

**Education and Prevention Task Force:  
Sexual Misconduct, Intimate Partner  
Violence, and Stalking  
("Gender-Based Violence")**

**Final Report**

February 5, 2015

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## TASK FORCE MEMBERSHIP

This report was compiled by the Education and Prevention Task Force co-chairs:

Kate McCarthy, *Program Director, Violence Prevention and Response, MIT Medical*

Sarah Rankin, *Institute Title IX Coordinator, Office of the Provost*

Chancellor Cynthia Barnhart invited 22 faculty members, staff, and students representing key demographic groups from across the Institute to serve as task force participants.

### Members

Kelley Adams, *Program Manager, Violence Prevention & Response*

Charlie Andrews, *Undergraduate Student*

Nina Davis-Millis, *Random Hall Housemaster*

Margo Dawes, *Graduate Student*

Jacqueline (Chacha) Durazo, *Alumna and Title IX Office Assistant*

Leah Flynn Gallant, *Assistant Dean, Division of Student Life, and Director for Student Leadership and Engagement*

Joshua Gonzalez, *Area Director, Simmons Hall*

Steven Hall, *Professor and Associate Housemaster*

Chrysonthia Horne, *Undergraduate Student*

Raquel Irons, *Human Resources Officer*

Leyla Isik, *Graduate Student*

Jason McKnight, *Assistant Dean for Graduate Education, Office of the Dean for Graduate Education*

Jacob Oppenheimer, *Assistant Director, Fraternities, Sororities, and Independent Living Groups*

David Randall, *Associate Dean, Student Support Services*

Judith Robinson, *Senior Associate Dean for Student Life*

Larkin Sayre, *Undergraduate Student*

Edward Schiappa, *Professor and Head of Comparative Media Studies/Writing*

Julie Shah, *Professor and Associate Housemaster*

Julie Soriero, *Department Head of Athletics and Associate Professor*

Alexandra Toumar, *Graduate Student*

Nathan Varady, *Undergraduate Student*

Daniel S. Wang, *Undergraduate Student*

## CHANCELLOR'S CHARGE TO THE TASK FORCE

In October 2014, Chancellor Barnhart convened the task force to review current sexual misconduct, intimate-partner violence, and stalking prevention and education efforts in order to recommend strategies to create a streamlined, comprehensive plan addressing gender-based violence at MIT.

Chancellor Barnhart provided the following charge to the task force:

The charge to the committee is to review current education and prevention outreach efforts to identify gaps, explore best practices at other institutions, develop recommendations to address identified gaps, and propose a plan for their implementation.

The task force will develop a plan and implementation schedule for a robust gender-based violence education campaign and prevention program. Components of the plan will include bystander intervention skills, how to help a friend who discloses, campus resources, and Title IX reporting options.

Issues the task force may consider will include:

- How to reach students beyond first-year orientation efforts
- Strategies for building a peer education program
- Steps to institutionalize education and prevention efforts so they remain consistent year to year
- Efforts to reach specific communities on campus including LGBTQ students, students of color, and first-generation students
- Evaluation and assessment tools to identify effective strategies and best practices

These recommendations will be vetted with students, appropriate staff from across the Institute, the Institute Community and Equity Office, the Office of the General Counsel, faculty, and other stakeholders. The goal is to meet three to four times and submit recommendations by January 31, 2015.

## EXECUTIVE SUMMARY

In October 2014, Chancellor Barnhart appointed the Education and Prevention Task Force to make recommendations on how the MIT community can strengthen education and prevention efforts on gender-based violence (GBV). The task force, comprised of students, faculty, and staff from across the Institute, met during fall 2014. This report outlines the five principles and corresponding strategies that were identified to create comprehensive and sustainable prevention and education efforts at MIT (see Figure 1).

- Principle 1. All students should have a basic understanding of gender-based violence and bystander intervention skills.
- Principle 2. Campus norms should reflect values of respect, trust, and intolerance of violence.
- Principle 3. All processes and procedures related to GBV should be transparent, and enforcement of standards and policies visible to the community.
- Principle 4. All students should have access to comprehensive sexual health information.
- Principle 5. All MIT community members should be able to identify and locate support services for those affected by gender-based violence.

Additional recommendations were made to develop a comprehensive assessment plan, including the creation of a Prevention and Education Advisory Board to coordinate broad, data-driven prevention strategies on campus. The task force believes this advisory board should be closely linked to the Title IX student group and have a budget in order to sustain its initiatives. Possible membership would include public health experts from the community, faculty, topical experts, and student leaders. The task force suggested this be an Institute committee appointed by the President to ensure its longevity and assist with faculty involvement.

