

Transforming Field Culture: Insights from the ADVANCEing FieldSafety Program

AGU/AGI Heads & Chairs Webinar, December 5, 2025

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ADVANCEing Field Safety

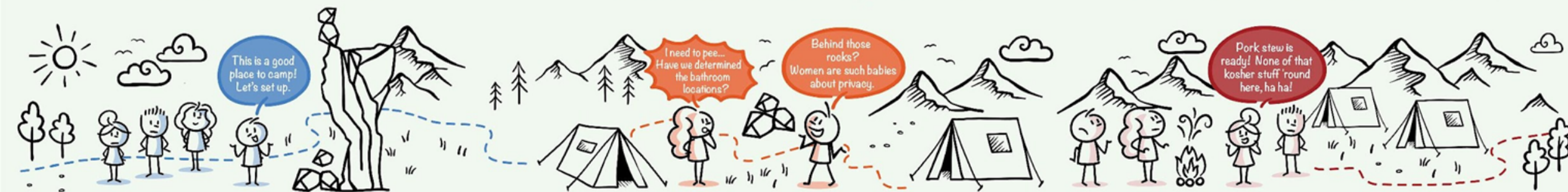
Building Inclusive and Safe Field Teams

Do these field work situations look familiar to you?

Scenario #1: Hazards

Scenario #2: Microaggressions

Scenario #3: Cultural Exclusivity



Overview

01

Motivation & Evolution

02

Online Course & Examples

03

Toolkit & Examples

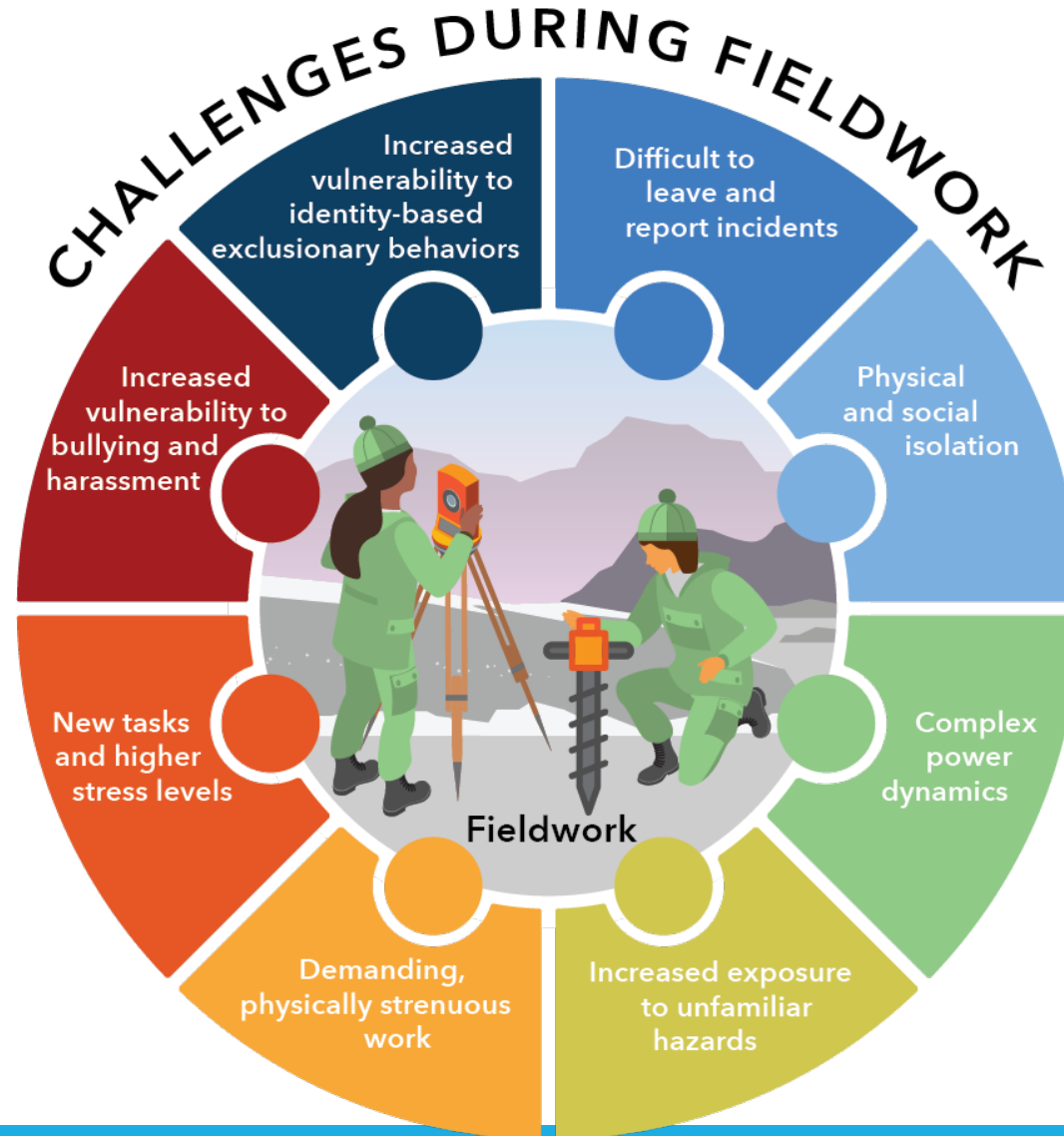
04

Workshops & Examples

05

Research & Evaluation

Fieldwork culture in the Geosciences: A call for field safety



Fieldwork culture in the Geosciences: A call for field safety

Challenges related to field sites and environments



Fieldwork culture in the Geosciences: A call for field safety

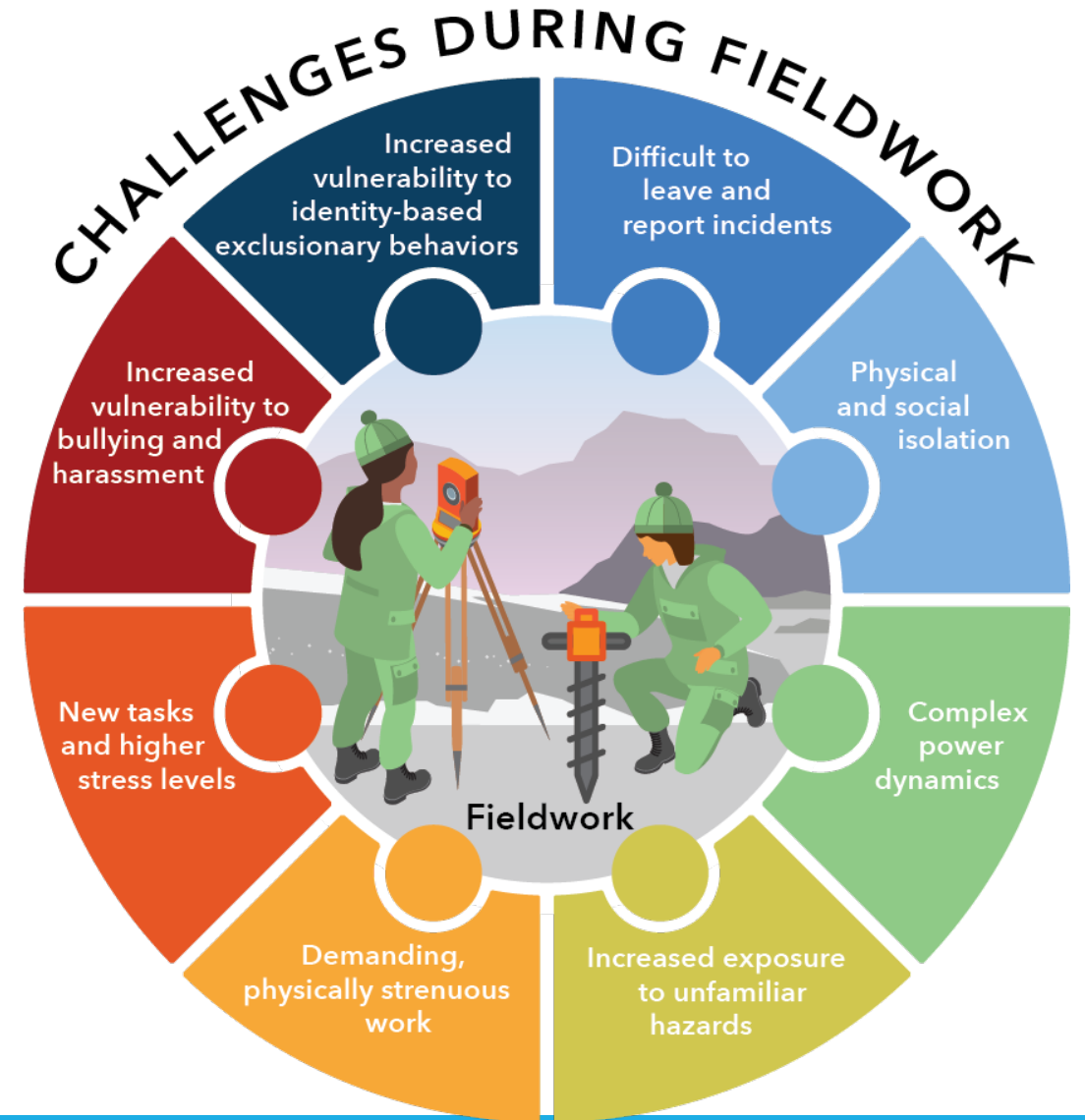
Challenges related
to field sites and
environments



Challenges related
to team dynamics

Fieldwork culture in the Geosciences: A call for field safety

- ✓ Geosciences continue to lack diversity
- ✓ Welcoming and inclusive culture more than absence of harassment and safety concerns



Momentum Builds



Eos

ABOUT SECTIONS TOPICS ▾ PROJECTS ▾ NEWSLETTER SUBMIT TO EOS

Changing the Culture of Fieldwork in the Geosciences

The need to address harassment in field campaigns is growing more urgent. A new workshop provides scientists with a broad set of tools to create more inclusive, safe, and functional field teams.



