

Field Safety Is About Power: Protecting Early-Career Researchers by Transforming Marine Fieldwork Culture

Melissa Cronin ^{1,2}

¹ School for Marine Science and Technology, University of Massachusetts Dartmouth, USA

² FieldFutures, USA

Correspondence: Melissa Cronin (melissa.cronin@umassd.edu)

Submitted: 10 June 2026 **Accepted:** 31 August 2026 **Published:** 29 October 2026

Issue: This commentary is part of the issue “Tides of Change: Reflective and Practical Skills for the Next Generation of Marine Researchers” edited by Christopher Cvitanovic (University of New South Wales), Annette Breckwoldt (Leibniz Centre for Tropical Marine Research), Asha de Vos (Oceanswell / University of Western Australia Oceans Institute), Leonie Dziomba (Leibniz Centre for Tropical Marine Research), Shannon McLaughlin (Wageningen University), Salanieta Kitolelei (Leibniz Centre for Tropical Marine Research / University of the South Pacific), Sangeeta Mangubhai (Talanoa Consulting), and Denis Karcher (Royal Swedish Academy of Sciences), fully open access at <https://doi.org/10.17645/oas.i551>

Abstract

Fieldwork is often a defining experience for early-career marine scientists, yet it represents one of the highest-risk and least scrutinized spaces for inequity and harm. For early-career researchers, marine field settings often bring together diverse communities (e.g., on research or commercial vessels or in coastal communities) where steep power gradients, unclear roles, and unfamiliar cultural contexts can shape both safety and scientific outcomes. While awareness of heightened risk of gender-based harassment in ocean-based field settings is increasing, interventions continue to focus on compliance and individual behavior rather than addressing the structural power dynamics that enable these harms. Competence in power-aware field team leadership is a core skill for early-career researchers engaged in collaborative ocean research. Drawing from eight years of harassment prevention training experience, organizational psychology, and lived experience, in this commentary I outline three practical shifts necessary for harassment-free marine fieldwork: (a) redistributing power in marine fieldwork toward early-career researchers, (b) treating field sites as workplaces, not exceptional spaces, and (c) building collective power through alignment with complementary social movements and institutions. Reducing gender-based harassment is one critical piece of a larger project to dismantle the social and institutional power structures that produce exclusion in field sciences more broadly. By reframing field safety as a matter of power, this commentary offers actionable guidance to expand who gets to participate in marine research and elevate its social and scientific impact.

Keywords

equity; gender; harassment; inclusion; marine science

1. Introduction

Marine field science often sells itself through images of adventure: ships at sea, remote islands, rugged coastlines, long days in the sun, young scientists transformed by the experience of discovery. But for many early-career researchers, especially women, people of color, LGBTQIA+ people, and those with multiple marginalized identities, fieldwork can also be a place of gender-based harassment, humiliation, retaliation, and sexual assault (Clancy et al., 2014; Kamran & Jennings, 2023; Kloß, 2017; Mattheis et al., 2022). These risks are especially acute for students and early-career researchers in hierarchical fieldwork settings, because they simultaneously have the least institutional power and depend on senior supervisors for both professional and day-to-day needs in the field (Kelly & Yarincik, 2021; Nelson et al., 2017).

These power imbalances are reflected in the high prevalence of gender-based harassment (often also referred to as sexual harassment) and sexual assault across field settings. In a broad survey of field scientists, 64% of respondents reported experiencing sexual harassment during fieldwork and one in five reported assault, with early-career researchers and women most likely to be victims (Clancy et al., 2014). Within marine fieldwork, one survey reported that 78% of women respondents reported experiencing gender-based harassment, and half of respondents did not know how to report these incidents (St. Clair, 2021). Similarly, a survey of women seafarers working on commercial vessels found that half reported experiencing sexual harassment while on board (International Maritime Health Association et al., 2015). Across all of these settings, gender-based harassment is generally not evenly distributed: It is disproportionately reported by early-career researchers, women, and gender minorities, and is often perpetrated by people with greater professional power, including supervisors and senior field personnel (Bradford & Crema, 2022; Clancy et al., 2014; Dance et al., 2024; Maia et al., 2024).