Some short- and long-term goals the advisory board could monitor would include:

### Short-Term Goals (1–3 Years)

- Increased student awareness of campus resources and services
- Increased student knowledge of bystander intervention skills and decreased student attitudes that support victim blaming
- Increased student awareness of reporting options and possible consequences
- Increased student awareness of and participation in prevention activities
- Sustained university funding for intervention and prevention services

### Long-Term Goals (3–5 Years)

- Increased utilization of campus resources
- Increased reporting to Title IX Office for formal or informal adjudication and/or to MIT Police
- Increased use of bystander intervention skills
- Decreased prevalence of gender-based violence among students

### TASK FORCE PROCESS

The task force met six times over the course of three months to discuss current GBV education and prevention efforts, identify best practices in developing a strategic plan, and develop goals and key activities tailored to the MIT community.

#### November 7, 2014

The task force began its work by reviewing key federal initiatives and MIT survey data and feedback. Committee members were briefed on the following:

- Title IX and Campus SaVE Act
- MIT's April 2014 Community Attitudes on Sexual Assault (CASA) survey results
- Lessons learned from Chancellor Barnhart's spring 2014 listening tour

#### November 21, 2014

Rob Buelow, director of partner education at EverFi and an expert in sexual assault prevention and education best practices, was a guest speaker at this task force meeting. EverFi is a national educational company that works with MIT to provide two online orientation programs for undergraduate and graduate students: AlcoholEdu and Haven (a sexual assault prevention module). Mr. Buelow attended the task force meeting to present a review of the literature in this area, prevention strategies using a public health model, and current prevention education trends.

#### December 5, 2014

The task force completed a strengths, weaknesses, opportunities, and threats (SWOT) analysis to better identify the challenges and strengths related to the prevention of gender-based violence at MIT.

#### December 19, 2014

Building on earlier conversations, task force members divided into two groups—one focused on faculty and staff and the other focused on students—to discuss what each cohort needs to know (knowledge, understanding, awareness), feel (attitudes, perceptions, beliefs), and do (behaviors,

skills, actions) to effectively prevent and respond to gender-based violence. After reconvening as a larger group, task force members identified common themes and areas of overlap.

### January 16 and 23, 2015

The themes identified at the previous meeting were used to create key prevention principles that were presented and discussed. Additional principles were identified and task force members generated major activities to address each principle.

## REVIEW OF CURRENT PREVENTION AND EDUCATION ACTIVITIES AT MIT

The task force reviewed a summary of current education and prevention efforts and acknowledged the important work that has been done to date. Many of the current activities are undertaken at the request of a department or student group; others are institutionalized and, as such, are more extensive and far reaching. Fall 2014 was the first semester that EverFi's Haven was made mandatory for all incoming undergraduate and graduate students. This was the first year that undergraduates also completed AlcoholEdu as part of their required online orientation education.

During on-campus orientation, first-year undergraduates attended a live theatrical performance called *Speak About It*, which addressed consent, boundaries, and healthy relationships. After the performance, they had opportunities to discuss the content of the show and its impact with their orientation leaders, who had been trained by Violence Prevention & Response (VPR) staff.

During the month of April, MIT observes Sexual Assault Awareness Month. Staff and students come together to plan and execute a month filled with educational programming, campaigning, and general awareness-raising activities. Past years have included events such as Take Back the Night, MIT's Clothesline Project, an art exhibit by Grace Brown called Project Unbreakable, a survivors' lunch, and the "non book club" book club, a group that met weekly to read and discuss various articles on topics related to gender-based violence.

VPR and SAFER<sup>2</sup> (Students Advocating for Education on Respectful Relationships) offer a series of workshops to fraternities, sororities, and independent living groups (FSILGs), dorms, and other student groups during Sexual Assault Awareness Month in April and Domestic Violence Awareness Month in October.

The Office of Community Development and Substance Abuse (CDSA) and VPR partnered with the InterFraternity Council (IFC) to develop Party Safe Plus, a mandatory training for all fraternities that a majority of the members of each chapter are required to attend prior to hosting a party. This training includes sexual assault bystander intervention skills and alcohol risk-reduction strategies. The MIT PanHellenic Association (Panhel) has been collaborating with VPR and CDSA to implement Sorority Training on Addressing Risk (STAR), a house certification program that requires members to attend in-house prevention and risk-reduction programming on a number of health and risk topics, including sexual assault.