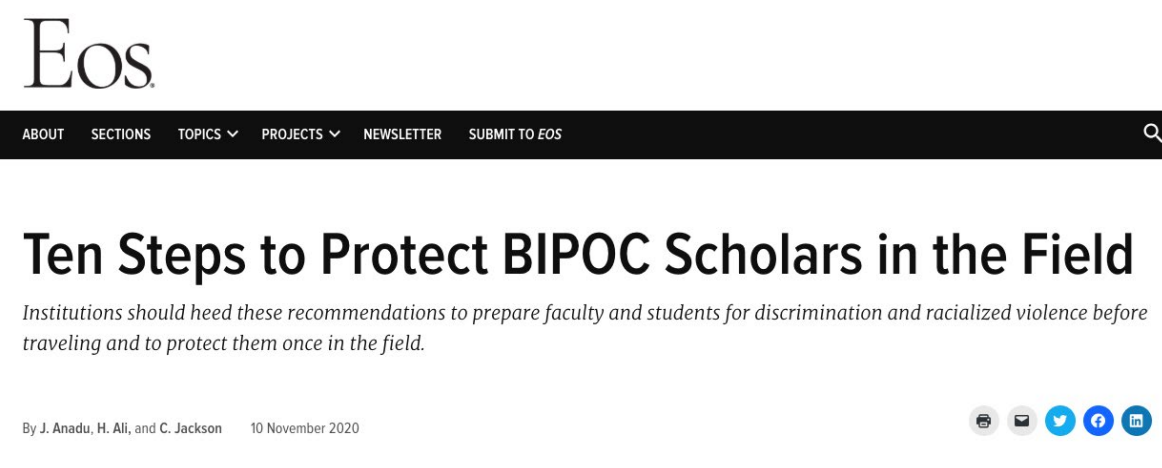
CAREER COLUMN | 09 January 2024

Breaking the menstruation taboo to make fieldwork more inclusive

We need to talk about periods when planning routine fieldwork trips, say ecologist Sarah E. Dalrymple and glaciologist Timothy P. Lane.

By [Sarah Dalrymple](#) & [Timothy Lane](#)

[Twitter](#) [Facebook](#) [Email](#)



Eos

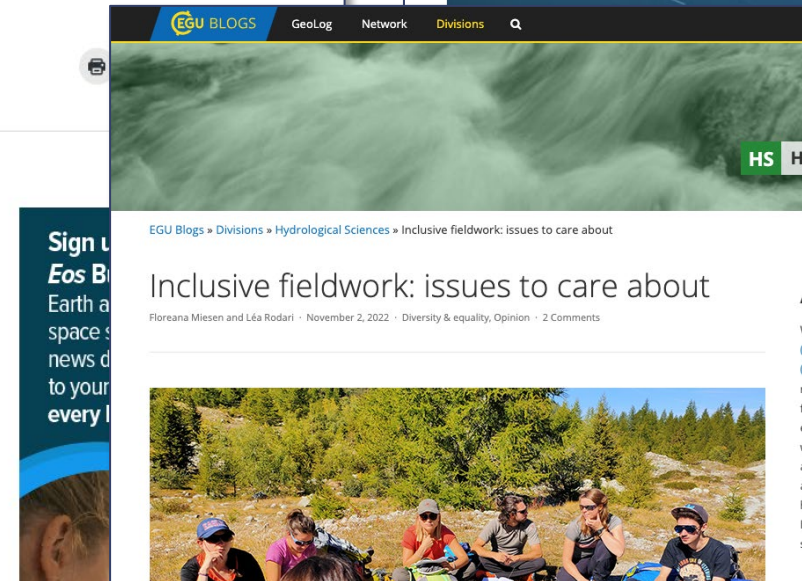
ABOUT SECTIONS TOPICS ▾ PROJECTS ▾ NEWSLETTER SUBMIT TO EOS

Ten Steps to Protect BIPOC Scholars in the Field

Institutions should heed these recommendations to prepare faculty and students for discrimination and racialized violence before traveling and to protect them once in the field.

By J. Anadu, H. Ali, and C. Jackson 10 November 2020

[Print](#) [Email](#) [Twitter](#) [Facebook](#) [LinkedIn](#)



EGU BLOGS GeoLog Network Divisions

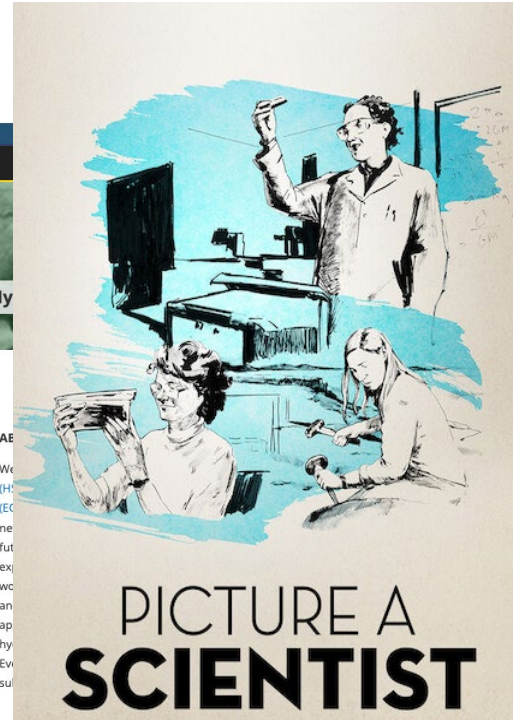
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EGU Blogs » Divisions » Hydrological Sciences » Inclusive fieldwork: issues to care about

Inclusive fieldwork: issues to care about

Floreana Miesen and Léa Rodari · November 2, 2022 · Diversity & equality, Opinion · 2 Comments

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Further Incentive

What is a Safe and Inclusive Fieldwork (SAIF) Plan?

A SAIF Plan is a project-specific two-page supplementary document that will be reviewed under NSF's [Broader Impacts](#) merit review criterion. Only certain BIO or GEO solicitations require a SAIF Plan, and this requirement applies only to proposals with off-campus or off-site research.

The four components of the SAIF Plan are specified in each solicitation (please read them in their entirety) and include:

1. A description of the field setting and unique challenges for the team.
2. Steps that will be taken to nurture an inclusive off-campus or off-site working environment.
3. Communication processes.
4. Organizational mechanisms for reporting, responding to, and resolving issues of harassment, should they arise.

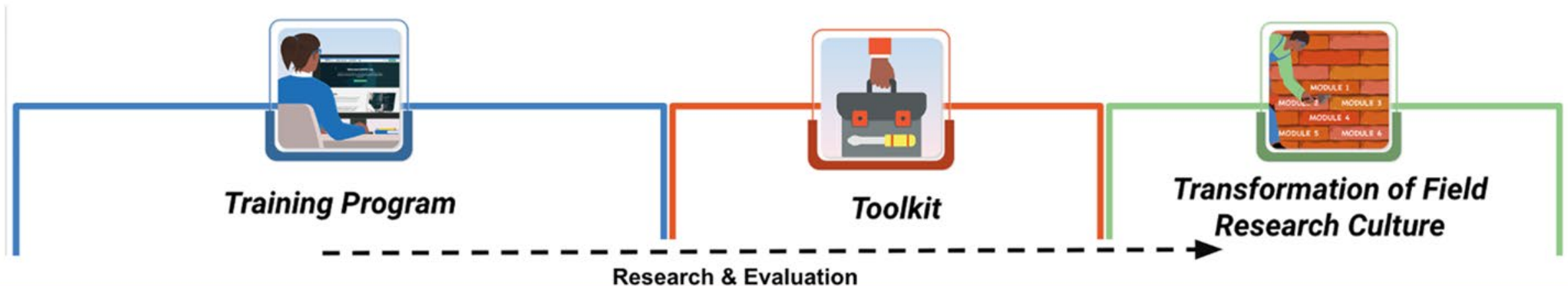


Survey Results

Suggestions how to promote healthy and inclusive field environments

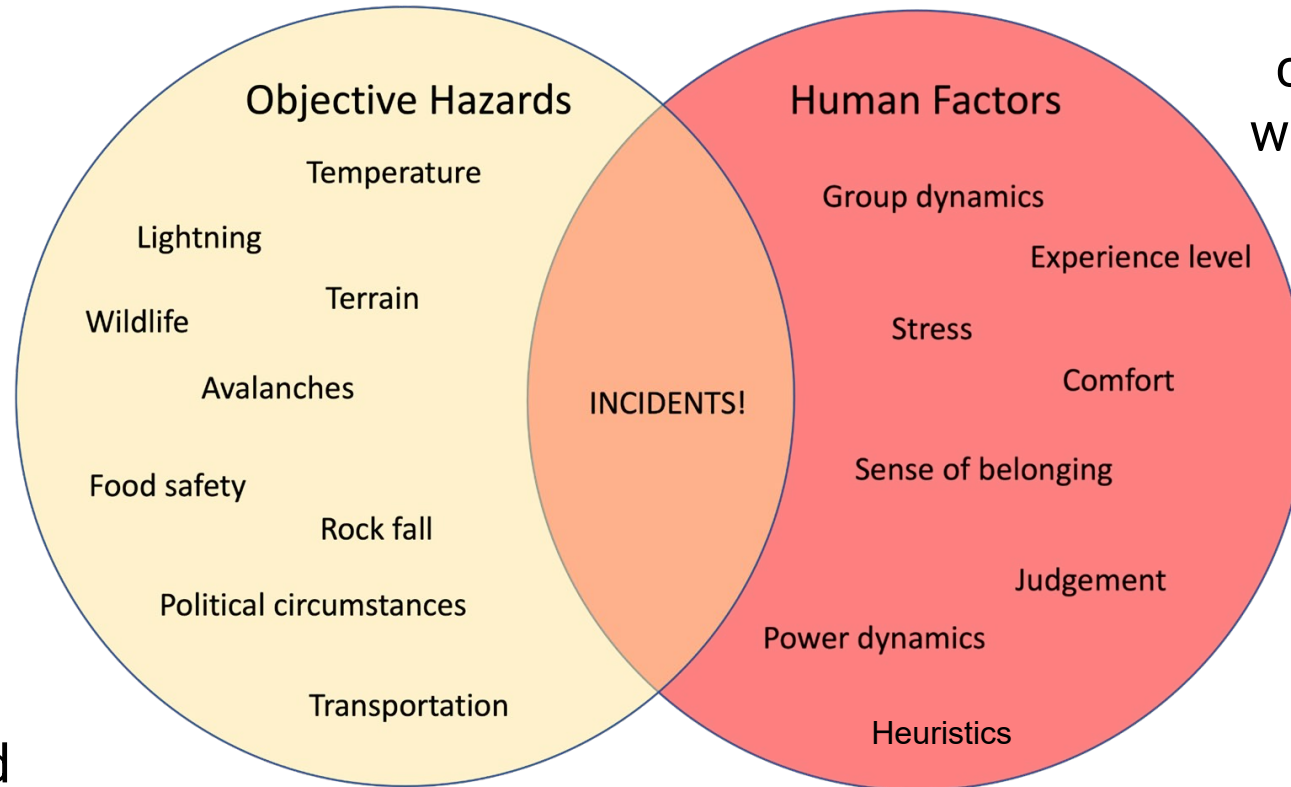


Training Program to Address these Needs



Introducing ADVANCEing FieldSafety

- ★ Increasing the **competence** of field researchers on topics of safety, anti-harassment, positive field culture, and risk management.
- ★ Facilitate fieldwork preparation by providing easily implementable risk and harassment mitigation **toolkit**.



