Code of Conduct

Overview
We value the participation of every member of our community and want to ensure everyone has an enjoyable and fulfilling experience, both professionally and personally. Accordingly, all members of the Woods Hole Oceanographic Physical Oceanography Department are expected to show respect and courtesy to others at all times. We create our culture and our culture is inclusive.

Please note that this code of conduct is not a legal document, supplementing, but not superseding, Institutional-level policies for your level of employment or study.

This format for our Code of Conduct is based closely on the example provided by the Basins Research Group (https://docs.google.com/document/d/10y7TP48ik1rcQBPAMo8mZM7DJ5Ebf0hyWP-csgb1QE), which borrows heavily and is modified from three open source Code of Conducts (CoC): (i) BahlaiLab CoC (Christine Bahlaj); (ii) WhitakerLab (Kirstie Whitaker); (iii) Hill Lab (Jon Hill); (iv) Krevorlab (Sam Krevor); and (v) MicroMicEng (Ben Britton). All department and individual names are italicized to encourage discussion, revision, and adoption of similar documents within individual labs.

Inclusivity and diversity
Enjoyable, high-quality research can only be conducted when you feel safe, secure, and supported. All group members are thus dedicated to a harassment-free experience for everyone, regardless of gender identity and expression, sexual orientation, disability, physical appearance, body size, race, age, and/or religion. We do not tolerate harassment by and/or of members of our group in any form. We ask all members of the community to adhere to the following Code of Conduct:

- All communication, online or in person, should be appropriate for a professional audience, and be considerate of people from different cultural backgrounds. Sexual language and imagery is not appropriate at any time.
- Be kind to others; do not insult or put down other group members.
- All community members should promote an antiracist environment in which microaggressions, and racist or exclusionary comments or jokes are not tolerated and repeat occurrences are reported.
- Community members should promote an environment free of harassment. Participants asked to stop any harassing behavior are expected to comply immediately.
  - Harassment includes offensive verbal comments related to gender, sexual orientation, disability, physical appearance, body size, race, religion, sexual images in public spaces, deliberate intimidation, stalking, following, harassing photography or recording, sustained disruption of discussions, inappropriate physical contact, and unwelcome sexual attention.
- Contribute to discussions in meetings with a constructive, positive approach
- Be mindful of talking over others when discussing in groups, and be willing to hear out the ideas of others.

In addition to making group members feel safe and secure, diversity and inclusivity have numerous benefits to us all. Put simply, the greater the mix of people in our group, the greater the mix of skills, experiences, perspectives, and ideas we can collectively draw on. But the benefits of diversity and equality cannot be fully achieved without creating an inclusive environment.

As a group, we will hold regular discussions of readings on antiracism. We strongly encourage our members to remain informed on these issues, as this awareness is critical to fostering an environment that is inclusive and diverse. While the core of these readings will be based on the Unlearning Racism in the Geosciences (URGE) curriculum, this list is not static; we welcome suggestions of and feedback on any readings.

**PO Department Contacts:**
Chair: Amy Bower abower@whoi.edu

Committee and other information on internal website: [https://intranet.whoi.edu/po/](https://intranet.whoi.edu/po/)

WHOI community resources: [https://wiki.whoi.edu/](https://wiki.whoi.edu/)
DEI resources: [https://wiki.whoi.edu/topic/dei/](https://wiki.whoi.edu/topic/dei/)

**Process for Reporting Violations**
Amy Bower will discuss the Code of Conduct with lab members who violate these rules, no matter how much they contribute to the Physical Oceanographic Department and Woods Hole Oceanographic Institution, or how specialised or needed their skill set. If inappropriate behaviour persists after this initial discussion, formal processes, in line with the Woods Hole Oceanographic Institution work practice policies, will commence.

To report an issue, please contact Amy Bower; all communication will be treated as confidential. If you do not feel comfortable contacting <ALTERNATE CONTACTS>. More details on reporting issues can be found at [reference to Deliverable 2](https://www.whoi.edu/what-we-do/educate/apo/reporting-concerns/).