In the recent past, MIT has participated in a number of passive campaigns to help raise awareness of gender-based violence and campus resources. These campaigns include a campus-wide bathroom sticker project aimed at survivors and their allies; a general consent poster campaign primarily targeting undergraduates; an intimate partner violence poster campaign created specifically for the graduate community; and a collaborative social marketing campaign to engage the community around issues of dating/domestic violence, whose partners included students and staff from the Department of Urban Studies and Planning, Professor Ceasar McDowell's non-profit organization Dropping Knowledge International, and the city of Cambridge.

One of the most successful awareness initiatives MIT has seen recently is the "It's On Us, MIT" campaign. President Obama invited college campuses across the nation to take part in the national "It's On Us" campaign by modifying and adapting the materials to create campus-specific campaigns. The goal of both the national and MIT campaigns is to engage people as part of the solution to end campus sexual assault. The Student Title IX Working Group recruited representatives from a number of clubs and organizations on campus to plan, implement, and support the campaign. "It's On Us, MIT" was launched in November 2014 and the working group members plan to expand the campaign by offering workshops, developing educational materials, and continuing to promote sexual assault prevention as a community-wide issue.

VPR and the FSILG office recently partnered to start a group specifically aimed at engaging men in sexual assault prevention and education efforts. This newly formed men's group will spend 2015 building its membership, developing a group identity and mission, and partnering with other student groups working on gender-based violence issues.

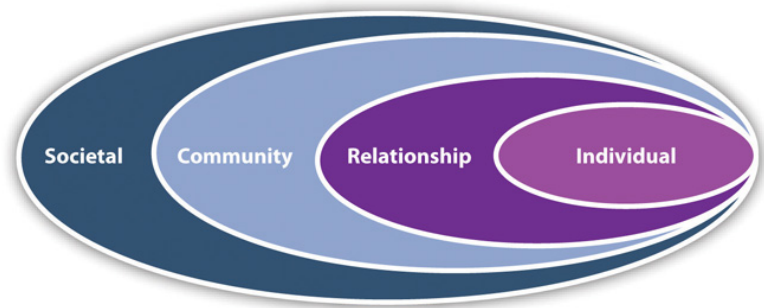
MIT has also taken a number of steps to address and comply with Title IX obligations over the last few years, including the following:

- Adopting updated policies and procedures relating to sexual misconduct (including sexual harassment and sexual assault), intimate partner violence, and stalking
- Creating a website, [titleix.mit.edu](http://titleix.mit.edu), to centralize MIT's policies, procedures, resources, and reporting options concerning sexual misconduct
- Hiring a full-time Institute Title IX coordinator
- Providing training on how to respond to disclosures, available resources, and employees' reporting obligations under Title IX to staff and faculty from across the Institute



## REVIEW OF BEST PRACTICES IN PREVENTING GENDER-BASED VIOLENCE

Following best practices, our theoretical basis for the recommendations in this report are based on an adaptation of the Social-Ecological Model,<sup>1</sup> which is the most commonly used theory for GBV prevention program planning.<sup>2</sup> The Social-Ecological Model describes individual behavior and experience as existing within the context of individual circumstances, relationships, community and institutional factors, and a larger societal context. Effective prevention relies on changing risk factors at each of these levels.<sup>3</sup> Recently violence prevention has shifted from focusing on what victims can do to prevent their own victimization to addressing the community as a whole through bystander intervention programs. This approach also works to create a sense of community where members hold one another accountable and promote respect.



In a review of the literature on prevention theory, practice, and programming around sexual assault, several components were identified as constituting best practices in this area. For prevention programs to be effective, support at the institutional level is crucial.<sup>4</sup> Mandates and policies are needed to support program activities; information about these policies needs to be accessible and widely disseminated; staff must be recruited, trained, and supported; and collaborations and partnerships must be in place to support the program. Any prevention program must be thoughtfully planned and grounded in theory, and evaluation must be built into that plan. In terms of content, effective programs focus on preventing sexual assault before it happens and ultimately aim to achieve positive behavior change. In addition to focusing on positive, prosocial behavior, effective programs generally include definitions and relevant statistics, address sociocultural contributors to violence like gender stereotypes, and incorporate information on risk and protective factors. Furthermore, they focus on consent, are skill-based, and incorporate bystander intervention skills.<sup>5</sup>

In terms of program delivery, activities should be targeted and adaptable to different groups with varying levels of risk and protective factors; these activities can be effectively complimented by community-wide programming. Programs should also be theory- and evidence-based, sensitive

<sup>1</sup> The Social-Ecological Model: A Framework for Prevention. <http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>

<sup>2</sup> EverFi. (2014). Beyond Checking the Box: Examining Best Practices for Sexual Assault Prevention. Disseminated to accompany presentation of the same name at the 2014 EverFi Annual Research Summit.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

and trauma-informed, as well as comprehensive, multifaceted, and engaging. Lastly, programs should include modeling and leadership skills, often demonstrated by peers.<sup>6</sup>

## RECOMMENDATIONS

The task force identified five prevention and education principles. Using an adapted version of the Social-Ecological model, key activities for each principle were identified for the individual, relationship, and campus/community levels.

