All members of the School of Marine Science and Ocean Engineering (SMSOE), including faculty, staff, students, and volunteers have the right to an environment free from discrimination, harassment, bullying, or macroaggression based on race, color, ethnicity, religion, sex, national origin, age, ancestor, sexual orientation, marital status, parental status, or gender identity. This safety plan was written with a focus on race, ethnicity, and national origin and is suggested as the first step to a general safety plan for SMSOE. The purposes of this safety plan are 1) to provide standards of behavior, secondary to the University Policies, to cultivating an antiracist environment and 2) to provide resources for reporting misconduct either experienced or observed.

SECTION I: Code of Conduct

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- Unacceptable Behavior

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- Reporting policies
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  - Working groups or committees with power to change or propose changes to policy

SECTION IV: Reporting Policies outlined in the University Systems of New Hampshire Personnel Policy for Affirmative Action and Equity
SECTION I: Code of Conduct

This code of conduct is applicable on campus, in the field, and while representing SMSOE at off-campus or online activities. Changing the culture of racisms in geosciences is a responsibility of all members of the field and meaningful changes require a community effort.

Appropriate Behavior

- Treat all persons with respect and civility. Respect for all individuals’ dignity, worth, and culture
- Be adaptable and open minded to different ideas and views and have a willingness to collaborate
- Listen actively and communicate openly, honestly, and equitably
- Speak up/Step in when you hear or see misconduct
- Participate in workshops and trainings; UNH resources for anti-racism training: Link
- Recognize and understand the advisor/student power dynamic
- Follow policies and practices as outlined by the University of New Hampshire in the student rights and responsibilities

Unacceptable Behavior

- Discrimination and unequal/unfair treatment or any person, whether it be explicit, implicit, intentional, or unintentional
- Harassment with words, gestures, or actions that attribute to discomfort or distress of another
- Violating the dignity of or marginalizing a person to create hostile, degrading, or humiliating, offensive environment.
- Bullying by force or threat to intimidate based on an imbalance of power
- Retaliation by sabotaging or ‘getting back’ at a person who reported you
- Microaggressions either as verbal or nonverbal slights or remarks that communicate hostile, derogatory, or negative messages that marginalize or demean another person
- Exclusion and/or favoritism on the basis of race, ethnicity, national origin, economic background, sexual orientation, physical ability, gender identity, religion, age, ancestry, marital status, or parental status, etc.
SECTION II: Specifics for the Field

Specifics for the field are written for students and focuses on race, ethnic diversity, and national origin. However, it can be extended for intersectional identities and to any persons participating in a field. Provided are important considerations when assessing students’ safety in the field and available resources for reporting, and topics for discussion with students’ before beginning field work.

- **Racial risk assessment considerations**
  - Am I sending this student to an environment in which they are isolated?
    - Physically isolated?
    - Socially, culturally, or racially isolated? (e.g., previously known incidents of racial bias or discrimination?)
  - Is there a support system for the student while they are in the field?
  - Is there a code of conduct for the specific field site?
    - Does this code of conduct specifically address race-related risk or harassment?
  - Does the student have access to resources for reporting?
  - Does the student have the necessary contact information?
  - Has an individual who has previously conducted field work at the site been identified for providing suggestions or insight on local racial or cultural concerns?
  - Are there multiple biases that could affect the student (intersectionality) and have these been discussed or mitigated?
  - Will proper accommodations (e.g., food, religious observance, medication/medical care) be available to the student?
  - Will the student have trouble renting a car?
  - Will the student have trouble using a university credit card?
  - Will the student be given an advance for field expenses?
  - Is the student going to areas that are ‘secure’ where they need to be clearly identified?
  - Are there dress codes that may help personal be respected and identified as belonging in the field?

- **Procedures for documenting incident considerations**
  - Have I made the student aware of the field sites’ reporting policies?
  - Have I made the student aware of the UNH reporting policy?
  - Have other field researchers been made aware of the UNH reporting policy?
  - Are there steps put in place to immediately address incidents in the field?
  - Are there additional informal reporting channels if the student does not feel comfortable making a formal report?
  - Are there remote reporting procedures or a way for the student to contact their “home network” for immediate and long-term support? Is there an established chain of command?
• Is the student aware of whom to report to based-on jurisdiction (on campus, in transit, in the field)?