I have been working on the problem of gender-based harassment in scientific fieldwork for more than eight years with a small but mighty team at FieldFutures, an organization that uses evidence to train people to prevent, intervene in, and report gender-based harassment and assault in fieldwork (Cronin, Beltran, & Zavaleta, 2024). Occasionally, people who learn about this work (often, people whose identities have allowed them to move safely through field science) ask me whether gender-based harassment and assault still occur in fieldwork. After the #MeToo era, the mandatory trainings, and the decades of institutional reporting systems, they ask, incredulously: “Is harassment in fieldwork *really* still a problem?”

Unfortunately, the answer is unequivocally yes. Through this work, hundreds of people have disclosed their experiences of gender-based harassment and assault to me after trainings, at conferences, or on calls, sometimes years after the harm occurred. They share all kinds of incidents that have occurred in the field: gender-based bullying, lost research opportunities, blacklisting after they tried to report, and even severe incidents of sexual violence. On one occasion, a student described a sexual assault perpetrated by their own supervisor that was so horrific that I broke down crying. These incidents almost always happened when the victims were early-career researchers, often before they felt they had the power or job security to speak up. These disclosures are painful, and I have never grown accustomed to hearing them. But they are also an extreme privilege to receive, a form of trust that I hold with great care. Their stories are also fuel: a source of clarity and urgency that powers this work.

Yet these disclosures are not random. Repeatedly, harm occurs where early-career researchers are isolated, dependent on senior people, unsure where to report, and afraid that speaking up will cost them future opportunities (Bradford & Crema, 2022; Dance et al., 2024). Marine fieldwork sharpens these risks because the workplace is often also the living space, the transportation system, and the site of professional evaluation. This makes marine fieldwork a particularly important context for understanding how gender-based harassment is produced and enabled. In this commentary, I examine the power structures that enable harassment in marine fieldwork and outline three practical shifts toward safer and more accountable field environments.

2. The Unique Risks of Marine Fieldwork for Gender-Based Harassment

Marine fieldwork intensifies the already challenging nature of scientific fieldwork because it is often conducted in remote, enclosed, masculine-coded environments like commercial, recreational, and research vessels (Österman & Boström, 2022; Thomas, 2006; Veldkamp et al., 2022). Many early-career researchers work on fishing vessels as technicians or fisheries observers, and many of these are women (Carballo Piñeiro & Kitada, 2020). Yet because women represent roughly 1% of seafarers, vessels are often strongly male-dominated environments, where women and gender minorities (e.g., anyone who is not cisgender, including transgender, non-binary, and gender-expansive people) may be the only person representing their gender on board (Baltic and International Maritime Council & International Chamber of Shipping, 2021; Kitada, 2021). On research vessels, risk can be intensified because early-career researchers eat, sleep, work, and socialize in close quarters with the same people who may evaluate them (Maia et al., 2024). On commercial fishing vessels, fishery observers are usually the only independent monitors aboard vessels, and their work can place them in conflict with vessel operators whose fishing practices they are tasked with documenting (Carballo Piñeiro & Kitada, 2020). Recent research surveying fishery observers in the US state of Alaska estimated that 22–38% of observers were victims of harassment each year, and less than half of people who were victimized reported the incident (Jeroue et al., 2025). These incidents are even more concerning on a vessel, where there may be no safe place to go after an incident until the vessel returns to port.

In other cases, marine early-career researchers may work embedded in working waterfronts and coastal communities, where researchers must navigate not only field-site hazards but also local relationships and community norms that can shape both safety and reporting (Maia et al., 2024). Even when research teams have clear safety protocols and shared expectations for professional conduct, this kind of community-engaged fieldwork often depends on local collaborators who may not follow the same norms as the researcher or field team, particularly around gender and acceptable workplace behavior (Demery & Pipkin, 2020).

