

(Draft 4/16/2021)

Code of Conduct

The purpose of this code of conduct is to provide a safe and non-discriminatory educational and working environment for students, trainees, faculty, staff, post-doctoral fellows, residents, and other members of the Department of Earth and Planetary Sciences community. To that end, the EPS department seeks to provide community members with an environment that is free from discrimination and harassment on the basis of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, immigration status, age, disability, religion, sexual orientation, gender identity or expression, military status, veteran status or other legally protected characteristic.

This Code of Conduct applies to students, trainees, faculty, staff, post-doctoral fellows, and residents.

EPS member expectations:

- Treat others with courtesy, respect, equity and fairness; and will foster a safe and inclusive environment.
- Take responsibility for active positive intervention when aware of misconduct or suspected misconduct including discrimination, harassment, bullying, or other inappropriate behaviors.
- Appropriately and promptly report misconduct they witness or of which they become aware. Link to online reporting form: <https://forms.jh.edu/view.php?id=164822>
- Do not engage in harassment including (but not limited to) making comments related to an individual's gender, gender identity and expression, age, sexual orientation, disability, physical appearance, body size, race, ethnicity, religion, or other protected status.

Unacceptable behaviors:

- **Discrimination** means unequal or unfair treatment in professional opportunities, education, benefits, evaluation, and employment (such as hiring, termination, promotion, compensation) as well as retaliation and various types of harassment. Discriminatory practices can be explicit or implicit, intentional or unintentional. Discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender identify, gender expression and genetic information is prohibited under federal statutes and the [Johns Hopkins University Discrimination policy](#).
- **Harassment** is a type of discrimination that involves actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort, or which put the safety of the individual at risk. This includes all behaviors that are unwanted by the recipient, which have the purpose or effect of violating the recipient's dignity, marginalizing an individual either personally or professionally, or which create an intimidating, hostile, degrading, humiliating or offensive environment. It applies not only to direct interactions, but also other forms of communication including social media. These acts may include epithets, slurs, or negative stereotyping based on gender, race, sexual identity, or other categories, as protected by U.S. federal law. Also included are threatening, intimidating, or hostile acts;

stalking; denigrating jokes and displays; or circulation of written or graphic material that denigrates or shows hostility or aversion toward an individual or a group. It becomes unlawful where enduring it becomes a condition of continued employment or when the conduct is severe or pervasive enough that a reasonable person would consider the work environment to be hostile.

- **Racial harassment** is *unwelcome behavior* that happens on the basis of race, color, or national origin, such as verbal or physical conduct of a racial nature. This includes but is not limited to the following: jokes; innuendos; slurs; name-calling; comments about clothing, personal behavior, or your body; racial or race-based jokes; telling rumors about your personal life; threatening you; organized hate activity, derogatory gestures or facial expressions of a racial nature; posters, drawings, pictures, screensavers or e-mails of a racial nature; hangman's nooses, Nazi swastikas, or other items understood to have racial significance.
 - **Gender-based harassment** is verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity, but not involving conduct of a sexual nature. For example, persistent disparagement of a person based on a perceived lack of stereotypical masculinity or femininity or exclusion from an activity based on sexual orientation or gender identity.
 - **Sexual harassment** includes any unwanted and/or inappropriate sexual remarks or physical advances, sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Sexual harassment violates Title VII of the Civil Rights Act, Title IX of the Education Amendments, and the [Johns Hopkins University Sexual Misconduct Policy](#).
 - **Disability harassment** is harassment that occurs based on whether a person has a disability, had a disability in the past, or is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if they do not have such an impairment). which includes offensive remarks about a person's disability.
- **Bullying** is the repeated use of force, threat, or coercion to abuse, intimidate, or purposefully dominate others in the professional environment based on a real or perceived power imbalance. These actions can include abusive criticism, humiliation, the spreading of rumors, physical and verbal attacks, isolation, undermining, and professional exclusion of individuals through any means.
 - **Microaggressions** are the everyday verbal, nonverbal, and environmental slights, snubs, or insults which communicate hostile, derogatory, or negative messages to target persons based solely upon their group membership. These messages may invalidate the group identity or experiential reality of targets, marginalize or demean them on a personal or group level, communicate they are lesser human beings, suggest they do not belong, threaten and intimidate, or relegate them to inferior status and treatment. Micro-aggressions are less overt and are often related to discrimination, harassment or bullying, but may also occur in well-intentioned individuals who are unaware that they have engaged in an offensive act or made an offensive statement.