- ★ Broaden **participation** in fieldwork by fostering a culture change towards a welcoming and supportive environment for all.
- ★ **Research** the effectiveness of the training and toolkit.

Meet Our Team

Coordination



Anne
Gold



Kristy
Tiampo



Alice
Hill



Matt
Dawson

Training Program and Toolkit Team



Alice
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Mariama
Dryák-Vallies



Ryan
Cassotto



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Thurber



Mylène
Jacquemart



Erika
Marín-Spiotta



Blair
Schneider

Research and Evaluation Team



Meredith
Hastings



Emily
Ward



Allison
Mattheis



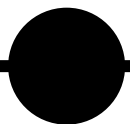
Center for Education,
Engagement and
Evaluation



Taihoru Nukurangi

ETH zürich

The evolution of AFS



Version 1:

In-person Workshops 2019, 2020

FieldSafe
Building Inclusive
and Safe Field Teams



The evolution of AFS

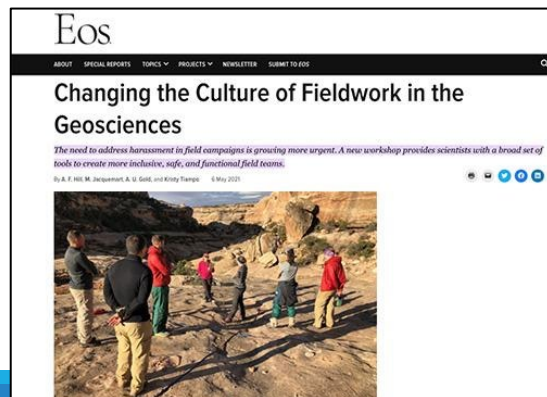


Version 1:

In-person Workshops 2019, 2020

Version 2:

Online Workshops & Debriefing
2022, 2023



U.S. National
Science
Foundation

[Find Funding & Apply](#)

[Manage Your Award](#)

[Focus Areas](#)

Proposal & Award Policies & Procedures Guide (PAPPG)

**2E9: Safe and Inclusive Working Environments for
Off-Campus or Off-Site Research**

The evolution of AFS



Version 1:

In-person Workshops 2019, 2020

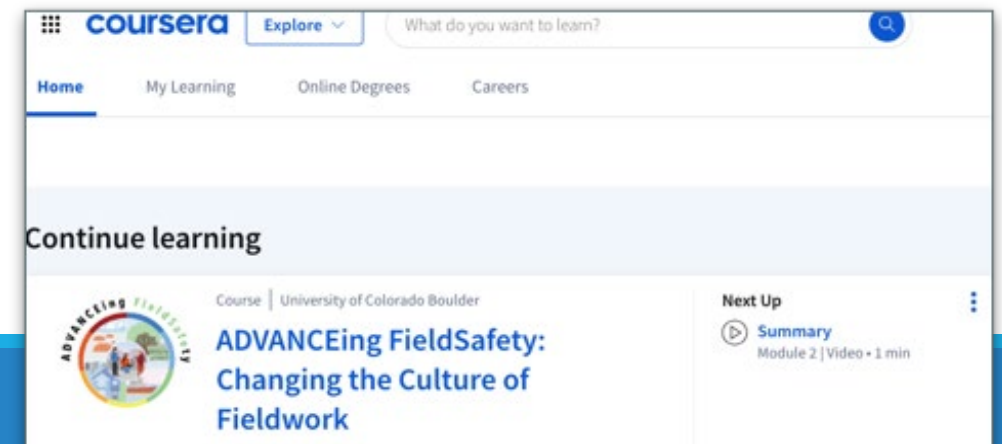


Version 2:

Online Workshops & Debriefing
2022, 2023

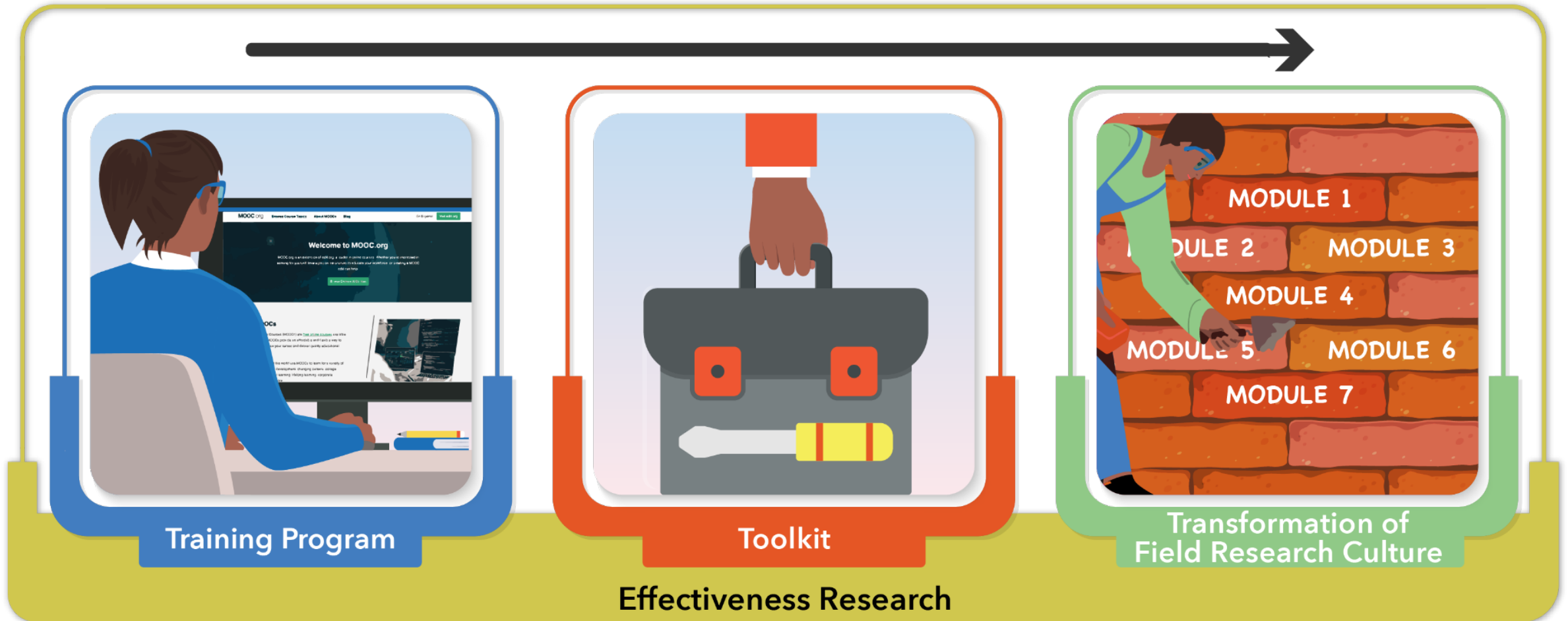
Version 3:

Massive Open Online Course
2024 to the Future!





An overview of the AFS program

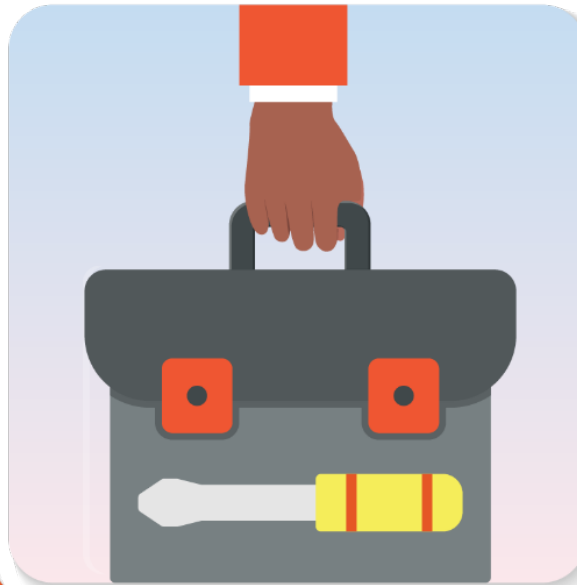




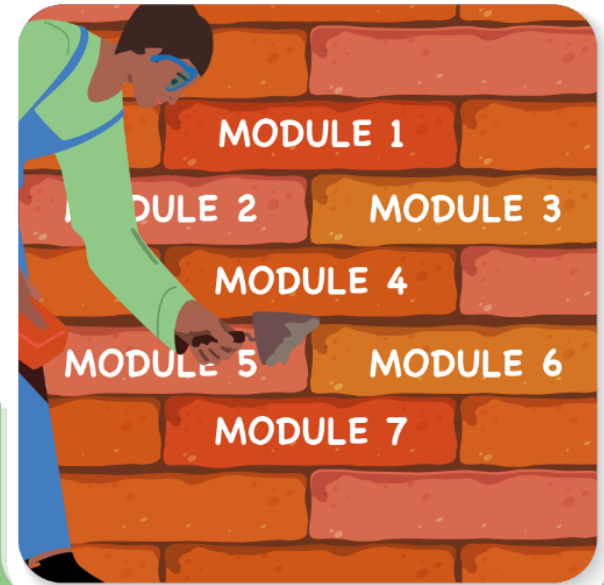
Training Program: Online Course



Training Program
Online Course



Toolkit
Effectiveness Research



Transformation of
Field Research Culture



Asynchronous Course

Preparing for and Evaluating Hazards

Recognize hazards and risks, use decision-making tools, create communication and emergency plans



Communication and Leadership

Identify different leadership roles and styles, discuss the importance of briefing and debriefing in the field



Codes of Conduct

Create a code of conduct with your team to set shared team expectations



Bystander Intervention

Recognize and respond to harmful behaviors and learn how to intervene



Effective Mentoring

Use supportive communication skills to co-develop mentoring plans with your mentor/mentee



Keeping Whole Field Teams Safe

Identify and mitigate field-related risks to individuals with varied identities



Navigating Different Cultures In the Field

Identify and maneuver through cultural differences in the field



Create a safe field environment

Create a safe team culture

Building teams from varied backgrounds



ADVANCEing Field Safety

Building Safe and Supportive Field Teams



Asynchronous Course



Field Safety Training: Changing the
Culture of Fieldwork
University of Colorado Boulder

Course Material

- ☐ Module 1
- ☐ Module 2
- ☒ Module 3
- ☐ Module 4
- ☐ Module 5
- ☐ Module 6
- ☐ Module 7

Grades

Notes

Discussion Forums

Messages

Course Info

Module 3 – Setting Teams Up for Success

2 graded assessments left

47 min of videos left 10 min of readings left 2 graded assessments left

Module 3 focuses on developing codes of conduct including institutional rules, values statements, and norms agreements.

