

## ENVIRONMENTAL JUSTICE & EQUITY GUIDELINES (DRAFT)

This document has been developed to help JHU Sustainability Leadership Council chairs and members integrate considerations for environmental justice, diversity, equity, and inclusion into their projects and stakeholder engagement. All SLC members are encouraged to review these recommendations and consider how to adapt them as applicable.

**Environmental Justice is defined by the Environmental Protection Agency as** “the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. This goal will be achieved when everyone enjoys the same degree of protection from environmental and health hazards, and Equal access to the decision-making process to have a healthy environment in which to live, learn, and work.”<sup>1</sup>

## PROMPTS FOR SLC MEMBERS - INCLUDED IN SLC PROJECT PROPOSAL GUIDELINES

- i. **Who will be impacted** by this project? Are there any individuals or groups who have been overlooked that may need to be engaged in this process?
  - **Actions:** map stakeholders; conduct stakeholder analysis to identify their expertise, how they are impacted, and methods for engaging with this group
  
- ii. What is the **power distribution** among the different stakeholders? How can the **power dynamics** become more balanced?
  - **Actions:** map power distribution and directionality; consider ways to alter dynamics to support mutual respect and justice of all persons involved; transparently communicate the power dynamics to all
  
- iii. How does this project practice **informed consent** with all parties involved?
  - **Actions:** draft outreach information; send to appropriate stakeholders, including project contact information and opportunities to meet and ideate (possibly including compensation to community members for time and ideas); develop plan for continued communication
  
- iv. How can a pattern of **circular engagement** with impacted groups be established and continually reinforced as the work progresses?
  - **Actions:** appoint non-JHU, non-corporate members to leadership/advisory/planning board; establish regular project planning meeting times that include compensation for non-JHU, non-corporate members; communicate all progress to members not in attendance
  
- v. Will all communities impacted by this work be provided with **fair access** to the new processes and solutions developed?
  - **Actions:** develop regular communication system of planning and progress to non-leadership members; provide opportunities to meet and ideate (including compensation to community members for time and ideas)

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<sup>1</sup> <https://www.epa.gov/environmentaljustice>

INCLUSION, POWER, AND PROCESS CONSIDERATIONS:

- a. Is this proposed intervention/program/policy based on mutual respect and justice for all persons involved?
- b. Does this work incorporate participation from internal and external stakeholders that will be impacted by the project at every level of decision-making, from the needs assessment through evaluation?
- c. Does one group (or set of groups) carry more power than the others, and if so, how? Is this power distribution justified and deemed necessary for the success of the project? If not, how can this be realigned? If it is justified, how will this be communicated transparently to all those involved?
- d. Are impacted groups treated with equal partnership in the development and implementation of the work, with circular engagement that is continually reinforced as the work progresses?
- e. Will all communities impacted by this work be provided with fair access to the new processes and solutions developed?
- f. Is this work considering and supporting the right to self-determination for all persons involved? How? Could this be strengthened?
- g. Who will own and have access to the data gathered? Who will control the creation and dissemination of results? How will those communities, from which the data was collected, be informed about the results?
- h. Was the cultural integrity of all involved communities considered in the development of this work?

RESOURCES, LAND, AND WASTE CONSIDERATIONS:

- a. Does this work support a system of degrowth and limited consumption, thereby facilitating a shift toward producing as little waste as possible? How does it support this altered decision-making structure? How does it make these behaviors easier and more attainable? What lifestyle changes does this work support for long-term investment in zero waste?
- b. How does this work further the ethical, balanced, and responsible uses of land and renewable resources in the interests of sustainability?
- c. How does this work protect all people, with particular attention to communities bearing the brunt of environmental injustices, from the disposal of toxic and hazardous wastes that threaten the fundamental right to clean air, land, water, and food?
- d. Are past and current producers of toxic and hazardous wastes being held accountable for detoxification and containment at the point of production (point-source pollution)?
- e. Does this work support the safe and healthy work environment of those involved? How? Could this be strengthened?
- f. Does this work involve the education of present and future generations to ensure continued commitment to zero waste and responsible land and resource use principles? How? Could this be strengthened?