3. Power as a Source of Gender-Based Harassment in Marine Fieldwork

In many articles in the peer-reviewed literature, the term “gender-based harassment” is used as an umbrella to refer to a very broad spectrum of behaviors that include gender-based joking, stalking, invasions of privacy, unwanted advances, and other harmful behaviors (National Academies of Sciences, Engineering, and Medicine, 2018). While analytically useful, this terminology can sometimes sanitize the severity of what people experience and obscure the threatening and cumulative nature of harassment. In reality, decades of research has established that gender-based harassment is often driven less by misplaced sexual attraction

than by efforts to exert power, reinforce existing social hierarchies, and police who “belongs” in particular workplaces (Berdahl, 2007; MacKinnon & MacKinnon, 1979; McLaughlin et al., 2012). In marine fieldwork settings, gender-based harassment may range from normalized sexist comments, such as jokes about women bringing bad luck aboard vessels, to sexually explicit materials like calendars displayed in shared workspaces, unwanted sexual attention, voyeurism and invasions of privacy in cabins or bathing areas, indecent exposure, and forcible entry into cabins or sleeping areas (Belcher et al., 2003; National Oceanic and Atmospheric Administration, 2023; Stevenson, 2015). Many early-career researchers with marginalized identities are advised to take certain precautions before going to sea, like wearing fake wedding rings and baggy clothing, avoiding being alone with certain crew members, and not leaving laundry unattended because their underwear may be stolen (Carballo Piñeiro & Kitada, 2020).

As prevalent and severe as these cases can be, few cases of gender-based harassment receive justice (Holland et al., 2021). While very few studies have examined harassment reporting rates in marine settings specifically, one study of harassment in fieldwork found that one in five respondents who experienced harassment or assault knew of a mechanism to easily report it, and fewer than one in five people who reported were satisfied with the outcome (Clancy et al., 2014). Formal reporting systems have not been successful in fully addressing the problem, either; in the US, for example, institutional reporting rates at universities (institutions where much of marine scientific fieldwork is done) have remained notoriously low at 5–28% of incidents reported (Cantor et al., 2015). Incidents are likely even more underreported in scientific fieldwork because reporting offices are generally not physically close, if they are accessible at all (Aguilar & Baek, 2020). As a result, in settings where the persistence of underreporting may be elevated (like marine science fieldwork), institutions may erroneously interpret the absence of formal complaints as evidence of safety.

Evidence from an evaluation of the FieldFutures training suggests that prevention training can help address this problem, but that training alone is insufficient. In a quasi-experimental evaluation of a 90-minute interactive field-specific gender-based harassment prevention training with field-based staff in a US state government agency, my coauthors and I found that training increased participants’ harassment and assault prevention knowledge and self-efficacy, and that these gains persisted several months later (Cronin, Zavaleta, et al., 2024). Participants also reported greater likelihood of reporting incidents after the training, although formal institutional reports remained extremely low. This finding is important for early-career researchers: training can build skills and confidence, but reporting systems, institutional accountability, and collective protections must also change if early-career researchers are to use those skills safely.

4. Devolving Power to Early-Career Researchers as a Strategy to Shift Marine Fieldwork Culture

Given the unique and challenging nature of marine fieldwork, the high vulnerability of early-career researchers, and the inability of conventional institutional reporting systems to fully resolve this problem, more systemic changes are needed. If harassment in marine field science is enabled by concentrated power, then prevention must begin by redesigning the systems of power that shape fieldwork, not by asking targets to manage risk. Further, although early-career researchers are more likely to be victims of harassment, they are also positioned to transform field culture if they are given the necessary tools and sufficient power to do so. Equipping early-career researchers to demand, design, and participate in safer marine fieldwork is therefore not only a matter of protection; it is a strategy for changing the field itself.