Show Learning Objectives

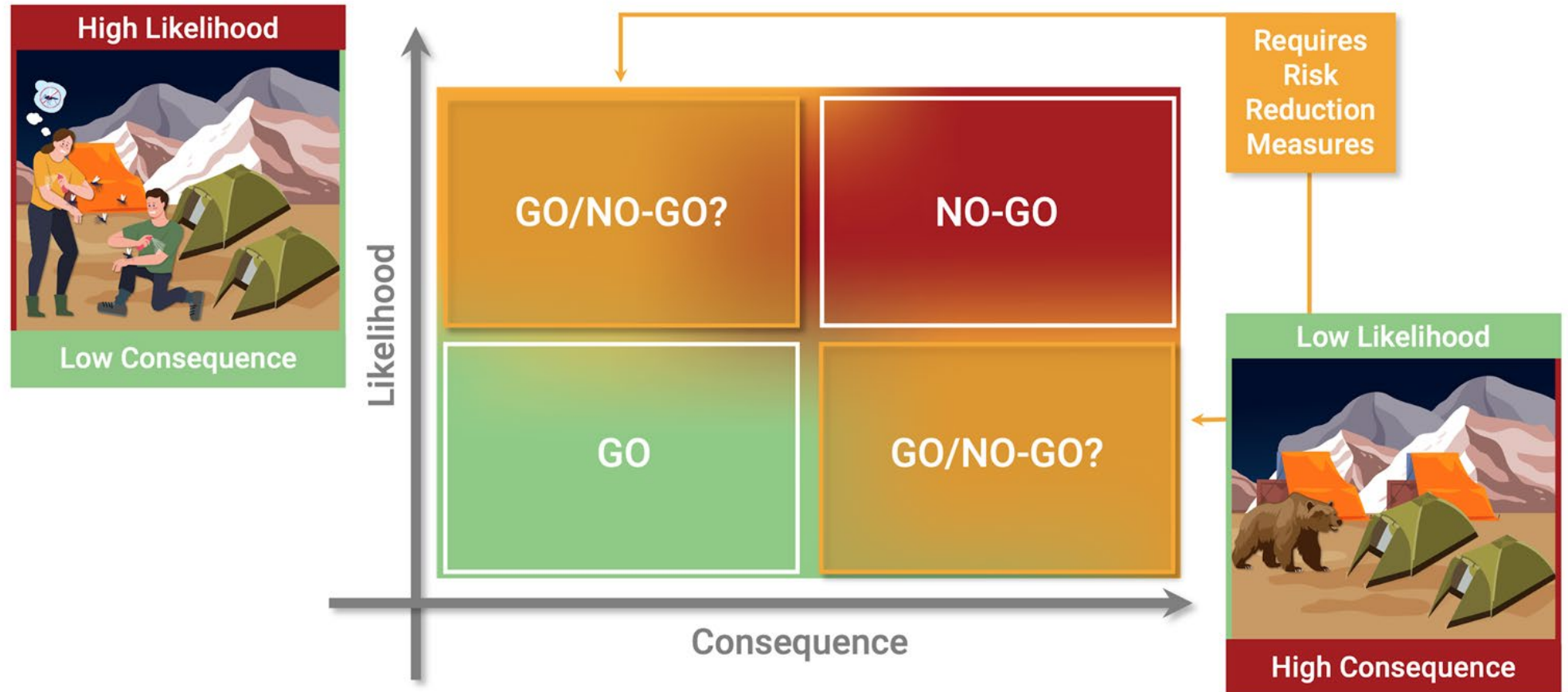
- Module 3 Introduction
Video • 2 min
- Code of Conduct: What is it?
Video • 13 min
- Code of Conduct: How to Build it
Video • 6 min
- Norms Agreement Development Process
Video • 14 min
- Code of Conduct: What's Next?
Video • 9 min
- Module 3 Reflective Question
Due, Dec 5, 11:59 PM PST Graded Assignment • 10 min • Grade: --
- Module 3 Summary
Video • 1 min
- Module 3 Readings and Resources
Reading • 10 min
- Module 3 Graded Quiz
Due, Dec 5, 11:59 PM PST Graded Assignment • 10 min • Grade: --

Examples from the Course

The Risk Matrix

Module 1 – Preparing and Evaluating for Hazards

- ✓ **Video:** Introduction
3 min
- ✓ **Video:** Subjective and Objective Hazards
5 min
- ✓ **Video:** Perceived versus Actual Risk
4 min
- ✓ **Video:** Decision-Making Tool
6 min
- ▶ **Video:** Emergency Preparation: Contacts and Resources
6 min