Reporting Violations

- **Link to online reporting form (can report anonymously if you choose):**
 - <https://forms.jh.edu/view.php?id=164822>

JHU Non-confidential Resources

- **Office of Institutional Equity**

3100 Wyman Park Drive Suite 515 Baltimore, Maryland 21211 Telephone: 410-516-8075
<http://oie.jhu.edu/>

*responsible for receiving and handling complaints of [discrimination](#), [harassment](#) and [retaliation](#). OIE is a neutral resource available to all students, faculty and staff.

- **Krieger School of Arts and Sciences**

Smita Ruzicka

Dean of Students
Homewood Campus 210, Mattin
Baltimore, MD 21218
Telephone: 410-516-5994
E-mail: sruzick1@jh.edu

Renee Eastwood

Director of Graduate and Postdoctoral Academic Affairs
Krieger School of Arts & Sciences
614 Wyman Park Building
Telephone: 410-516-8477
E-mail: rseitz5@jh.edu

Christine Kavanagh

Assistant Dean for Graduate and Postdoctoral Academic Affairs
Whiting School of Engineering
Wyman 3 West
3400 North Charles Street
Baltimore, MD 21218
Main phone: 410-516-0764
E-mail: christinekavanagh@jh.edu

- The JHU Title IX Coordinator can be contacted at titleixcoordinator@jh.edu.

- Darlene Saporu, the Krieger and Whiting Schools' Assistant Dean for Diversity and Inclusion, can be contacted at dsaporu1@jhu.edu.

JHU Confidential Resources

- **JHU Counseling Center** – 410-516-8278*

Serves all full-time undergraduate & graduate students from KSAS, WSE, & Peabody.
3003 N. Charles Street, Suite S-200 Baltimore, MD 21218 <http://jhu.edu/counselingcenter>

* The Counseling Center on the Homewood campus also coordinates on a University-wide basis, confidential sexual assault resources and serves as a liaison between the University and Baltimore City confidential resources.

- **JHU Student Health and Wellness Center** – 410-516-8270

Serves all full-time, part-time & visiting undergraduate & graduate students from KSAS, WSE & Peabody. Serves post-doctoral fellows enrolled in KSAS, WSE, School of Education & Sheridan Libraries.

Homewood Campus: 1 East 31st Street, N200 Baltimore, MD 21218
<https://studentaffairs.jhu.edu/student-health/>

- **Gender Violence Prevention & Education** - 410-516-8396
Alyse Campbell, Gender Violence Prevention & Education Specialist
acampb39@jhu.edu

- **College Chaplains, Bunting Meyerhoff Interfaith and Community Service Center** 410-516-1880 3400 North Charles Street Baltimore, MD 21218 <http://jhu.edu/chaplain>

- **Johns Hopkins University Services/Mental Health**

Serves BSPH, SOM, and SON students, residents, fellows & trainees & their spouses or domestic partners.

- University Health Services (UHS) – 410-955-3250 933 N. Wolfe Street Baltimore, MD 21205 <http://www.hopkinsmedicine.org/uhs>
- Mental Health Services – 410-955-1892 Available by telephone 24/7. Press “0” to speak with the on-call psychiatrist in an emergency

- **Johns Hopkins Student Assistance Program (JHSAP)** – 443-287-7000
Serves graduate, medical & professional students, and immediate family members.
<http://jhsap.org>

- **mySupport (formerly known as the Faculty and Staff Assistance Program (FASAP))** – 443-997-7000 *Serves University faculty & staff & their immediate family members.*
<http://fasap.org>

Department of Earth and Planetary Science Resources:

- Your PI and/or committee members
 - Director of Graduate Studies
 - Sarah Hörst, 410-516-5286, sarah.horst@jhu.edu
 - Director of Undergraduate Studies
 - Kevin Lewis, 410-516-5274, kLewis@jhu.edu
 - Department Chair
 - Anand Gnanadesikan, 410-516-0722, gnanades@jhu.edu
 - Ombudspeople (TBD)
 - Krieger School of Arts & Sciences Director of Graduate and Postdoctoral Academic Affairs
 - Renee Eastwood, 410-516-8477, rseitz5@jhu.edu
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Training resources

Trainings provided by John Hopkins Whiting School and Engineering:

- [JHU Learning and Development Diversity and Inclusion Recommended Curriculum](#)
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Fieldwork Research Safety Policy and Procedures

- **Researchers**
 - Speak with colleagues and supervisors about risks, preparatory measures to minimize risk, and how to report incidents.
 - Have a conversation with colleagues and supervisor about emergency contingency plans.
 - Contact others who have worked at the location where there are identified risks and document all known cases of risks at that location.
 - Utilize training opportunities to increase field safety and promote awareness of risks. (Self-defense courses, first aid, cultural history courses for location of field site)
 - If field site(s) is/are managed, contact managers and inform them of proposed work.
 - Contact surrounding residential residents to inform them of work in the area. Provide contact information complete with Institutional information.
 - Fieldwork should not be undertaken alone if possible. If this is not possible, the supervisor/advisor should be given information on the whereabouts and schedule of the researcher and updates should be provided regularly.
 - Always have credentials available if presence at the field site is questioned (ID, form from EPS)

- **Supervisors/advisors (note this applies if you are the lead researcher on a project as a grad student, etc.)**
 - Self-educate on the experience of your team member's identity (this does **not** involve asking them to relive and communicate their trauma surrounding their identity for your education. Instead, use available resources to self-educate.
 - If you are unfamiliar with risk management strategies, contact relevant institutional resources to provide guidance.
 - Complete a risk assessment relating to topics such as physical safety, race, gender, LGBTQ status, accessibility (including mental health considerations), etc. This should include mitigation strategies for identified risks. Copies of this document should be kept by all fieldworkers as well as kept at the institution.
 - Provide materials to clearly identify researchers and their purpose. (signs for vehicles and field sites, safety vests, etc.)
 - Lead conversation with all researchers on the risks and preparation to minimize risk. This should include information regarding if certain demographics may be at higher risk, and the supervisor should make clear that they are available to discuss any concerns and proactive measures to take.
 - Create time and space for researchers to discuss concerns in advance of the field season and touch base regularly during field season to address any new concerns. Concerns should always be validated and addressed by modifying the project if necessary so they can continue safely conducting research.
 - Risk can increase in international locations. Reach out to collaborators, supervisors at the international field site so that researchers have allies to reach out to and who may provide information on safety concerns that you may not be aware of.
 - At established field sites, introduce researchers to the managers of the location.
 - When possible, introduce researchers to the field locations, teach them about specific concerns of the location and inform them of the resources and established safety plan.
 - Assist researchers in establishing safe housing (including ability to secure food, safe travel to and from field sites, and points of contact in the local area) prior to their arrival at the field site.
 - Review and agree upon fieldwork and safety plans with the researcher before fieldwork begins.

- **Department**
 - Make a general field safety, harassment training and first aid course available and mandatory for all researchers who are involved in fieldwork.
 - Make a list of resources available regarding diversity in the sciences, barriers to entry in the sciences, and safety concerns.
 - Regularly evaluate all current department and institutional practices to remove barriers to inclusion in safety practices.
 - Provide training to supervisors on how to be effective mentors to diverse individuals.
 - Ensure field course locations and housing are appropriate, safe, and equitable for all identities. Solicit regular, anonymized feedback from field researchers to determine climate and safety of field sites and accommodations and engage supervisors in responding to this feedback.
 - Supply an official letter of support for researchers doing fieldwork with contact information.