## 17 PRINCIPLES OF EJ: CONSIDER HOW THESE APPLY TO JHU INITIATIVES

1. Environmental justice affirms the sacredness of Mother Earth, ecological unity and the interdependence of all species, and the right to be free from ecological destruction.
2. Environmental justice demands that public policy be based on mutual respect and justice for all peoples, free from any form of discrimination or bias.
3. Environmental justice mandates the right to ethical, balanced and responsible uses of land and renewable resources in the interest of a sustainable planet for humans and other living things.
4. Environmental justice calls for universal protection from nuclear testing, extraction, production and disposal of toxic/hazardous wastes and poisons and nuclear testing that threaten the fundamental right to clean air, land, water, and food.
5. Environmental justice affirms the fundamental right to political, economic, cultural and environmental self-determination of all peoples.
6. Environmental justice demands the cessation of the production of all toxins, hazardous wastes, and radioactive materials, and that all past and current producers be held strictly accountable to the people for detoxification and the containment at the point of production.
7. Environmental justice demands the right to participate as equal partners at every level of decision-making including needs assessment, planning, implementation, enforcement and evaluation.
8. Environmental justice affirms the right of all workers to a safe and healthy work environment, without being forced to choose between an unsafe livelihood and unemployment. It also affirms the right of those who work at home to be free from environmental hazards.
9. Environmental justice protects the right of victims of environmental injustice to receive full compensation and reparations for damages as well as quality health care.
10. Environmental justice considers governmental acts of environmental injustice a violation of international law, the Universal Declaration On Human Rights, and the United Nations Convention on Genocide.
11. Environmental justice must recognize a special legal and natural relationship of Native Peoples to the U.S. government through treaties, agreements, compacts, and covenants affirming sovereignty and self-determination.
12. Environmental justice affirms the need for urban and rural ecological policies to clean up and rebuild our cities and rural areas in balance with nature, honoring the cultural integrity of all our communities, and providing fair access for all to the full range of resources.
13. Environmental justice calls for the strict enforcement of principles of informed consent, and a halt to the testing of experimental reproductive and medical procedures and vaccinations on people of color.
14. Environmental justice opposes the destructive operations of multi-national corporations.
15. Environmental justice opposes military occupation, repression and exploitation of lands, peoples and cultures, and other life forms.
16. Environmental justice calls for the education of present and future generations which emphasizes social and environmental issues, based on our experience and an appreciation of our diverse cultural perspectives.
17. Environmental justice requires that we, as individuals, make personal and consumer choices to consume as little of Mother Earth's resources and to produce as little waste as possible; and make the conscious decision to challenge and reprioritize our lifestyles to insure the health of the natural world for present and future generations.

## CONTRIBUTORS AND SOURCES:

Members of the Sustainability Leadership Council Environmental Justice Committee contributed to the development of this resource, in particular:

Hayley Kallenberg, Master of Public Health Student

Nicole Labruto, Professor, Anthropology

Leana Houser, Waste Manager, Office of Sustainability

Tanvi Gadhia, Program Manager, Office of Sustainability

## ADDITIONAL REFERENCES & SOURCES:

### **JHU Diversity Statement:**

<https://diversity.jhu.edu/our-commitment/johns-hopkins-university-statement-of-principles-on-diversity-equity-and-inclusion/>

### **BSPH/SOURCE Community Engagement Principles:**

<https://publichealth.jhu.edu/about/key-commitments/baltimore-community-engagement/guiding-principles-for-community-engagement>

### **Sustainability Plan Mission & Vision:**

<https://sustainability.jhu.edu/who-we-are/sustainability-plan/>

### **17 Principles of Environmental Justice:**

<https://www.epa.gov/community-part-collaboration/environmental-justice-primer-ports-references#6>

<https://www.ewg.org/news-insights/news/17-principles-environmental-justice>