The recommendations in this commentary are built on previous guidelines for best practices (Cronin, Beltran, & Zavaleta, 2024; Daniels & Lavalley, 2014; Demery & Pipkin, 2020; Kamran & Jennings, 2023; Kelly & Yarincik, 2021) and adapted to the particular context of building power in early-career researchers in marine fieldwork settings. Here, I use power to refer to the ability to shape another person's options, risks, and opportunities. This definition draws on relational theories of power, which understand power not only as formal authority, but also as a force produced through everyday relationships and norms, for example about toughness, endurance, and who is expected to adapt (Foucault, 1980; Lukes, 2005). In this sense, harassment is not only an individual violation or breakdown of professional conduct; it is also a disciplinary practice that can teach early-career researchers to manage their own vulnerability in order to remain in science (McLaughlin et al., 2012; Uggen & Blackstone, 2004; Wilson & Thompson, 2001). As a result, gender-based harassment can also function as a mechanism of exclusion because it communicates whose authority can be challenged and whose discomfort will be tolerated as part of the workplace (Berdahl, 2007).

To begin to address the fundamental power structures that enable harassment in marine fieldwork, I outline three practical shifts: (a) redistribute power in marine fieldwork so that early-career researchers have greater authority over safety, communication, and exit, (b) treat field sites as workplaces, not exceptional spaces, and (c) build collective power among early-career researchers through alignment with complementary movements. These recommendations are intended as guidelines and are therefore intentionally broad and non-exhaustive, as eliminating harassment and assault will require tailored policy creation and implementation.

4.1. Redistribute Power in Marine Fieldwork

Harassment in marine field science is enabled by systems that concentrate power in the hands of a small number of people (Uggen & Blackstone, 2004). Prevention therefore requires devolving authority to more field participants, especially to early-career researchers, so that they can take greater control and responsibility over their field environment. For example, interventions that leaders (e.g., principal investigators, research program supervisors, etc.) could take to more evenly distribute power toward early-career researchers in marine fieldwork could include:

1. Require field safety plans that include protocols for acceptable behavior, alcohol use, privacy, housing, and communication, including the provision of private cabins when necessary.
2. Give early-career researchers direct access to communication tools (e.g., satellite phone and emergency position-indicating radio beacon), keys, emergency contacts, and first-aid kits; do not let one person control travel documents, keys, or communication.
3. Deputize early-career researchers to lead part of the safety briefing so they are treated as safety actors, not only safety recipients.
4. Create buddy systems that do not pair early-career researchers with direct supervisors or people who control their evaluation.
5. Give early-career researchers clear stop-work authority and define the conditions under which they can stop work without penalty; reserve funding for emergency lodging and transportation if an early-career researcher needs to exit a field site.

4.2. Treat Marine Field Sites as Workplaces, not Exceptional Spaces

We do not treat other fieldwork safety risks like hypothermia, diving accidents, or chemical exposure as private interpersonal problems that should be addressed primarily by the victim. On the contrary, we build institutional prevention systems around them and spend large amounts of money to ensure that their risk is minimized (Peixotto et al., 2021). Harassment and assault should be treated the same way: as predictable occupational hazards that require risk assessment, prevention plans, and enforceable consequences. Further, we should treat perpetrators as workplace hazards who create unsafe conditions for others, rather than as brilliant and indispensable scientists whose behavior must be tolerated. For example, institutions and organizations alike should:

1. Assign early-career researchers written roles, work hours, supervision structures, and expectations before fieldwork begins; pay early-career researchers fairly for their labor so they are not precarious.
2. Apply workplace conduct rules to vessels, field stations, vehicles, conferences, and after-hours social time; these conduct rules should treat harassment as workplace safety violations, not personality conflicts.
3. Provide mandatory, high-quality, live trainings for all fieldwork participants to intervene in and document incidents and complaints in institutional safety records, not only informal lab notes or private conversations.
4. Require early-career researchers to provide post-field debriefs that ask directly about working conditions, supervision, housing, privacy, and safety.
5. Remove people with substantiated histories of harassment, retaliation, abuse of power, or other prohibited behaviors.