The institution-wide method of reporting is to report to EEO@whoi.edu or the Title IX office [https://www.whoi.edu/what-we-do/educate/apo/reporting-concerns/](https://www.whoi.edu/what-we-do/educate/apo/reporting-concerns/).

**Mental Health**
There is increasing evidence that certain attributes of academic research may affect mental health wellbeing. All members of the community should be considerate of others emotional and mental health concerns, whether explicit or not. They are expected to educate themselves on common stressors in the academic environment, particularly on students and early career researchers, and familiarize themselves with the institutional resources for coping with or addressing difficult or dangerous situations.

In case of mental health emergencies, resources able to assist 24 hours a day, 7 days a week, 365 days a year are:
- Massachusetts Behavioral Health Partnership Emergency Services Program: 1 (877) 382-1609 [https://www.masspartnership.com/member/ESP.aspx](https://www.masspartnership.com/member/ESP.aspx)
- National Suicide Prevention Lifeline: 1 (800) 273-8255
● Crisis Text Line: Text HOME to 741741 from anywhere in the USA.
● ESAP resources employee assistance: 800-648-9557 (non-emergency)
● 911 may be able to assist with finding resources.

Additionally, non-emergency assistance to help with finding a mental health professional are:
● ESAP resources employee assistance: 800-648-9557
● BCBS Mental Health resources for WHOI employees: https://www.bluecrossma.org/myblue/your-health/mental-and-behavioral-health/mental-health-resource-center
● Resources for Easing Stress and Friction (for Joint Program students): Students and postdocs both at MIT and WHOI trained in conflict resolution, and can serve as a source of confidential, peer-to-peer coaching, listening, or de-escalation. http://eapsrefs.scripts.mit.edu/home/. See additionally for this flow-chart by the REFs for mental health resources at MIT: http://eapsrefs.scripts.mit.edu/home/resources/
● William James INTERFACE Referral Service: M-F, 9am-5 pm, 1 (888) 244-6843 (toll free) https://interface.williamjames.edu/ Referrals within state of Massachusetts only
● Therapy Matcher: https://therapymatcher.wordpress.com/ Referrals within State of Massachusetts only
● Additional resources can be found on the National Alliance for Mental Illness Massachusetts website: https://namimass.org/providers-and-programs/

Working hours
We recognise that employees have personal responsibilities and obligations in addition to their professional roles. At times, a classic ‘9-to-5’ day may not be optimal. All community members should refrain from negative or harmful comments regarding working schedules, communication patterns, or attendance/lack of attendance at meetings. Communication and expectations should be conveyed in a clear and respectful manner regardless of the situation.

Communication
Please give consideration to the timing of the email with respect to what the recipient needs to do; for example, try not to send an email at 1759 for something that is required for a 1000 meeting the next day.

To help with inter-group communication, you should be a member of the <EMAIL LIST?>. Please remember this group has a large subscriber base, and that emails to the group should be polite, informative and respectful.

Social media
In your work-related life, you may wish to engage with social media (e.g. Facebook, Twitter, and Instagram). Please be considerate of others when using these platforms, and respectful for how others may wish to use them. Do not compel colleagues or students to engage with any social media, use any such media for work-related purposes, or pressure them to ‘friend’ or ‘follow’.

Summary of Available Training Resources

Antidiscrimination

WHOI requires that all new employees take a “Respectful Workplace and Anti-Harassment Training” within 1-month of their start date. The training is offered by the Inspired Learning
Management System (iLMS). The training consists of defining a hostile working environment, sexual harassment, and reporting resources. Supervisors have a separate training that includes additional information. It is possible for employees to add additional trainings to their account, which may be particularly useful for those assuming leadership positions such as co-chiefs on cruises. You may request access to the supervisor training by reaching out to Environmental Health and Safety at reif@whoi.edu or call (508) 289-3788.

Recently, an institution-wide 2 hour virtual Implicit Bias training was offered during two separate sessions. Awareness for the need of additional training is being recognized by WHOI HR. There are no required trainings for race-based discrimination, the Committee for Diversity, Equity and Inclusion has a resource page for learning more about racism and self-study.

**Bystander Intervention**

We are currently unaware of any regular or required bystander intervention training offered by WHOI.