• Pre-departure checklist for discussion
  o Are there foreseeable problems for this student at this field site?
  o Is the student prepared for the working or sleeping conditions? (e.g., comfort with camping, physical activity, seasickness, etc.)
  o Have I conversed with the student about their concerns?
  o Have general behavioral guidelines been established for the entire field group? (e.g., alcohol or recreational drug use, hygiene, sleeping or waking hours)
  o Have I worked with the student to address and mitigate those concerns?
  o Are there concerns that are unavoidable or unresolvable? Who can we contact to further address such concerns?
  o Has the student been provided with official identification or logo-wear to signify their affiliation?
  o Has a mentor or peer been established at the field site for the student?
  o Has the student been introduced to other members of the field crew prior to departure?

SECTION III: Guidance for Reporting

Provided here are policies and forms available for reporting incidents to the University of New Hampshire.

• Reporting policies
  o Mandatory Reporting - Link
  o Bias Response Protocol - Link
  o Students Rights, Rules, and Responsibilities - Link
  o Discrimination and Discriminatory Harassment Policy - Link
  o Shoals Marine Laboratory - Link

• Options for Reporting
  o Online reporting
    ▪ Incident Report Form (IRF) - Link
    ▪ Incident Report Form (IRF) info - Link
  o By Phone
    ▪ Call Equity Office to submit report - (603-862-2930 voice / 603-862-1527 TTY)

• Time Limits for reporting
  o *From Section 5.9.2 of University Systems of New Hampshire Personnel Policy for Affirmative Action and Equity - Time Limits. Faculty and staff have up to sixty (60) calendar days following an incident to file a complaint with the Affirmative Action and
Equity Office. Student complaints must be submitted within twelve (12) months of the incident. In special circumstances, time limits may be waived by the Director of the Affirmative Action and Equity Office, where doing so will best serve the purposes of this policy. The Director of the Affirmative Action and Equity Office’s reasons for allowing the waiver will be conveyed in writing to both parties.

- **What Happens to the report**
  - Incident Report Form (IRF)
    - All reports go to the Affirmative Action and Equity Office (AA&EO) - Link
    - Information from report will not be shared without notifying the reporting party first
    - Steps to formal reporting (see Section IV for complete descriptions of steps for informal and formal reporting processes as outlined in the University Systems of New Hampshire Personnel Policy for Affirmative Action and Equity)
      1. Intake. Complainant should meet directly with the Director of the Affirmative Action and Equity Office, the ADA Compliance Officer, or with any resource person or department
      2. Preliminary assessment
      3. Investigation
      4. Agreed Resolution
      5. Adjudication
      6. Appeals

- **Resources available for individuals reporting**
  - Counselors or advocates
    - There are several groups on campus that act as support and/or advocates to students. They are listed in Appendix E of UNH’s bias response protocol. - Link
    - UNH is implementing a new position starting July 2021: Bias Response Support Coordinator. This position will be charged with education, support, managing expectations, and triaging.
  - Working groups or committees with power to change or propose changes to policy
    - Diversity, Equity, and Inclusion committees exist at various levels within the university structure, with powers to propose changes. These include the President’s University Commission on Community, Equity and Diversity

SECTION IV: Reporting Policies outlined in the University Systems of New Hampshire Personnel Policy for Affirmative Action and Equity

Text in this section is directly from the Reporting Policies outlined in the University Systems of New Hampshire Personnel Policy for Affirmative Action and Equity: Link.
5.4.1 This policy covers acts of discrimination and discriminatory harassment (including sexual harassment) as established by cited federal and state laws or by USNH and University policy.

5.8 Informal Complaint Process

5.8.1 This process, while not “formal” in terms of this policy, is not casual or taken less seriously. It is normally utilized when a complainant just wants the behavior to stop, and where an objective analysis reveals that a matter may be taken care of through informal and direct steps. UNH will not require or encourage waiver of the right to an investigation and adjudication of formal complaints, or require the parties to participate in an informal resolution process.