4.3. Build Collective Power Through Aligning With Other Movements

Harassment of early-career researchers in marine fieldwork persists in part because affected people are often isolated from one another and dependent on the same individuals with professional and personal power (Dance et al., 2024; Nash et al., 2019). Prevention therefore requires collective power: through unions, shared information, legal accountability, and public and media pressure. The movement for safe and inclusive fieldwork should be treated as a labor issue, a governance issue, and a public health issue that requires coordinated action across institutions. For example, marine science communities should:

1. Strengthen graduate student, postdoc, technician, observer, and crew unions, so workers have grievance pathways outside supervisors.
2. Write field safety protections, including protection from harassment and retaliation, into union contracts, memorandums of understanding, ship-time agreements, field course policies, observer program contracts, and graduate handbooks.
3. Destigmatize honest peer advising among early-career researchers about unsafe research groups, vessels, field stations, supervisors, and collaborators.
4. Ensure early-career researchers know they may seek legal counsel when institutions fail to address harassment or unsafe field conditions.
5. Recognize public accountability, including media scrutiny, as a legitimate tool when institutions fail to protect early-career researchers.

5. Prevention Requires Power

Years of research and effort have shown that harassment in fieldwork is not sustained by ignorance alone. It is sustained by power: by who controls access, who is believed, and who institutions choose to protect. While training can build knowledge, confidence, and prevention skills, it cannot substitute for structural change. If early-career researchers complete a training only to return to the same vessels, labs, field stations, and reporting systems that made them vulnerable, then prevention has been treated as education rather than transformation.

The stories that survivors have trusted us with should not have to be retold endlessly to prove that the problem exists. Instead, they should drive the marine science field to redesign the conditions that enable harm. Harassment-free marine fieldwork will only be possible when institutions, funders, vessel operators, field stations, principal investigators, and professional societies redistribute power before harm occurs. The future of marine science depends not only on who we train, but on whether we build field systems where early-career researchers can stay, lead, and belong.

Acknowledgments

I sincerely thank the FieldFutures team: Dr. Erika Zavaleta, who provided feedback on this commentary, as well as Dr. Allison Payne, Mary Kearney-Dreshaj, Dr. Amanda Frazier, Michele Allen, and Dr. Anna Zivian for their years of hard work, research, and innovation. I also thank Dr. Asha de Vos, who provided thought partnership in the brainstorming phase and the invitation to submit this work. Finally I acknowledge the bravery of the survivors who have shared their stories with me, whose stories and courage have fueled this work.

Conflict of Interests

The author is the founder and executive director of FieldFutures, which provides paid training to prevent harassment in scientific fieldwork.

References

- Aguilar, S. J., & Baek, C. (2020). Sexual harassment in academe is underreported, especially by students in the life and physical sciences. *PLoS ONE*, 15(3), Article e0230312. <https://doi.org/10.1371/journal.pone.0230312>
- Baltic and International Maritime Council., & International Chamber of Shipping. (2021). *Seafarer workforce report: The global supply and demand for seafarers in 2021*. Witherby Publishing Group.
- Belcher, P., Sampson, H., Thomas, M., Veiga, J., & Zhao, M. (2003). *Women seafarers: Global employment policies and practices*. International Labour Office.
- Berdahl, J. L. (2007). Harassment based on sex: Protecting social status in the context of gender hierarchy. *Academy of Management Review*, 32(2), 641–658. <https://doi.org/10.5465/amr.2007.24351879>
- Bradford, D. J., & Crema, E. R. (2022). Risk factors for the occurrence of sexual misconduct during archaeological and anthropological fieldwork. *American Anthropologist*, 124(3), 548–559. <https://doi.org/10.1111/aman.13763>
- Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2015). *Report on the AAU campus climate survey on sexual assault and sexual misconduct*. Westat.
- Carballo Piñeiro, L., & Kitada, M. (2020). Sexual harassment and women seafarers: The role of laws and policies to ensure occupational safety & health. *Marine Policy*, 117, Article 103938. <https://doi.org/10.1016/j.marpol.2020.103938>