In 2017, the Broader Impacts Group of the Joint Program held a Tiny Tea event that included discussion on how to be an active bystander in collaboration with WHOI’s Gender Diversity Equity Advisory Committee (GEPAC). The Messaging and Implementation Group of the Committee for Diversity, Equity, and Inclusion at WHOI has mentioned plans of institution-level bystander intervention planning as one of its proposals.

In September 2019, the Joint Program REFS and MIT Violence Prevention Response Team hosted an active bystander training on the MIT campus which provided training to WHOI employees via a MIT video-link to WHOI in Clark 331.

One potential online resource we have identified is a free online training offered by Hollaback! (https://www.ihollaback.org/bystander-resources/). This particular resource discusses how bystanders should secure the safety of themselves and those being harassed, then take action. This includes practicing the 5D’s: distract/de-escalate, delegate assistance, (delay) check-in with the person being targeted, (directly) speak to the harasser if safe, document the incident and share it only with the person being targeted for their reporting use.

**De-Escalation Training**

Conflict-resolution training sessions are offered multiple times each year by the Joint Program Resources for Easing Friction and Stress (JP REFs) led by the Community Dispute Settlement Center (https://communitydispute.org/) that is open to the WHOI community. This is open to the WHOI community with priority towards graduate students and early-career scientists. More information can be found by reaching out to JP REFs at jp-refs@mit.edu.

**Additional Suggestions for Improvements from the Discussion:**

The following recommendations, suggestions, and points were raised within the discussions of our PO(d):

- Training is particularly effective or helpful when applied to particular tasks and situations. This may be helpful to consider when designing training curriculum, or seeking training resources specific to physical oceanography.
For example, more training resources are needed for chief scientists on cruises (particularly focused on antiracism)

- There is the potential to tap into existing training resources at WHOI
  - Training for mentors for the Summer Student Fellowship program (Kama Thieler in the Academic Programs Office)
  - Participants mentioned Heidi Sosik as a potential contact for training/setting standards in fieldwork
  - Look into outward bound programs or outdoor leadership programs to see how they consider BIPOC experiences in the field.

- Importance of involving all parties when forming code of conducts
  - Important to allow for input from all parties involved when creating and formulating code of conduct (for example, in field stations, seeing interactions with surrounding communities as a partnership rather than an obligation)
  - Everyone should feel that they have agency or a say in forming the code of conduct

- The Joint Program Physical Oceanography Handbook has a list of advisor-student expectations. Additional discussion points can be added to give space for BIPOC students to express their thoughts and point of views on the work environment. Below are a few examples:
  - One example question is “How are you fitting in culturally with a program?” Acknowledge the issues inherent in how a single scientific culture/whiteness if normalized, and ask for feedback on how this might be changed or improved.
  - “What is your preferred way of receiving feedback?”: Need to consider each student and their preferences individually.
  - Check if any policies are too restrictive: This came up in the context of discussing how certain students prefer to live in Cambridge/Boston as opposed to Woods Hole for cultural reasons, and to clarify expectations between advisor and student

- Considering the state and types of mentoring across all levels at WHOI (ex. Graduate Student, Post-doc, Technical Staff, Early-career)
  - Multi-mentor model is strong for certain stages (Postdoc) and less robust for others (Grad Student, Technical Staff).
    - Provide avenues/pathways for seeking mentorship outside of the primary advisor or supervisor
    - Having mentors at/between different levels (ex. potential for Postdocs to mentor graduate students, similar to mentorship program within the Earth, Atmospheric and Planetary Sciences Department at MIT)
  - Need for casual or informal mentoring, or gatherings such as lunch, coffee, beer.
  - When diversity is unavailable locally, tap into mentoring networks that span multiple institutions through systems like external thesis committee members
    - This benefits not only BIPOC students, who may find greater affinity with a non-local mentor, but may also inspire collaborations between WHOI and other institutions
  - Have cross-departmental affinity groups, particularly for BIPOC mentees
    - Institutional support is important (including funding)