(The above is adapted from Demery, A.C., Pipkin, M.A. Safe fieldwork strategies for at-risk individuals, their supervisors and institutions. Nat Ecol Evol (2020). <https://doi.org/10.1038/s41559-020-01328-5>)

Department Field Trip Safety Policy and Procedures

A. Trip Leaders' Responsibilities

Trip leaders are responsible for setting a positive example by working safely and taking reasonable steps to plan and promote a safe, professional experience for all participants. In addition, trip leaders are responsible for:

Pre-Trip Planning

- **Emergency Contacts.** All participants should complete an Individual Information form so that trip leaders will have the details they need in case of an emergency. Trip leaders should familiarize themselves with this information before the start of each trip.
- **Transportation.** Trip leaders are responsible for arranging appropriate transportation for field trips, such as busses, vans, or SUVs. If vans are used, the maximum number of passengers – including the driver – is 12. All participants must use the transportation provided in connection with the field trip and wear seat belts. The use of personal vehicles is prohibited.
- **First Aid.** Trip leaders will provide an appropriate first-aid kit. Trip leaders should:
 - Make sure they have a current certification in basic first aid skills.
 - For trips to the wilderness or off-trail areas, make sure at least one trip leader has completed a wilderness first aid course or a higher-level field-based safety course.
 - Identify the nearest medical facility to the trip location.
 - Review the Good Samaritan law for each state in which they are planning a field trip.
- **Second-In-Command.** Trip leaders should designate another leader to be second-in-command in case they have an accident or injury during the trip. The second-in-command must have appropriate first-aid training and be knowledgeable about the trip itinerary, emergency contact information, location of cell phones, and location of first-aid supplies.
- **Hold a meeting to review the Code of Conduct with participants at the start of each field trip.** In such meetings, trip leaders should be sure to notify participants of the ways in which they can report concerns during the field trip. In doing so, trip leaders should identify at least one other person participants can report to in case they do not feel comfortable going to the trip leader directly.
- **Ensure pre-trip checklist is completed:**

To pack:

- First aid kit(s)
- Satellite phone or Delorme SOS device
- Incident reporting forms

To do before leaving:

- Make sure first aid kit is up to date and stocked
- Make sure plan on Delorme SOS device is enabled
- Update other forms with emergency plan and contact info
- Have participants register with Healix information and print out numbers
- Make sure “On-file document” is sent to staff in E&PS Department
- Make sure emergency contact info for students is in department and in folder with instructors

During the Field Trip

- Hold at least one assembly at the beginning of the trip to cover safety, first aid, and rules of conduct including Events Code of Conduct.
- Identify potential hazards and take appropriate steps to mitigate them.
- In case of an accident, injury, or illness, make it a priority to ensure the safety of all participants, while making necessary arrangements to tend any injured parties. After doing so, contact the department to report the incident.
- Avoid missing persons. When departing from any location, take a headcount to make sure all participants are present and safe.
- Ensure that all participants comply with alcohol and drug guidelines. Except as explained below, participants are prohibited from possessing or using illegal drugs and consuming alcohol or using other legal intoxicants during scheduled in-field activities, mid-day breaks, and transportation to and from field activities. If participants choose to drink or use other legal intoxicants during their free time, they must do so responsibly without compromising their ability to act professionally and safely.
- Ensure that all participants, including trip leaders, abide by the Code of Conduct. Harassment, intimidation, bullying, and discrimination in any form are expressly prohibited. As a trip leader, if a participant fails to follow Code of Conduct or other rules, you have the discretion to remove the participant from the field trip or any trip activities and return them to the trip accommodation/camp or point of trip origination. In so doing, the participant may be required to forfeit any and all amounts paid for the trip.

To increase accessibility and safety of field trip participants, the field trip leader should provide participants with the following information:

- Itinerary including all planned stops that provide information on:
 - Estimates of walking distance at each stop
 - Availability of bathroom facilities and with time scheduled to use them
 - Whether they should bring food or water or if there are opportunities to purchase sustenance along the way
 - The results of the risk assessment
- Required gear based on weather and planned activities and JHU resources for gear or sustenance
 - Hand lens, Brunton compass, rock hammer, and other field specific materials are borrowed through the JHU EPS department
 - Field gear rentals can be done through [JHU Experiential Education’s Outdoor Pursuits Program](#)

- Students with meal plans can get take-out food ahead of time as a part of their dining plan at [Charles Street Market through Meals in a Minute](#)
- The locations of first aid kits and emergency information (example emergency information form below)
- The availability of cell phone service throughout trip as well as availability of other methods of communication when there is not adequate cell service

Additionally, the field trip leader should respect and accommodate religious and/or diet considerations. If the field trip is associated with a class, this should be brought up at the beginning of the term. If it is not associated with a class, this should be brought up in the early planning phase.