- Clancy, K. B. H., Nelson, R. G., Rutherford, J. N., & Hinde, K. (2014). Survey of academic field experiences (SAFE): Trainees report harassment and assault. *PLoS ONE*, 9(7), Article e102172. <https://doi.org/10.1371/journal.pone.0102172>
- Cronin, M. R., Beltran, R. S., & Zavaleta, E. S. (2024). Beyond reporting: Proactive strategies for safer scientific fieldwork. *Trends in Ecology & Evolution*, 39(3), 213–216. <https://doi.org/10.1016/j.tree.2024.01.003>
- Cronin, M. R., Zavaleta, E. S., Beltran, R. S., Esparza, M., Payne, A. R., Termini, V., Thompson, J., & Jones, M. S. (2024). Testing the effectiveness of interactive training on sexual harassment and assault in field science. *Scientific Reports*, 14, Article 523. <https://doi.org/10.1038/s41598-023-49203-0>
- Dance, M., Duncan, R. J., Gevers, M., Honan, E. M., Runge, E., Schalamon, F. R., & Walch, D. M. R. (2024). Coming in from the cold: Addressing the challenges experienced by women conducting remote polar fieldwork. *PLOS Climate*, 3(6), Article e0000393. <https://doi.org/10.1371/journal.pclm.0000393>
- Daniels, L. D., & Lavallee, S. (2014). Better safe than sorry: Planning for safe and successful fieldwork. *The Bulletin of the Ecological Society of America*, 95(3), 264–273. <https://doi.org/10.1890/0012-9623-95.3.264>
- Demery, A.-J. C., & Pipkin, M. A. (2020). Safe fieldwork strategies for at-risk individuals, their supervisors and institutions. *Nature Ecology & Evolution*, 5(1), 5–9. <https://doi.org/10.1038/s41559-020-01328-5>
- Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings, 1972–1977*. Pantheon Books.
- Holland, K. J., Hutchison, E. Q., Ahrens, C. E., & Torres, M. G. (2021). Reporting is not supporting: Why mandatory supporting, not mandatory reporting, must guide university sexual misconduct policies. *Proceedings of the National Academy of Sciences*, 118(52), Article e2116515118. <https://doi.org/10.1073/pnas.2116515118>
- International Maritime Health Association., International Seafarers' Welfare and Assistance Network., International Transport Workers' Federation., & Seafarers Hospital Society. (2015). *Women seafarers' health and welfare survey*. <https://www.itfglobal.org/sites/default/files/resources-files/women-seafarers-health-and-welfare-survey-.pdf>
- Jeroue, L., Faunce, C., Kingham, A., & Smith, J. (2025). Estimates of disclosure and victimization rates for fishery observers in the maritime workplace. *Frontiers in Marine Science*, 11, Article 1461655. <https://doi.org/10.3389/fmars.2024.1461655>
- Kamran, M., & Jennings, K. (2023). Fieldwork and LGBTQ+ identities: Queering the outdoors. *Integrative and Comparative Biology*, 63(1), 79–85. <https://doi.org/10.1093/icb/icad038>
- Kelly, A., & Yarincik, K. (2021). *Report of the Workshop to Promote Safety in Field Sciences*. Consortium for Ocean Leadership. <https://doi.org/10.5281/zenodo.5604956>
- Kitada, M. (2021). Women seafarers: An analysis of barriers to their employment. In V. O. Gekara & H. Sampson (Eds.), *The world of the seafarer: Qualitative accounts of working in the global shipping industry* (pp. 65–76). Springer. https://doi.org/10.1007/978-3-030-49825-2_6
- Kloß, S. T. (2017). Sexual(ized) harassment and ethnographic fieldwork: A silenced aspect of social research. *Ethnography*, 18(3), 396–414. <https://doi.org/10.1177/1466138116641958>
- Lukes, S. (2005). *Power: A radical view* (2nd ed.). Palgrave Macmillan
- MacKinnon, C. A., & MacKinnon, P. C. A. (1979). *Sexual harassment of working women: A case of sex discrimination*. Yale University Press.
- Maia, M. C., Lamego, G., Elliff, C. I., Del Favero, J. M., Leonel, J., & Marcolin, C. R. (2024). Harassment and bullying aboard: Impacts of gender inequality on ocean professionals. *Marine Policy*, 160, Article 105946. <https://doi.org/10.1016/j.marpol.2023.105946>
- Mattheis, A., Marín-Spiotta, E., Nandihalli, S., Schneider, B., & Barnes, R. T. (2022). “Maybe this is just not