Fieldwork Safety Plan

Racial Risk Assessment of Sites
There are many challenges particular to seagoing oceanography. Scientific staff and crews on research vessels are often majority white and male. This poses additional challenges that compound the already difficult challenges in fieldwork. However, this relatively self-contained environment that is mostly made up of scientists and other institution employees (ship crew) also offers the opportunity for effective interventions to make the environment safer for BIPOC scientists. In our discussions, the following issues have been mentioned:

- There is a need for informal reporting sources/support networks at WHOI and in the field, as formal report is not always the solution.
- There need for multiple reporting sources (sometimes the Chief Scientist can be the problem, or anonymous hotlines can’t be accessed out at sea), limiting helpful sources.
- Preserving anonymity at sea can be a challenge considering the small environment and nature of interpersonal relationships.
- Having shorter cruises for less experienced field team members to allow them to develop experience and expectations before embarking on longer cruises.
- Microaggressions are prevalent and jokes can be taken the wrong way: one potential way to address this would be additional training on Implicit Bias, antiracism, bystander intervention, and clear definitions of these terms as in the code of conduct and pre-departure discussions.

**Pre-departure Checklist of Discussions with Field Team**

- **Code of conduct and group expectations.** Ensure that what constitutes misconduct and its corresponding consequences are clearly defined.

- **Provide a clear detailed description of the physical demands, field environment, and available facilities/amenities.** This will be particularly helpful for individuals unfamiliar with fieldwork, and can help shape their preparation and questions. Provide a safe space for the field team to ask questions.

- **Discussion of seasickness:** What are the symptoms, common prevention methods, and provide guidance on how and when to seek help if unwell. Emphasize that seasickness is a disability and acknowledge the challenges when seasickness is experienced in the context of multiple marginal identities.

- **Resources for reporting on the ship, both formal and informal:** Identify the individuals responsible for handling the reporting of incidents, and the confidentiality of each source. Provide possible alternatives if the available sources are insufficient or not preferred.

- **Recognize intersectionality and that those with marginalized identities may face additional challenges and needs in the field.** Provide an open space to discuss these issues, listen to individual concerns, and what can be done to alleviate or lessen these challenges. Emphasize that all concerns will be taken seriously.

- **Recommended packing list, and a forum to field questions, clarifications, and suggestions.** This lowers the barrier for those less experienced in fieldwork and allows
them to adapt to their own unique needs. This also invites dialogue between the field team to encourage a common pool of shared knowledge. Provide students options for obtaining specialized gear without the need to make large purchases.

- **For Chief Scientists and other senior members of the science party:** Take steps in advance of the field research to increase the safety of the field environment for all involved. Have a separate discussion with the captain and key crew, site managers, or others in positions of power clarifying your group’s Code of Conduct. One key point is to understand how the power structure and hierarchy in a cruise environment may impact the field team’s response to challenges and reporting of issues.

**Procedures for Documenting Incidents in the Field**

Complaint resolution and reporting flow charts for each UNOLS vessel operating institution may be found under module III here: [https://www.unols.org/shipboard-civility](https://www.unols.org/shipboard-civility)

WHOI has an institution-wide policy for reporting improper conduct (not limited to the field): [https://www.whoi.edu/website/institution-policy/index?ct=901&cid=904](https://www.whoi.edu/website/institution-policy/index?ct=901&cid=904)

More detailed resources on reporting can be found at this Pamphlet, including definitions of Harrassment and the challenges associated with fieldwork at sea: [https://web.whoi.edu/gepac/wp-content/uploads/sites/87/2017/01/harassment-policy-1.pdf](https://web.whoi.edu/gepac/wp-content/uploads/sites/87/2017/01/harassment-policy-1.pdf)

**Additional Required or Supported Training**

UNOLS has a required shipboard civility training for anti-harrassment and discrimination: [https://www.unols.org/shipboard-civility](https://www.unols.org/shipboard-civility)

Optional guidelines and suggestions for participating in research cruises [https://docs.google.com/document/d/1NOkztxd5MnUnWylORoBuPGCRuKVO6RQPFOh9HOL4s_M/edit](https://docs.google.com/document/d/1NOkztxd5MnUnWylORoBuPGCRuKVO6RQPFOh9HOL4s_M/edit)