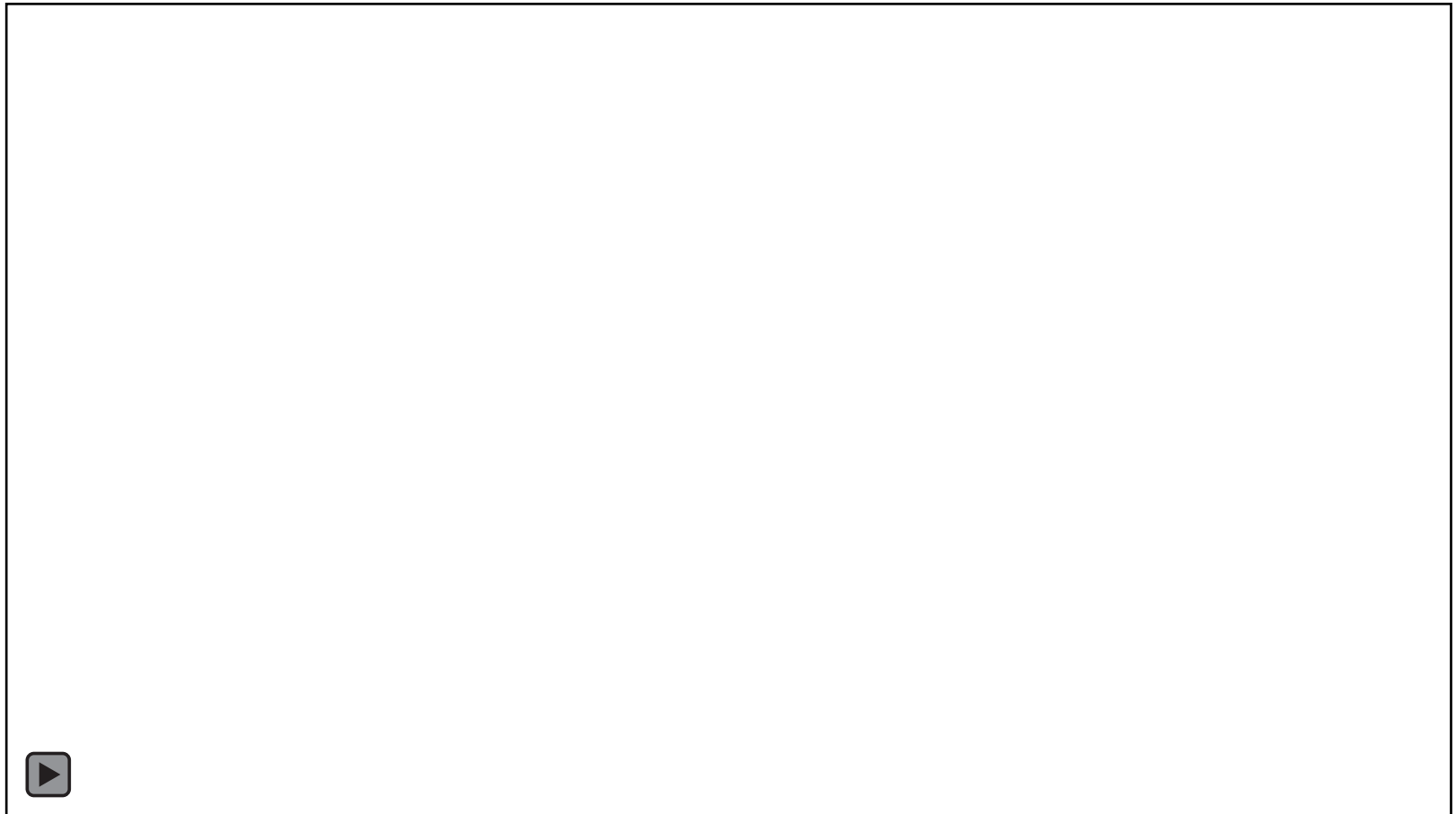


Examples from the Course

The Risk Matrix

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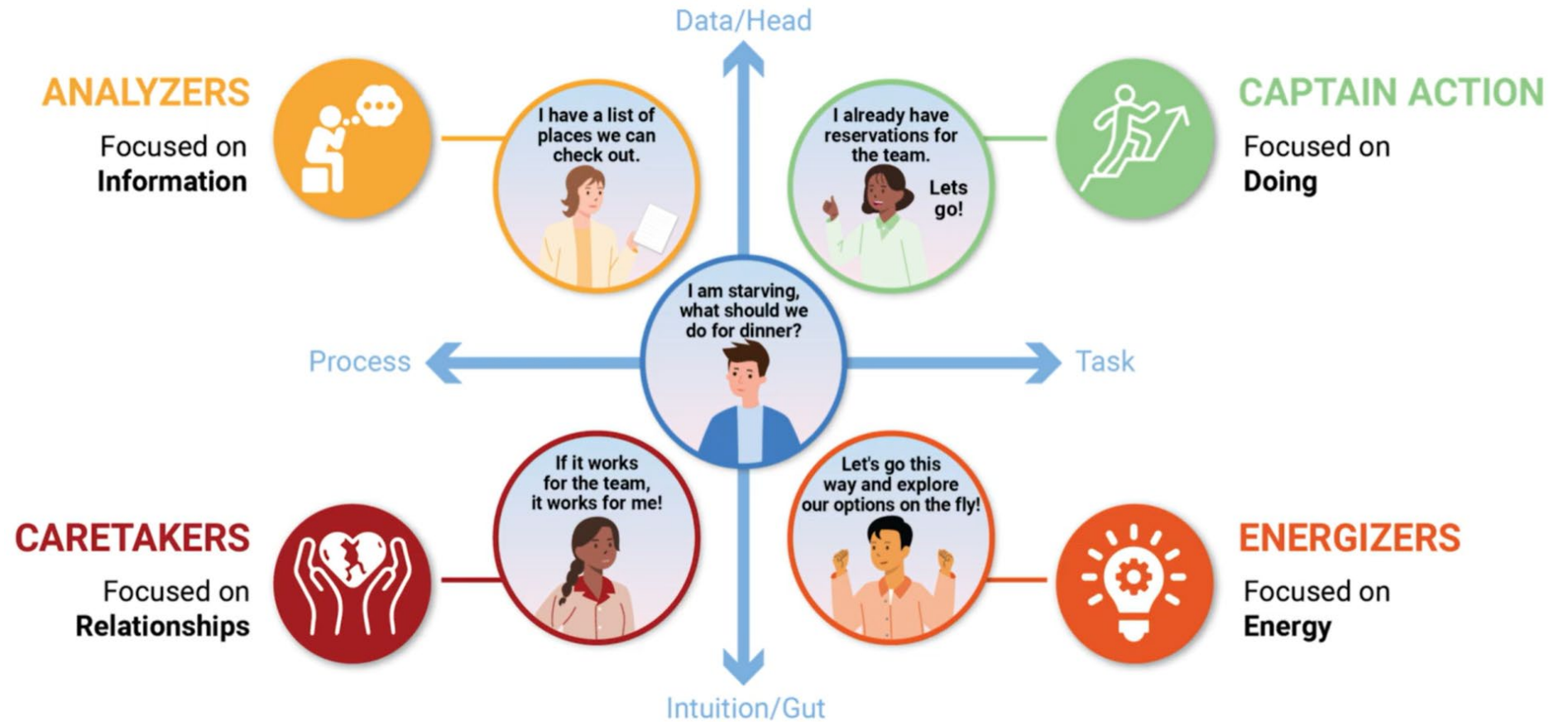


Examples from the Course

Leadership Styles

Module 2 – Communication and Leadership

- ▶ **Video:** Introduction
1 min
- ▶ **Video:** Leadership Roles
11 min
- ▶ **Video:** Leadership Styles
4 min
- ▶ **Video:** Decision-Making
Styles
9 min
- ▶ **Video:** Briefing and
Debriefing
12 min
- ▶ **Video:** Summary
2 min



Examples from the Course

Leadership Styles

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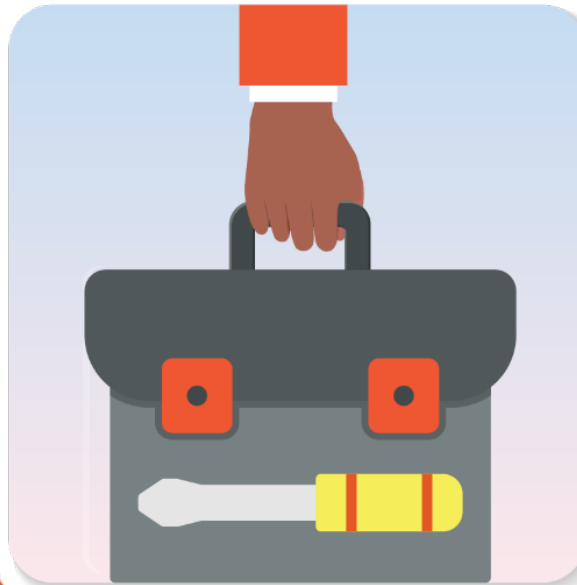




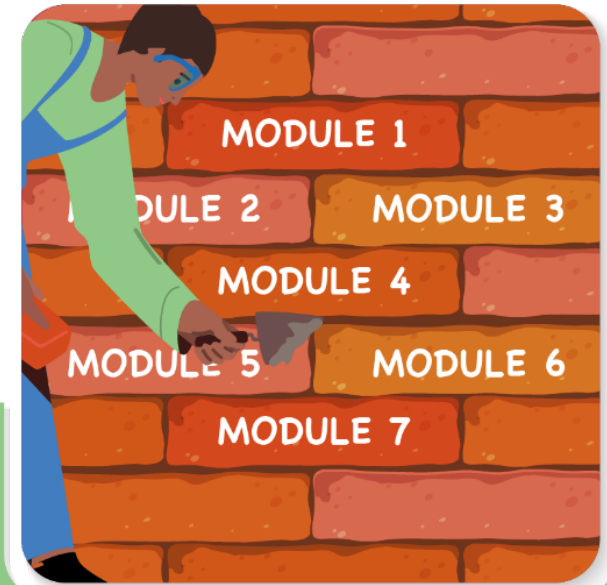
Training Program: Workshops



Training Program
Workshops



Toolkit
Effectiveness Research



Transformation of
Field Research Culture

AFS Workshops

Zoom Meeting



Virtual, live facilitated workshops to translate course content into action.

Part 1: Bystander Intervention

Scenario-based practice

Part 2: Norms Agreements (Codes of Conduct)

Facilitated Norms Agreement development



Workshop 1: Bystander Intervention

5 D's of Bystander Intervention

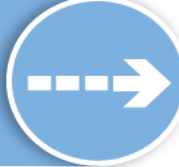
DISTRACT

Take an indirect approach to de-escalate the situation. Move attention away.



DIRECT

Confront the situation directly. Be firm, clear, and concise. Say or do something.



DELEGATE

Seek help from a third party. This includes asking someone else to intervene with you.



DOUBLEBACK

Check in with the person being targeted. Offer support.



DOCUMENT

Create a record. Take a photo, collect screenshots, texts emails, or make note of what you witnessed.



Topics:

- Types of exclusionary behaviors
- Barriers / motivators for intervening
- 5 Ds of Bystander Intervention
- Practice w/ real-world scenarios

Workshop 1: Bystander Intervention



Reflection: What **keeps you from intervening** when you encounter an uncomfortable situation?



Workshop 1: Bystander Intervention

- Diffusion of responsibility:** individuals are less likely to intervene when more people are present (assumption that someone else will act so we don't have to).
- Recognition apprehension:** concern that misunderstanding a situation and intervening incorrectly will lead to embarrassment.
- Pluralistic ignorance:** situation in which a majority of group members privately reject a norm, but assume incorrectly that everyone else accepts it.
- Not being asked:** people are more likely to engage with a situation if they are directly invited to participate.
- Systems of oppression:** individuals experience different degrees of privilege and marginalization—intersectionality and power dynamics.

1. Idaho Coalition Against Sexual and Domestic Violence: <http://idvsa.org/wp-content/uploads/2013/01/Barriers-to-Bystander-Interventions.pdf>.
2. <https://alteristic.org/services/green-dot>

Workshop 1: Bystander Intervention



Reflection: What **keeps you from intervening** when you encounter an uncomfortable situation?



Reflection: What **motivates you to intervene** when you encounter an uncomfortable situation?

Workshop 1: Bystander Intervention

Real-world scenario: You observe a man walk over to a woman and say “Let me help you with that” as he takes the power tools from her hand. The woman is clearly uncomfortable but does not respond.

Direct



Distract



Delegate

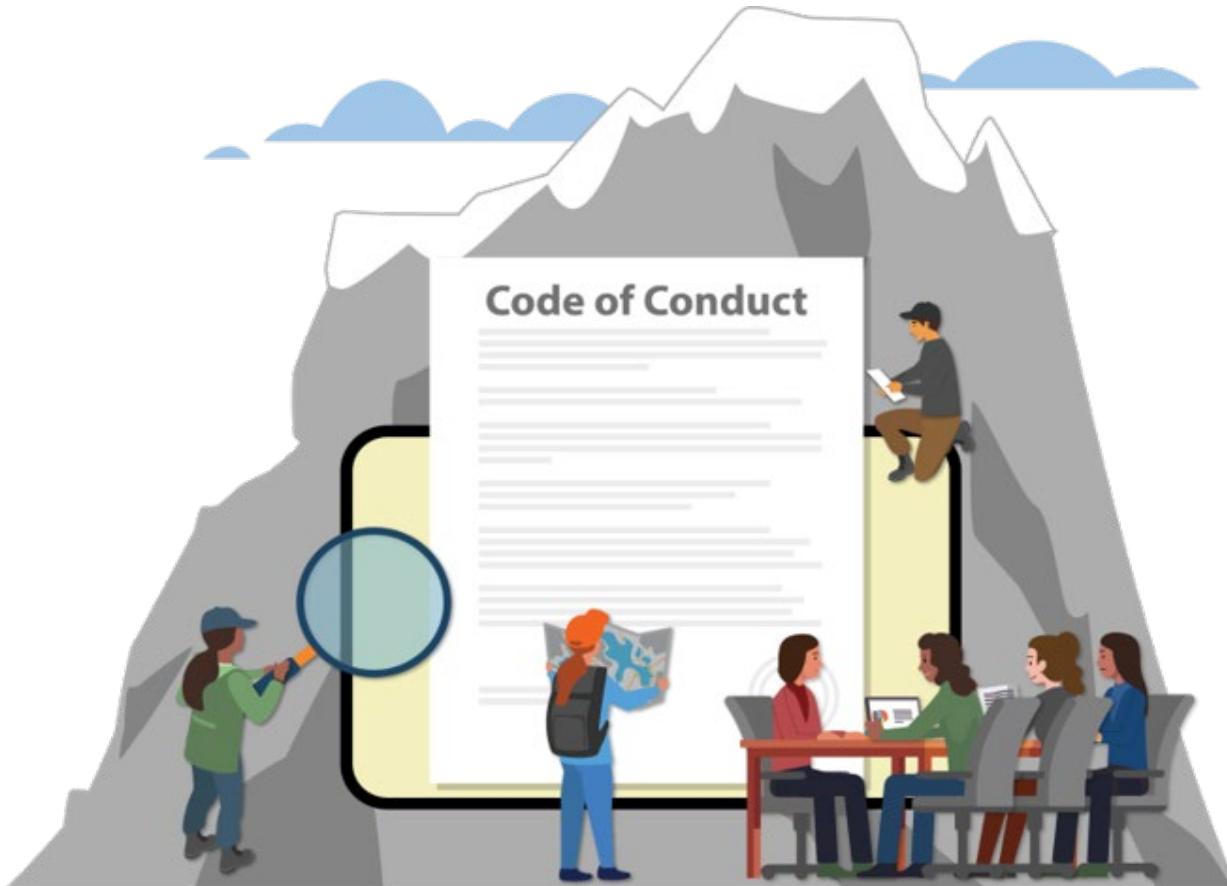


Document



Doubleback

Workshop 2: Norms Agreements



Topics:

- Codes of Conduct
- Norms Agreements
- Field team values
- Facilitated development of norms statements

Workshop 2: Norms Agreements



Imaginary scenario: Junior team members are expected to do all the physical labor, while senior members focus only on data collection and analysis.