- the place for me”: Gender harassment and discrimination in the geosciences. *PLoS ONE*, 17(5), Article e0268562. <https://doi.org/10.1371/journal.pone.0268562>
- McLaughlin, H., Uggen, C., & Blackstone, A. (2012). Sexual harassment, workplace authority, and the paradox of power. *American Sociological Review*, 77(4), 625–647. <https://doi.org/10.1177/0003122412451728>
- Nash, M., Nielsen, H. E. F., Shaw, J., King, M., Lea, M.-A., & Bax, N. (2019). “Antarctica just has this hero factor...”: Gendered barriers to Australian Antarctic research and remote fieldwork. *PLoS ONE*, 14(1), Article e0209983. <https://doi.org/10.1371/journal.pone.0209983>
- National Academies of Sciences, Engineering, and Medicine. (2018). *Sexual harassment of women: Climate, culture, and consequences in academic sciences, engineering, and medicine*. The National Academies Press. <https://doi.org/10.17226/24994>
- National Oceanic and Atmospheric Administration. (2023, April 12). Notice on preventing observer harassment. <https://www.fisheries.noaa.gov/resource/document/notice-preventing-observer-harassment>
- Nelson, R. G., Rutherford, J. N., Hinde, K., & Clancy, K. B. H. (2017). Signaling safety: Characterizing fieldwork experiences and their implications for career trajectories. *American Anthropologist*, 119(4), 710–722. <https://doi.org/10.1111/aman.12929>
- Österman, C., & Boström, M. (2022). Workplace bullying and harassment at sea: A structured literature review. *Marine Policy*, 136, Article 104910. <https://doi.org/10.1016/j.marpol.2021.104910>
- Peixotto, B., Klehm, C., & Eifling, K. P. (2021). Rethinking research sites as wilderness activity sites: Reframing health, safety, and wellness in archaeology. *Advances in Archaeological Practice*, 9(1), 1–9. <https://doi.org/10.1017/aap.2020.50>
- St. Clair, M. (2021). *Sexual harassment in marine science*. Women in Ocean Science. <https://www.womeninoceanscience.com/sexual-harassment>
- Stevenson, C. J. (2015). Sustainable development issues in shipping: Women, the under-represented human resource. In M. Kitada, E. Williams, & L. L. Froholdt (Eds.), *Maritime women: Global leadership* (pp. 255–265). Springer. https://doi.org/10.1007/978-3-662-45385-8_19
- Thomas, M. A. (2006). Sexual harassment in a residential occupation: The experiences of women seafarers. *Health Education Journal*, 65(2), 170–179. <https://doi.org/10.1177/001789690606500207>
- Uggen, C., & Blackstone, A. (2004). Sexual harassment as a gendered expression of power. *American Sociological Review*, 69(1), 64–92. <https://doi.org/10.1177/000312240406900105>
- Veldkamp, E. L., Bygvraa, D. A., Dawicki, H. E., & Dawicki, M. G. (2022). Psychological safety, bullying, sexual assault and harassment in the maritime sector. *Medical Sciences Forum*, 13(1), Article 25. <https://doi.org/10.3390/msf2022013025>
- Wilson, F., & Thompson, P. (2001). Sexual harassment as an exercise of power. *Gender, Work & Organization*, 8(1), 61–83. <https://doi.org/10.1111/1468-0432.00122>

About the Author



Melissa Cronin is an interdisciplinary marine conservation scientist and assistant professor at the University of Massachusetts Dartmouth, where she leads the Shared Seas Lab. She is also co-founder and executive director of FieldFutures, a global program that trains field scientists and teams to prevent gender-based harassment and assault.