5.8.2 Direct (unassisted) action: The complainant may be comfortable resolving the problem directly with the person whose behavior is in question. This may be accomplished either through a one-on-one meeting, phone call, letter, or email, stating the complainant’s concerns. Whichever method is used, complainant should state why the behavior is offensive or inappropriate, how it makes the complainant feel, and include a request asking the offender to stop the behavior. Before doing this, the complainant is encouraged to seek advice from the Director of the Affirmative Action and Equity Office, ADA Compliance Officer, or other resource person, and to tell a trusted friend, peer, or colleague about the behavior. A complainant is never required to confront the person believed to be discriminating or harassing, or to seek an unassisted resolution.

5.8.3 Assisted action: A complainant who desires assistance in resolving the complaint may seek the assistance of a supervisor, manager, academic department chair, director, or dean of the department/college, the Director of the Affirmative Action and Equity Office, the ADA Compliance Officer, or similar responsible person. This person will not play the role of complainant’s advocate, but rather, will assist in resolving the complaint informally. (Complainant’s support person may be part of this process.) The complainant will need to provide this person with a description of the offending behavior, its impact, and a hoped-for course of action and resolution. With complainant’s cooperation, it is this person’s responsibility to ensure that the complaint is followed through and resolved. Most complaints are, in fact, resolved in this manner. For example, an employee might go to her supervisor for assistance, or a student to his Residence Hall Director. The responsible person should seek the assistance of the Director of the Affirmative Action and Equity Office (or the ADA Compliance Officer in disability cases) if the complainant has not already done so. The responsible person will normally collect information regarding the behavior, and work with the respondent’s supervisor, chair, dean, or senior administrator to seek a solution. If that person is not able to do so, the Director of the Affirmative Action and Equity Office should be contacted to arrange for the assistance of another responsible person, or to assist directly. All actions taken should be documented. Complainant and respondent may each use the assistance of a support person during this process. The Director of the Affirmative Action and Equity Office or ADA Compliance Officer is available to assist in any case, and to provide information about the process to the complainant, the respondent, and to the responsible person. They may take primary responsibility for the case in some instances; they normally work with the responsible persons, the complainant, and the respondent, in any cases they are involved in.
5.8.4 Timelines and Outcomes. An informal complaint proceeding ordinarily should be concluded within three weeks from the beginning of informal process. The complainant must be advised of the outcome, and of action taken against the respondent (or as much as may be appropriately disclosed under confidential personnel or comparable policies). The complainant and respondent may always contact the Director of the Affirmative Action and Equity Office or ADA Compliance Officer for information and explanation. A complaint file will be maintained in the Affirmative Action and Equity Office.

5.9 Formal Complaint Process

5.9.1 Selecting Process. If an informal resolution is unsuccessful in stopping the discriminatory, harassing, or offensive behavior, or in reaching an appropriate solution, complainant may choose to pursue the complaint through the formal process. Information that is part of the informal resolution may become part of the University’s formal investigation of the complaint. Complainants are not required to first pursue complaints informally before filing formal complaints, and they may terminate the informal process and file a formal complaint at any time during the informal process.

5.9.2 Time Limits. Faculty and staff have up to sixty (60) calendar days following an incident to file a complaint with the Affirmative Action and Equity Office. Student complaints must be submitted within twelve (12) months of the incident. In special circumstances, time limits may be waived by the Director of the Affirmative Action and Equity Office, where doing so will best serve the purposes of this policy. The Director of the Affirmative Action and Equity Office’s reasons for allowing the waiver will be conveyed in writing to both parties.

5.9.3 Step One: Intake. Complainant should meet directly with the Director of the Affirmative Action and Equity Office, the ADA Compliance Officer, or with any resource person or department. Once contact has been made, the Affirmative Action and Equity Office must be notified of the complaint. A support person may accompany the complainant.

5.9.4 Step Two: Preliminary Assessment. The Director of the Affirmative Action and Equity Office will make a preliminary assessment about the behavior in question.

