

Deliverable - Safety Plan

Included in this deliverable:

Below we outline recommendations to foster safe and comfortable field-based experiences. We have focused our safety plan in two primary lenses: before entering the field and in the field. We plan to amend pre-existing field safety documents with the additional information outlined below. We also plan to extend our safety plan to lab environments.

Before entering the field:

- Consider risks and hazards that might be present
 - Critically evaluate the benefits and costs of the field area and determine whether another site might be better suited for the objectives
 - Variables to consider
 - Hazards to students based on the surrounding community
 - Hazards to students based on environmental conditions (weather)
 - Hazards or obstacles to students based on physical terrain (slippery rocks, slope)
- Consider interaction of project with the local community
 - Find appropriate community partners
 - Collaboration
 - Outreach
 - Establish cultural norms and customs
 - Dress code
 - Language
- Provide access and knowledge about suitable equipment
 - Layers appropriate to the weather (students can access outerwear through the Middlebury College gear room - accessing the gear room should be outlined at the outset of every course)
 - Tick and blister prevention, mosquito repellent, sunscreen
 - Official looking clothing (hi vis vests, everyone in the same outfit)
- Establish leadership and designation of responsibilities
 - Ensure that at least one group member (team leader / TA) has bystander intervention training
 - Ensure that some member of the group has first aid training or at least knows where to find first aid equipment/emergency resources in the vans
- Provide fact sheets to students about field area and common risks associated with the site to aid in planning

Action steps regarding risk assessments focused on race:

- Look into existing sources that possibly have defined parameters for this.
- How to execute racial risk assessments while recognizing the blindspots held by most of the department
- Consult recent news (~5 years)
- Contact landowners/neighbors to obtain permission and/or make them aware of upcoming activities

In the field:

- Document any incidents of harassment and discrimination, along with expected action steps (either in the field or upon return home)
 - Address incidents as they happen if possible
 - Rite in the Rain event logs (with intro to how to use pre-departure)
- Practice the buddy system
- Ability to contact group, cell service? Walkie talkies?
- Distribute and wear “official” clothing, such as hi vis vests
- Travel sized inventory of Midd resources (CBRT etc.) as well as local authorities

Training resources available:

- Bystander Intervention Training ([simple online example](#))
- [JusTalks](#) - A Middlebury College peer led initiative centered on creating a safe and welcoming community
- [Green Dot](#) training during orientation - recognizing moments of tension/discomfort/reportable offenses and actively working to counter those
 - Every first year takes this training, and additional facilitated trainings can be provided to groups such as department TAs
- AGU Ethics & Equity Center [online trainings](#)