Emergency Information Form

Use a cell phone if possible. If not, use Delorme Satellite InReach device

1. Emergency (Police, Fire, Medical): **911**
2. After contacting 911
3. Contact one of the following University Personnel to advise them of the situation
 - a. *Primary Contact: Alicia Boampong, apossey2@jhu.edu, 410-516-7037*
 - b. *Secondary Alternative Contact: Jenny Seat, jseat@jhu.edu, 410-516-7034*
 - c. *Final Alternative Contact: Daniel Viète, viète@jhu.edu, 410-516-6096*
 - d. *Just in case: Renee Eastwood, rseitz@jhu.edu, 410-516-8477*
4. If there is no cell reception, push the InReach SOS button. If possible, send a TA to drive to cell reception to follow steps 1-3. First responder stays in the position where the SOS button was pushed.

No matter how small the incident, faculty must fill out an Incident Report. Items to include are listed below.

1. Record basic information, such as date, time of accident or incident, name of injured person, witnesses, and possible factors of cause.
2. If a student is treated, if at all possible, get the name of the medical treatment facility, phone number and the name of the attending physician.
3. If police are involved in the situation, ask for a contact number and report number.

Responding to Health and Safety Issues: The health and safety of all participants in its programs is the primary concern of the Department of Earth Sciences. Faculty member(s) leading the field trip members carry First Aid kits, and any Health and Safety concerns should be relayed to them immediately. Faculty will respond by dealing with the medical issue, and enacting Health and Safety protocols that involve written documentation of the incident.

Missing Persons: If notified of a missing person call 911 and immediately report it to the Event Coordinator. Attempt to stay with the person making the notification until responder arrives and interviews the person making the notification. Notify JHU personnel after 911 has been notified or satellite SOS button pushed.

Emmy Smith's personal InReach address: emmyfsmith@inreach.garmin.com
E&PS Departmental InReach address: ktrent2@jhu.edu

Local Urgent Care Facilities (list these facilities, address, phone # below)

*****In an emergency situation, call 911*****

B. Participants' Responsibilities

Participants are responsible for conducting themselves on field trips with maturity and respect for others and taking care to ensure the safety of themselves and other participants. In addition, participants are responsible for:

- Following the instructions of trip leaders at all times.
- Reading and agreeing to comply with Code of Conduct, which specifically prohibits harassment, intimidation, bullying, or discrimination in any form.
- Respecting the properties, structures, areas, and vehicles at and on which activities occur, and observing all rules and regulations of the properties, structures, areas, and vehicles.
- Bringing and wearing appropriate clothing and footwear at all times.
- Showing respect to others, including non-participants and the general public, at all times, including in the evening hours.
- Never initiating or being involved in any activity that is dangerous to themselves or others.
- If alcohol or other legal intoxicants are allowed on a trip, not using these substances during field activities, or transportation to/from field activities. If participants choose to drink or use other legal intoxicants during their free time, they must do so responsibly without compromising their ability to act professionally and safely.
- Never leaving the group or the accommodation/camp without the trip leaders' permission.
- Not using field trip vehicles for any purpose other than as permitted by trip leaders.
- Not possessing or using any illegal drugs while on the trip.
- Not possessing weapons, including firearms, unless part of a trip leader equipment package.

C. Reporting Unacceptable Behavior

Any participant who experiences or observes unsafe or unacceptable behavior shall report to appropriate contact. This can be the field trip leader, second in command, TAs, or institutional contacts (see "Reporting Violations" section above)

(The above is adapted from the [GSA Field Safety Policy and Procedures](#))