

REIF – Respect and Equality in Field Work

Preliminary Ship-centric Ideas

Training Gaps

Cruise-side

Pre

During

After

Shoreside/Institution/on-going

UNOLS? role

Training Gaps

Navigating the official staff

Three roles - harassee, harasser, bystander

Sensitivity training

- how to be alert to/ recognize the issue
- “implicit bias”, pre-conceived perceptions
- impacts of certain behaviors (e.g., repetitive belittling)
- leading by example

How to deal with it

- how to deescalate
- how to discuss difficult situations
- how to intervene

Assertiveness training

Examples

- in THIS situation, some things you could say or do ..
- Role playing
- stock phrases

Training for

- Ship
- For Science Party
- For Leaders

Preparing for dealing with assault

- Medical response (Rape kit, “Plan-B”,??)
- Medivac?
- Confidential counseling,
- ??

Shoreside/Institution/on-going

A UW-Oceanography Discussion and Mentoring Group

- Annual orientation**
- protocols, forms, reporting, the official stuff
 - discussing what sea-going is like
 - building a community of mentors
 - building a community consensus of best practices
 - a group of folks you can ask
 - sharing stories and experiences

Several meetings a term

Annual refreshers on policies

On-line community for discussion and resources

Providing some of the training?

Pre Hand out **“How to get help” information**

Science team - meet and build team

- set up formal and informal mentoring (“Buddy” at-sea, “Buddy” ashore)
- build inclusivity
- setting up behavioral expectations

During

Hand out and post **“How to get help” information on in-brief**

Attitude of Capt and Senior personnel - setting up behavioral expectations

Chief Sci (or delegate) - to be approachable

- to actively mentor (check in with each person every N days, esp new people)
- be inclusive, encourage team looking out for team

Build channel for anonymous feedback during cruise

- physical box to collect written cards (checked daily)
- anonymous web interface to report incidents
- anonymous web interface to reply to questions

After

Post-cruise Assessment - add questions on climate

- solicit responses from ALL parties (all science, all crew)
- allow for anonymous feedback

Feedback from ship to Chief Scientist?

This goes to - ship, UNOLS, Department Chairs for scientists?

How to make CS care?

“How to get help” list

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

Chief Scientist

Delegate of the Chief Scientist

Captain

Anyone on board ship

A “buddy” ashore

HR for the ship

HR for your institution (need to list them all)

A confidential advocate

Give contact info (cabin, email, phone) for all of these

Give info for secure confidential communications

Or you can:

Leave anonymous feedback (physical box for cards, website?)

Ask this anonymous help line (on ship? on shore?) – posts replies to questions

Need to ensure confidential access to PRIVATE communications

Iridium phones?

UNOLS? role

Setting up these things?

Setting expectations

Showing UNOLS takes this seriously

- statistics of reporting and consequences across the fleet

UBC's
report on
Academic
Misconduct

Justice
seen to
be done

12. A student committed academic misconduct by submitting a project that was plagiarized from various websites.

Discipline: A mark of zero in the course and a suspension from the University for 8 months*.
13. A student committed academic misconduct by altering his/her original answers on his/her midterm examination that he/she subsequently submitted for re-marking in effort to receive a higher grade.

Discipline: A mark of zero on the midterm examination.
14. A student committed academic misconduct by forging a signature on the class attendance sheet on behalf of another student who was not in attendance. (A mandatory in-person session worth 10% of the course mark)

Discipline: A letter of reprimand.
15. A student committed academic misconduct by (i) asking a friend to sign the class attendance sheet on his/her behalf; and (ii) forging a signature on the attendance sheet on behalf of another student who was not in attendance. (Both of them were mandatory in-person sessions worth 10% each of the course mark)

Discipline: A mark of zero in the course*.
16. A student committed academic misconduct by asking separate friends to sign the class attendance sheet on his/her behalf while he/she was absent from class. (Both of them were mandatory in-person sessions worth 10% each of the course mark)

Discipline: A mark of zero in the course*.

REIF – **Respect** and Equality in Field Work Preliminary Ship-centric Ideas

Harassment
(not just sexual harassment)

Cruise-side

Training Gaps

Navigating official stuff

Planning to deal with an assault

Three roles – harasee, harasser, bystander

Sensitivity/Assertivness Training

Examples, Role playing, Stock phrases

Pre

Provide “How to get help” information

Team building

Buddies and mentoring

Behavioral expectations

During

All the above PLUS

Attitude of Capt and Senior Personnel

Checking in with all team members regularly

Routes for anonymous reporting and feedback

(box, web, replies to queries)

Shoreside/Institution/on-going

Annual Orientation

Several meetings a term

Annual refreshers on policies

On-line community for discussion and resources

After

Post-cruise assessment

Feedback to Ships, Departments, UNOLS

(Making people care..)

UNOLS? role

Encouraging/enforcing?

Setting expectations

Publishing Statistics