Despite campus campaigns, we found large uncertainty how about what UW resources existed, how one accessed those resources, what happened once you contacted those resources, and what the UW outcomes were. We also found widespread mistrust of the system, and a frequently reported concern that reporting only brought hardship to the reporter, while the perpetrator's career remained untouched. Recommendations:

- produce a clearer web-based structure of the UW and non UW support and reporting mechanisms (see further discussions below) (Safe campus, Ombudsman, RAINN, UNOLS, HR?, victim's advocates),
- what resources are 24/7/365?
- whom should we call for political/environmental emergency? (US embassy?)
- how to prepare for areas with no access
- produce a flow diagram of the process that happens once someone reports (see further discussion below) INCLUDING being very clear what steps of this are (a) confidential and (b) mandatory, and what control the reporter has on the process (victim's rights)
- produce some statistics of UW outcomes from reporting. (Statistics are better than rumor.)
- clearer guidelines about what will happen if power holders harass, legally actionable thresholds.
- Need to be clear about relationship between SafeCampus and mandatory reporting? Is calling SafeCampus going to result in a mandatory report? Does SafeCampus deal with situations that do not require mandatory reporting?

- provide an anonymous reporting structure which both provides a means of generating statistics and that would in turn provide education to potential victims and allies about available resources that could be used by victims who might otherwise be afraid to move to the next level? It might be most feasible to have such anonymous reporting collated at the College level.
- e.g., Callisto and informal networking

- worked examples of how to respond to typical issues (a "dear Abby" problems page)

- remove barriers for speaking out

Examples:

- how to deal with inappropriate behavior of those granting access to the field (e.g., a lead tech who determines how you get to your field site, a host family).

- how to deal with inappropriate behavior of those in charge from other institutions (e.g., a harassing captain on a ship).

Documents to learn from:

- Marine Mariners Guide - best practices for sea
(New here - Zero tolerance for retaliation for reporting harassment and 100% transparency on enforcing that).
- Scripps - Welcome to Sea
(need to do better than : <https://www.washington.edu/cssc/>)