Certification Pathways

Coursera Certificate

- Complete course and assessments
- \$49* to access full course



AFS Certificate

- Complete course and assessments
- Participate in two AFS workshops



**Field teams participating in research gain free access to the course, and individuals at institutions with Coursera subscriptions may gain access for free or reduced cost.*





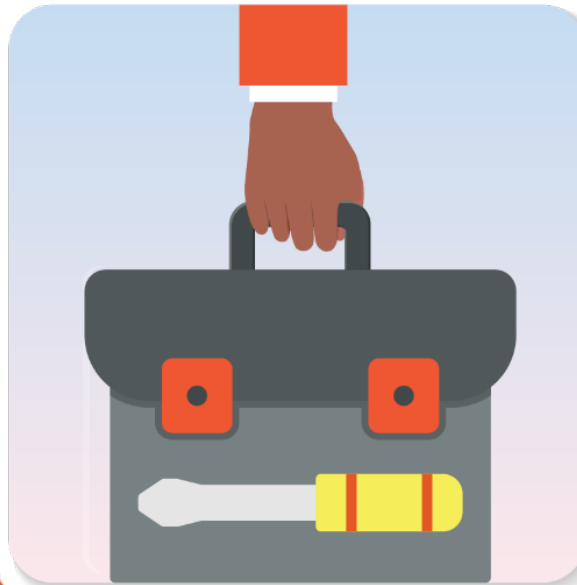
ADVANCEing FieldSafety

Building Safe and Supportive Field Teams

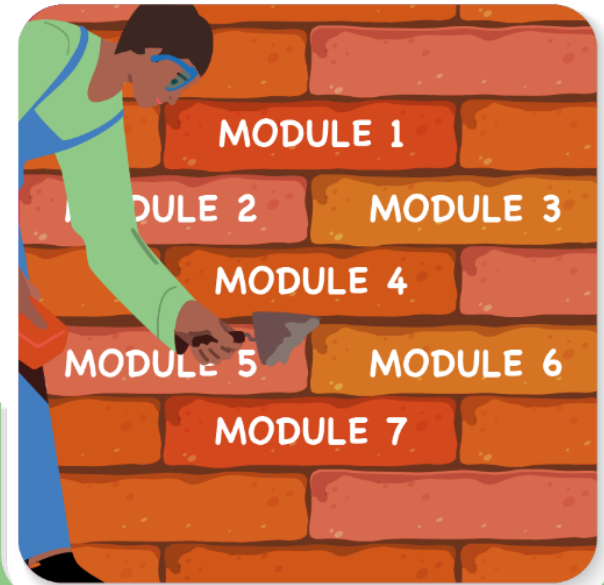
Toolkit



Training Program



Toolkit



Transformation of
Field Research Culture

Effectiveness Research

Toolkit

[Home](#) / ADVANCEing FieldSafety Toolkit

ADVANCEing FieldSafety Toolkit

Welcome to the ADVANCEing FieldSafety Toolkit! To learn more about the toolkit you can visit [this 'About' webpage](#). To dive into the readings and resources in the toolkit, read on!

How to Engage

Click on an individual module tile to access all the ADVANCEing FieldSafety Toolkit resources and readings from that module. Alternatively, use the search function below to sort by module number (1-7) or resource type (AFS-Created Resource, External Resource, Recommended Reading, or References Cited).

Any questions or concerns, please contact us at fieldsafe@colorado.edu.



Module 1: Preparing and Evaluating Hazards



Module 2: Communication and Leadership



Module 3: Setting Team Up for Success

Examples and implementation guides:

- Codes of conduct
- Incident response and reporting
- Field handbooks
- Mentorship agreements
- And more!



Toolkit Example Documents

Module 1: Preparing and Evaluating Hazards

Module 1 & 6 - Pre-Field Accommodations Survey

AFS-Created Resource

Module 1: Preparing and Evaluating Hazards

Module 6: Keeping Whole Field Teams Safe

A template for group members to frontload their accommodation needs and preferences to those who are managing the logistics of field life, before entering the field.

[Access Resource \(Google Doc\)](#)

[Access Resource \(PDF\)](#)

Module 1 - Anonymous Reporting Form

AFS-Created Resource

Module 1: Preparing and Evaluating Hazards

This form allows you to anonymously report misconduct that you have experienced or witnessed.

[Access Resource \(Google Doc\)](#)

[Access Resource \(PDF\)](#)



Toolkit Example Documents



Pre-Field Accommodations Survey

Version 06_2024 Resources partially influenced from [Safe of Migration 58%](#) in June 2024.

Being in the field with a special need - whether medical, emotional, dietary, identity-based or other – can be intimidating before even leaving home. To minimize obstacles and anxiety from the outset, it is inclusive practice to provide an avenue for group members to frontload their needs and preferences to those who are managing the logistics of field life.

Instructions

Modify the form and edit below fields as you see fit to best meet the needs of your members and field season. Using a fit-for-purpose digital format such as a Google Form may facilitate survey distribution and collection of responses. Delete or modify [instructional lines in blue](#) for your final version.

It is important to include what the accommodation process will be like and/or state the realities of what can or cannot happen during your field season. If people fill out this form, are those accommodations immediately accepted? Is there a review process (i.e. 'fill out this form and we'll meet to see if we can discuss alternatives, or if the program is able to be accommodated in the ways you need')? Be upfront with your team members about what can or cannot happen, and what the process will be in involving them in the field.



Accommodations Survey

All information shared in this form will be kept confidential within the leadership team for the purposes of field logistics and planning. However, some medical information may be important to share with the larger team in the event of an incident – specifically what medication is being carried and may be required to treat a life-threatening allergic reaction or other medical incident (e.g., diabetic response).



Please initial in this box if you give the team leadership permission to share information with other team members about conditions or medication required in potentially time sensitive, life-threatening situations.

Contact Information

Name:

Preferred contact for any necessary follow-up (email and/or phone):



Toolkit Example Documents

Module 2: Communication and Leadership

Module 2 - Debrief Template

AFS-Created Resource

Module 2: Communication and Leadership

A framework for briefing and debriefing to assist in practicing open communication between all team members.

[Access Resource \(Google Doc\)](#)

[Access Resource \(PDF\)](#)

Module 2 - Decision Making Styles Cheat Sheet

AFS-Created Resource

Module 2: Communication and Leadership

A cheat-sheet on the different decision-making styles: their pros, cons and potential pitfalls.

[Access Resource \(Google Doc\)](#)

[Access Resource \(PDF\)](#)



Toolkit Example Documents

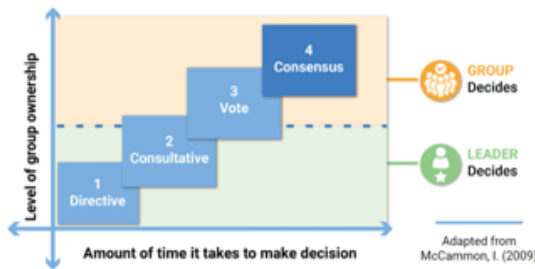


Decision-Making Styles Cheat Sheet

Version 06_2024. Resources adapted from McCammon, I. (2009) in June 2024.

Decisions are part of every day, no less during field work. In Module 2, we introduced why it is important to think about how we make decisions and how the decision-making style can impact the group culture and dynamics. Use this cheat-sheet if ever you need a reminder of the different styles, their pros, cons and potential pitfalls.

Group Decisions



Directive Decision

- Leader decides and then informs the group
- Pro: very quick to make
- Con: no group buy-in



Consultative Decision

- Leader solicits input from group before making decision:
 - Consultative I: Make a tentative decision, then ask group members for some feedback before making the final call.
 - Consultative II: Gather feedback from group members as a starting point to inform the decision, then decide.
- Pro: Gives team members an opportunity to voice their thoughts.
- Con: Not all group members will have an equal voice.
- Potential pitfall: Don't solicit information, if you are not honestly going to consider it. Inform that group that you are looking for input, but plan to retain your decision making power.

Voting

- Good for decisions that are not very high consequence, but are rather a matter of preference.
- Pros: Gives everyone in the group an equal voice.
- Cons: May risk disenfranchising group members that did not vote in favor of a decision.
- Potential pitfalls:
 - Requires the leader to give up their veto power.
 - Important to define before voting a) how many people need to be present and b) what the required majority is (e.g. half + one, or $\frac{3}{4}$ etc.).

Consensus

- Group decision where everyone can voice their opinion / thoughts / concerns and the group jointly tries to come to a decision that everyone is comfortable with.
- Pro: Gives group members a lot of ownership, which can be empowering.
- Cons:



Toolkit Example Documents

Module 3 – [AFS] Norms Agreement Template

NORMS AGREEMENT

Field Team Name or Campaign

Field Site and Dates

Instructions - delete once Norms Agreement is complete

Consider the elements of fieldwork below. Decide as a group if each is a priority for your team. Delete if not. Otherwise, through group discussion, add specificity to behaviors, processes, and logistics related to the topic to provide clarity and detail around the group norm. The goal is to understand the norm and how it will be achieved in the field. The blank boxes at the end of each section are for any additional topics your team wants to include.

For example, through group discussion, you may develop these behaviors related to the first topic:

Allocate protected time and space for group communication

We will prioritize a daily debrief to review the day's events, discuss any needed changes to our processes, and address issues that came up (technical or social). We will include an open communication time at the end of each debrief, and any topic is fair game. The timing will be, by default, after dinner each evening, but timing can be modified as long as it is communicated as early as possible. We will be present, active listeners, and will not double-task. Facilitation of this meeting will be rotated around the group in alphabetical order by first name, although if you are not comfortable taking on this role, then you can opt out, and it will pass to the next person.

Communication

To ensure clear communication in our team, we will:

Topic	We will achieve this by:
Allocate protected time/space for group communication (e.g., briefing, debriefing)	
Provide growth-oriented feedback	
Create a safe communication culture to voice issues or concerns, including around hard topics	
Embrace constructive conflict resolution	
What else? Create your own norm	

Module 4 – [AFS] The 5 Ds of Bystander Intervention

ADVANCEing
FieldSafety

Building Inclusive and Safe Field Teams

5 D's of Bystander Intervention

DISTRACT

Take an indirect approach to de-escalate the situation. Move attention away.

DIRECT

Confront the situation directly. Be firm, clear, and concise. Say or do something.