- If it is the assessment of the Director of the Affirmative Action and Equity Office that the behavior does not meet the criteria defining discrimination and/or discriminatory harassment, and the complainant disputes that judgment, then the complainant should contact the President’s Office. The President, or the President’s designee, will review the complaint and determine whether or not the Director of the Affirmative Action and Equity Office should conduct an investigation.
- If it is determined that discrimination and/or discriminatory harassment may have occurred, but the complainant does not wish to pursue the complaint further, the Director of the Affirmative Action and Equity Office will take necessary action to protect the interests of the university and in accord with the respondent’s rights to due process. Any immediate measures that are needed to protect the complainant will be taken.
If the assessment is that discrimination and/or discriminatory harassment may have occurred, and the complainant wishes to proceed with the complaint, the Director of the Affirmative Action and Equity Office will oversee an investigation of the complaint.

5.9.5 Step Three: Investigation. The investigation will begin with the complainant submitting to the Affirmative Action and Equity Office a written, signed formal complaint. Before informing the respondent of the complaint, the Director of the Affirmative Action and Equity Office will notify the appropriate administrator who will be the decision-maker in the case; the decision-maker will be an employee at or above dean or director level who has supervisory responsibility for the respondent. The decision-maker must be free of bias or conflict of interest. The Director of the Affirmative Action and Equity Office will provide both parties with a Notice of Allegations that includes a copy of the complainant’s signed complaint. The Notice of Allegations will include a summary of available resources, the contact information for the Title IX Director, a link to this policy and a caution against retaliation. The Director of the Affirmative Action and Equity Office or their designated investigator will then promptly interview the respondent. A support person may accompany the respondent. Thereafter, a reasonable effort will be made to investigate disputed facts of the case, using corroborating sources of information (including witnesses) identified by the complainant and the respondent. The Director of the Affirmative Action and Equity Office will complete the investigation as promptly as is reasonably possible; while the amount of time that it will take to complete the investigation will depend on the particular circumstances, in most cases it will be completed within twenty (20) working days. Written, dated, confidential records will be maintained throughout the investigation.

5.9.6 Step Four: Agreed Resolution. Through discussion with the complainant and the respondent separately or together, the Director of the Affirmative Action and Equity Office may be able to resolve the matter to the satisfaction of all persons involved. UNH will not require or encourage waiver of the right to an investigation and adjudication of formal complaints, or require the parties to agree to a resolution. If a resolution is reached, dated, written copies of the terms of the resolution shall be given to the complainant, the respondent, and the administrator at or above dean or director level who has supervisory responsibility for the respondent. A copy of the resolution should be kept in a file to be located in the Affirmative Action and Equity Office, unless the resolution specifies otherwise.

5.9.7 Step Five: Adjudication. If a resolution is not possible, the Director of the Affirmative Action and Equity Office must convey to both parties a copy of the investigative report, prior to forwarding it to the appropriate administrator for action. The Director of the Affirmative Action and Equity Office will provide investigative findings, a conclusion regarding the extent to which the complaint meets the criteria for discriminatory harassment, and a recommendation for action, to the administrator at or above dean or director level who has supervisory responsibility for the respondent. The administrator will then render judgment in the case. This judgment should be reached as promptly as is reasonably possible, and in most cases within ten (10) working days. The administrator must communicate the judgment in writing to the complainant, the respondent and the Director of the Affirmative Action and Equity Office. The judgment will fall into one of two categories: (1) Unfounded, i.e., in the informed judgment of the administrator, the offense did not
meet the criteria of discriminatory harassment and/or the respondent did not commit the offense; or, (2) Founded, i.e., in the informed judgment of the administrator, the offense did meet the criteria for discriminatory harassment and was committed by the respondent. In this case, the administrator, with advice from the Director of the Affirmative Action and Equity Office, will impose appropriate disciplinary sanctions, which may include but are not limited to an oral reprimand, a written reprimand, reassignment of duties, suspension with pay, suspension without pay, or termination.4

5.9.8 Step Six: Appeals. Appeals and actions on appeals. A respondent who is unsatisfied with the administrator's judgment and/or the imposed sanctions may grieve through the appropriate faculty or staff grievance procedures. A complainant who is unsatisfied with the administrator's judgment and/or imposed sanctions may, within ten (10) working days of receiving that judgment, appeal in writing to the next highest administrator. The administrator or designee will review all materials and make the final determination. That final determination will be made as promptly as is reasonably possible, in most cases within twenty (20) working days. The administrator must communicate the determination in writing to the complainant, the respondent and the Director of the Affirmative Action and Equity Office.