

Department of Earth Science Field Expectations

While the guidelines in this document should be helpful for all Earth Science field trips, it is primarily aimed at field courses and multi-day trips to remote locations. To meet our department's goal of education, we recognize that field safety, professional conduct, and logistics are paramount to the overall success of a high-quality education. Outlined below are guidelines designed to ensure the best overall experience for all.

Prior to/start of the quarter instructors are expected to:

- Have all students complete confidential medical forms; [example to modify](#)
 - Confidential: Instructors will not view these forms unless a situation necessitates
- Have all students sign EH&S waiver
- Post field trip dates as early as possible (ideally before quarter begins for students to schedule work & other obligations around field trips)

* Consider: Recruit an undergraduate TA to assist peers in the field in field courses

Items to include on the course GauchoSpace:

- Packing list for students: Required gear vs. Recommended gear
- Options to borrow gear from department:
 - Contact Shannon to rent from Adventure Programs Rental Center
 - Email Muckers to access gear stock

Before departing UCSB for field location, instructors are encouraged to:

- Have a driving plan for TAs and/or students driving
- Inform students that there is an emergency plan and provide emergency contact numbers to students, as appropriate; [example form](#)
- Inform students how to access first aid
- Ensure medical forms and locations of nearest medical center is in designated van
- Dedicate time prior to trip to prepare students for specifics of the field experience:
 - i.e approximate length of hiking, elevation gain on hikes, durability of surfaces that will be hiked on, etc.
- Include land acknowledgment when appropriate and emphasize stewardship
 - If in doubt, text your field site location to (907) 312-5085 or visit <http://native-land.ca>

In the field, instructors and TAs are expected to:

- Coordinate positions to maintain awareness of students' whereabouts & safety
- Drive with caution, abiding by the speed limit. Driving is the most dangerous part of field work.
- Provide students PPE when necessary i.e hard hats in a mine & high visibility clothing when near a road
- Be aware that level of physical fitness and ability to traverse uneven terrain vary

Student Conduct

Students must abide by both the Department of Earth Science's & [UCSB's Code of Conduct](#):

Members of UCSB's Department of Earth Science will:

- Maintain respect of others in the classroom, lab, or field setting
- Refrain from statements that could be hurtful or ostracizing to other people
- Avoid activities that may put themselves or their peers in danger
- Students are encouraged to report any instances of harassment/bias to the instructor, department chair, department diversity officers, or necessary campus office. They should also feel free to contact any faculty member or Teaching Assistant they are comfortable with
- When students are provided additional responsibility (e.g. driving a van), conduct themselves in a safe and professional manner
- Anyone submitting classwork, will maintain academic integrity, ensuring that anything submitted is their own work
- Remember the primary goal of fieldwork is to further your learning of Earth Science
- Maintain professionalism and respect for personal boundaries towards all
- Everyone is encouraged to express their concerns if they feel unsafe

Sexual Harassment

UCSB's Sexual Violence Prevention and Response Policy states:

- “[Students] should feel free to talk to a trusted friend or colleague. Keep in mind that *managers, supervisors and certain employees such as athletic coaches, faculty advisors, teaching assistants and resident advisors are required to report to the Title IX officer.*”
- Students may file a report by contacting the [Title IX & Sexual Harassment Policy Compliance Office](#) or directly through the [online Title IX Report Form](#).
- Students may also contact [a campus CARE advocate](#) for confidential support and assistance accessing campus resources.
- “Faculty members, other academic appointees or staff members, can talk one-on-one with the [confidential trained staff on our campus](#), who can provide support and other resources.”