DELEGATE

Seek help from a third party. This includes asking someone else to intervene with you.

DOUBLEBACK

Check in with the person being targeted. Offer support.

DOCUMENT

Create a record. Take a photo, collect screenshots, texts emails, or make note of what you witnessed.

This project is funded by the US National Science Foundation (NSF) Division of Research, Innovation, Synergies, and Education (RISE) within NSF's Directorate for Geosciences (GEO), award numbers 2307410, 2307411, 2307412, and 2307413.

fieldsafe.colorado.edu

Module 6 – [External] Ouch and Educate

OUCH AND EDUCATE

Tool

Tools for Transformation

What it is

A process to help groups practice working with institutionalized social oppression¹

What it can do

This tool can assist you to:

- o Raise awareness of group members about the unconscious misinformation all of us carry about people from diverse cultures and other social identity groups.
- o Help group members to gain deeper understanding of where other people are "coming from".
- o Provide group members practice in giving clear feedback and speaking powerfully about an issue where they feel vulnerable.
- o Enhance the health of the entire group by bringing the hidden conversations that happen privately into the public space.
- o Enable group members to learn together how to have conversations about challenging topics in a safe and productive way
- o Help group members better understand each other's sensitivities

When to use it

This powerful group practice is often first taught to a group in an extended team meeting or retreat setting. The group might then agree to continue working with this practice over time as part of their regular organizational meetings.

How it works

Step 1

Set Context, by saying something like:

- Because of the existence of institutionalized social oppression, we all come into this group with misinformation about who each of us really is.
- We come with lies about each other and ourselves that reinforce a system of mistreatment and privilege.
- Give examples, such as:
 - o A white woman jokingly calls a black colleague "boy".
 - o A male boss asks his female assistant to go get him some coffee.
 - o A woman of color says that all white men are power hungry.

¹ Used with permission of Yeshi Neumann who created this particular version of "Ouch and Educate." Thanks also to Joan Lester and Leslie C. Aguilar for their various roles in birthing and popularizing this wonderful practice.

This tool is available online at:
stproject.org/resources/tools-for-transformation

page 1



Toolkit: Recommended Readings

Module 1 - Rockfalls as a hazard to mountaineers in high mountain areas

Recommended Reading

Module 1: Preparing and Evaluating Hazards

Petley, D. (2024). *Rockfalls as a hazard to mountaineers in high mountain areas*, *Eos*. Available at:
<http://eos.org/thelandslideblog/mountaineers-1>

[Access Resource](#)

Module 1 - Field Research Safety

Recommended Reading

Module 1: Preparing and Evaluating Hazards

University of California, Santa Barbara (2024). *Field Research Safety*, *UCSB Environmental Health & Safety*. Available at:
<https://www.ehs.ucsb.edu/programs-services/field-research-safety>

[Access Resource](#)

Module 1 - Step by Step guide to the High Risk Fieldwork Risk Assessment

Recommended Reading

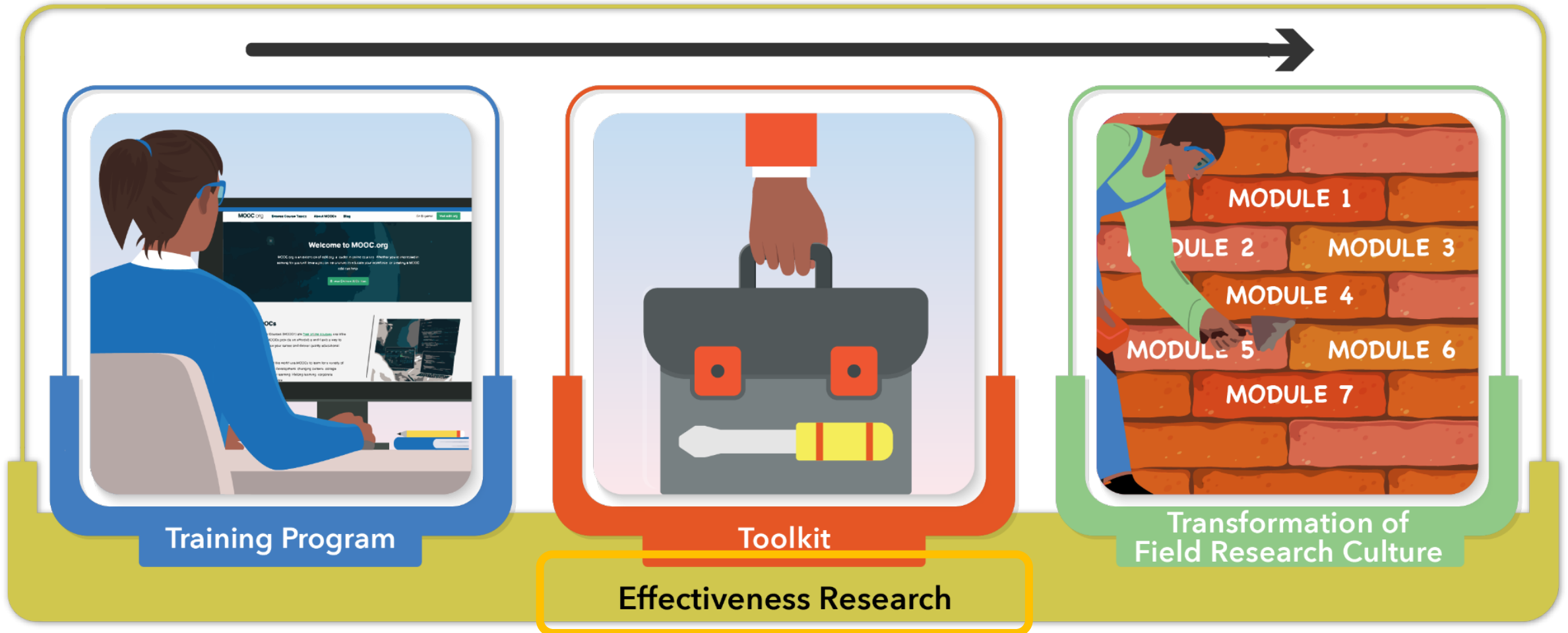
Module 1: Preparing and Evaluating Hazards

University of Leeds (2014). 'Step by Step guide to the High Risk Fieldwork Risk Assessment'. Available at:
<https://cgd.leeds.ac.uk/wp-content/uploads/sites/68/2014/01/Step-by-Ste...>

[Access Resource](#)



Effectiveness Research

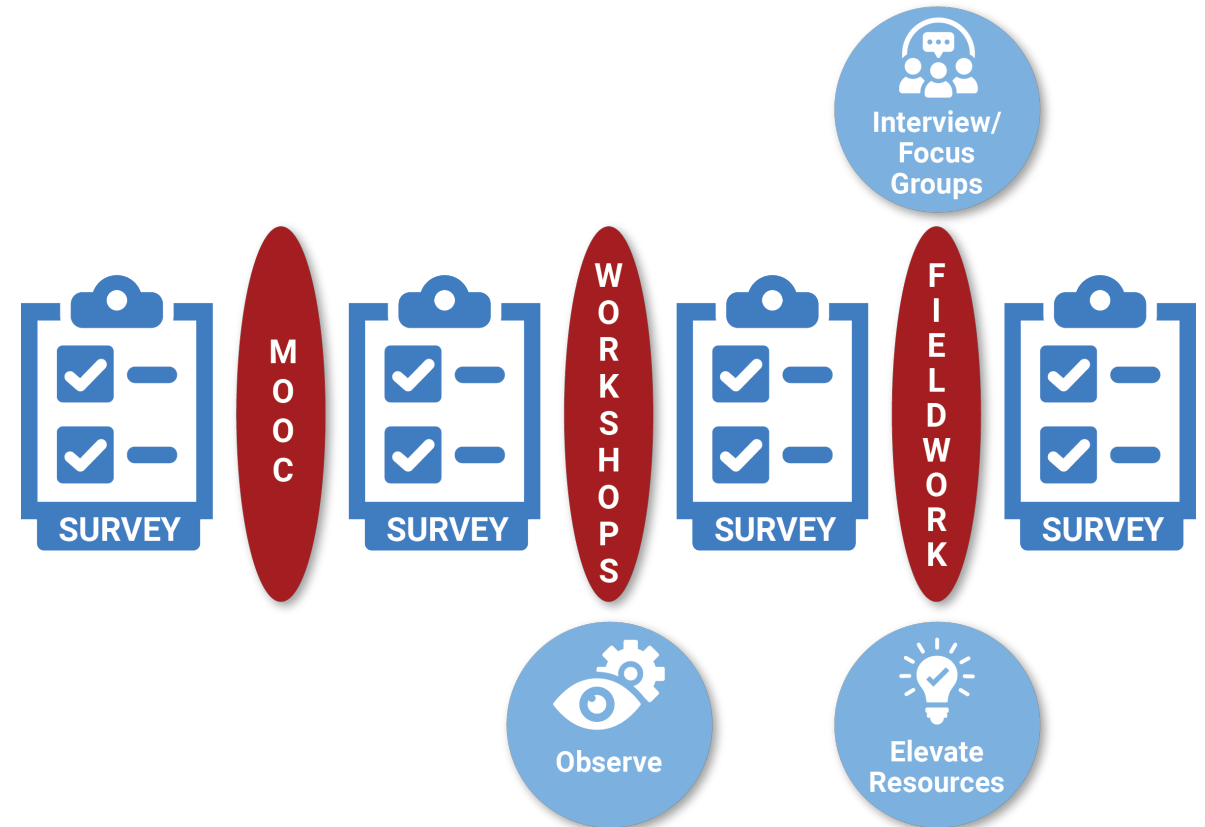


Effectiveness Research

Does AFS affect field research culture?

Direct work with field research teams to:

- Measure the effect of the training on attitudes, knowledge, skills, and behavior
- Feelings of inclusion and safety during fieldwork



Research Plan

Research Questions

1. How does exposure to AFS affect participants' **attitudes, knowledge, skills, and behaviors**?
2. How does the **behavior** of participants who have taken the AFS training change following the training?
3. What **contextual factors** influence the effectiveness of the AFS training ?
4. In what ways and to what degree do AFS practices affect field team members' **feelings of inclusion and safety** during fieldwork?

Learn more!





Research participation process:



Estimated
time to
complete

Teams We've Worked With



College of Liberal Arts & Sciences

**Department of
Anthropology**

Evaluation Plan

Did we achieve our goals?

1. Increase the competency of field teams and individuals related to safety, anti-harassment, positive field culture, and risk management through effective training and active learning.
2. Enable effective preparation of field teams for field campaigns through the creation and broad dissemination of an easily implementable AFS Toolkit.
3. Broaden participation in field-based work, within and beyond the Geosciences, by supporting a culture change towards a welcoming and inclusive environment for all scientists.





Evaluation Results

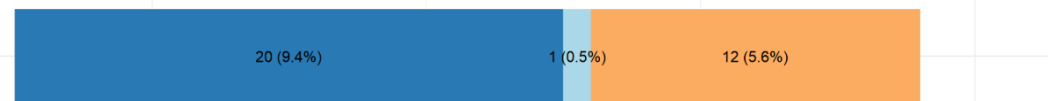
Preparedness for Creating Welcoming and Positive Spaces in the Field

I have the **tools** to
create these spaces

Before



After



I have the **skills** to
create these spaces

Before



After

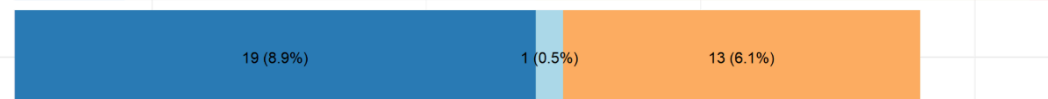


I have the
knowledge to create
these spaces

Before



After



Not prepared Prepared Somewhat prepared Very prepared

n=309



Evaluation Results

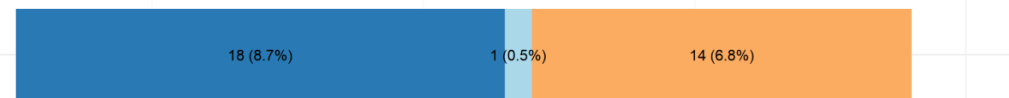
Preparedness for Addressing Unsafe Spaces in the Field

I have the **tools** to
create these spaces

Before



After



I have the **skills** to
create these spaces

Before



After



I have the
knowledge to create
these spaces

Before



After



Frequency of response

Not prepared Prepared Somewhat prepared Very prepared

Not prepared Prepared Somewhat prepared Very prepared

n=309

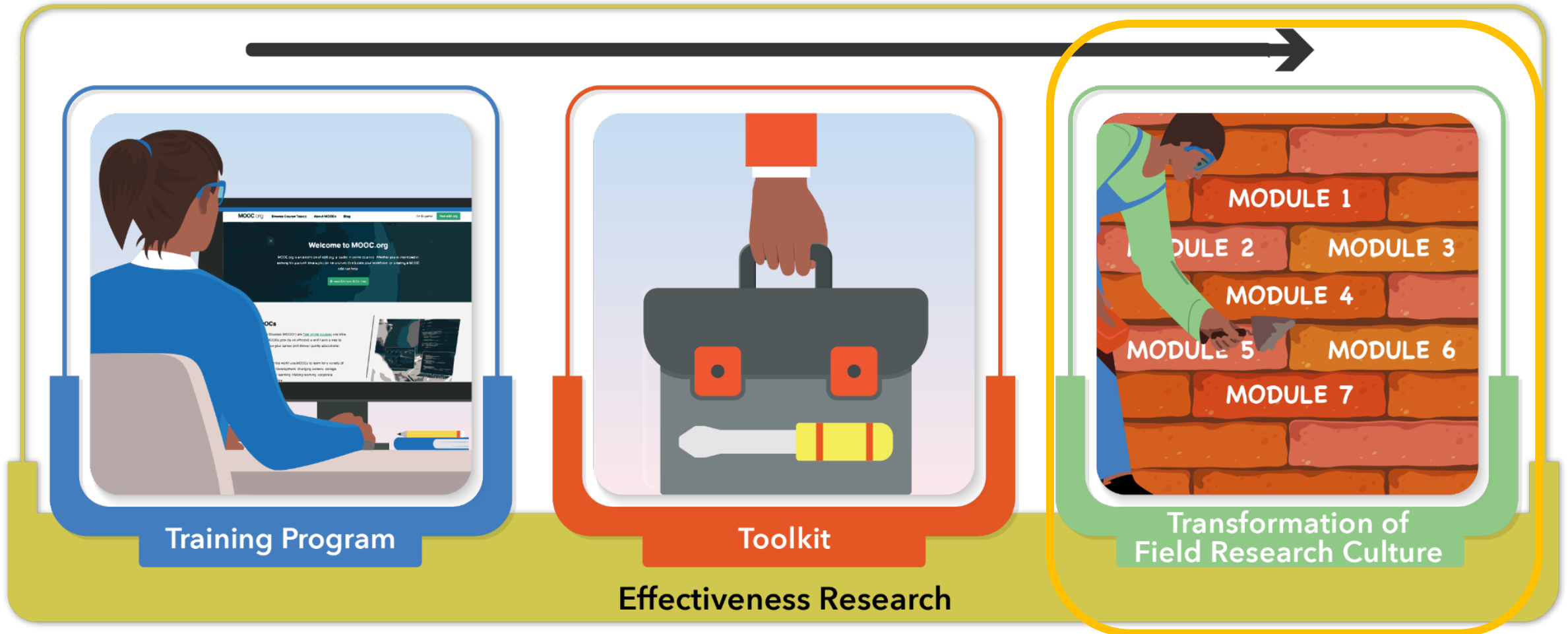


Additional Observations / Feedback

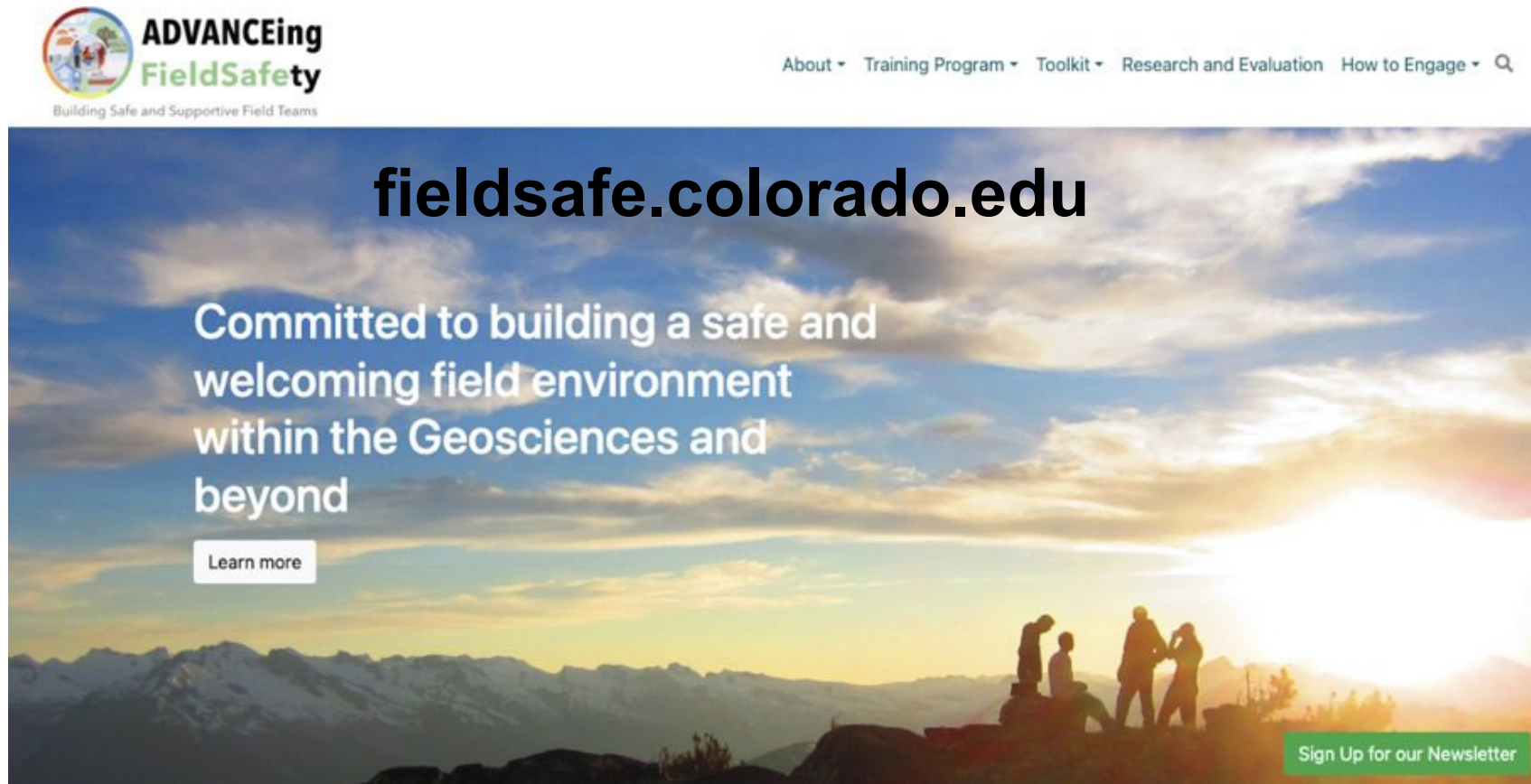
EDUCATION AND WORKFORCE APPLICATIONS

- AFS resources **applicable to various field trip contexts** – from day-long field trips to multi-day field campaigns.
- AFS **strategies viewed as field methods**, included in theses, publications.
- Student-designed individual development plans **help educators tailor field lesson content and activities**.
- Course helps integrate ideas of intersectionality, belonging, and inclusivity **from classroom to field contexts**.
- Course **modules can be mixed and matched** for different audiences - such as undergraduates and graduate students.
- Course particularly **relevant for early career researchers** who are in positions to make change.
- Training **used by a variety professionals** from academic institutions internationally, non-profit organizations, government agencies, museums, labs, research institutes and rescue services.

Transformation of Field Research Culture



On the ADVANCEing FieldSafety website you can...



On the ADVANCEing FieldSafety website you can...

fieldsafe.colorado.edu

- Take the AFS course
- Engage with the AFS research opportunities
- Access and/or add to the AFS Toolkit (resource repository)
- Subscribe to the AFS newsletter and share it!





ADVANCEing FieldSafety

Building Safe and Supportive Field Teams

Do these field work situations look familiar to you?

Scenario #1: Hazards



Scenario #2: Microaggressions



Scenario #3: Cultural Exclusivity



The AFS course provides learners with tools to address scenarios like these.

Email fieldsafe@colorado.edu with any questions!



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Evaluation



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ADVANCEing FieldSafety

Building Safe and Supportive Field Teams

Thank You!



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RISE 2307411
RISE 2307412
RISE 2307413

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Building Safe and Supportive Field Teams

Q&A?



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