- Principle 1. All students should have a basic understanding of gender-based violence and bystander intervention skills.
- Principle 2. Campus norms should reflect values of respect, trust, and intolerance of violence.
- Principle 3. All processes and procedures related to GBV should be transparent, and enforcement of standards and policies visible to the community.
- Principle 4. All students should have access to comprehensive sexual health information.
- Principle 5. All MIT community members should be able to identify and locate support services for those affected by gender-based violence.

**Principle 1.** *All students should have a basic understanding of gender-based violence and bystander intervention skills.*

Data from the Community Attitudes on Sexual Assault survey and Chancellor Barnhart’s listening sessions highlighted the need for an increased understanding of both GBV definitions and related MIT policies. The task force discussed strategies to increase knowledge targeting students and faculty/staff.

### **Strategies: Students**

1. Title IX and VPR should develop a 15–20 minute orientation video tailored to what students need to know. Although live training is ideal, a video could be used by groups with limited time and reach a larger audience.
2. Develop a sexual health and GBV peer education program using student leaders and focusing on education in the residences.
3. Develop comprehensive poster campaigns focused on bystander intervention, consent promotion, and MIT policies.

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<sup>6</sup> Ibid.

4. Require an adapted version of Party Safe Plus for dorms. Using the IFC program structure as a model, coordinate with the Dormitory Council (DormCon) to require that a certain percentage of suite occupants attend a party host and bystander intervention training before they are able to register a party. This training would be developed in consultation with VPR and CDSA.
5. Have varsity and club sport team captains, the Student Athlete Advisory Committee (SAAC), and coaches receive annual training. Work with the SAAC to strategize ways to more effectively reach student athletes on a broader level.
6. Provide participation cards to people/groups/departments upon completion of a “Bystander Intervention” and/or “How to Help a Survivor” workshop. These cards could be displayed throughout campus to demonstrate community support of and a commitment to these issues. Each card should note the year it was received to incentivize people to attend training annually.
7. Provide funding for a student intern to assist in coordinating the “It’s On Us” campaign and fund the “It’s On Us” student group to help the group bring forward initiatives and connect to the Prevention and Education Advisory Board.
8. The task force recognized the importance of reaching students after freshman year (currently the only cohort with any mandatory programming). Members felt strongly that programming should be unique and tailored to upperclassmen to avoid frustration with repetition. Specific suggestions included:
  - Utilizing the peer education program to reach upperclassmen in living groups
  - Working with EverFi to implement “booster” online modules created as a refresher course for upperclassmen, to be taken when modules become available
  - Working with house teams to incentivize training attendance (for example, link attendance to room selection)
  - It was noted that almost 90% of MIT undergraduates participate in a UROP, which indicates that training efforts linked to this program could be an opportunity to reach a majority of the student body.

The task force was charged with reaching specific communities on campus including LGBTQ students, students of color, and first-generation students.

9. Engage all student leaders while making an intentional effort to reach underrepresented-minority students.
10. Expand the Consent Campaign poster series to look at specific communities (underrepresented minorities, LGBTQ, first generation) and potential issues unique to each student population.
11. Use the CASA survey data to create a social norms campaign for the entire community with a special lens on specific communities.

Reaching graduate students was identified as a particular challenge. They are a less cohesive group, begin their studies at staggered times, have no centralized orientation that attracts a

majority of students, and are less likely to attend programs outside their academic field. The task force discussed strategies to address some of these challenges, including the following:

12. Violence Prevention & Response and the Office of the Dean for Graduate Education (ODGE) should partner to increase graduate student completion of the Haven program. The task force recommends this be a mandatory program and suggests that MIT explore the possibility of placing a hold on registration as an incentive for completing the program.
13. VPR and Title IX staff should participate in the Graduate Student Council's (GSC) Grad School 101 Orientation. Title IX participated last year but was only given 10 minutes to present and VPR was not involved. Request that the time allotted to VPR and Title IX be expanded to 20 minutes.
14. Work with the Teaching and Learning Laboratory to include GBV education in the teaching assistant orientation.

### *Strategies: Faculty/Staff*

While the task force's charge is focused on strategies for reaching students, members felt strongly that training faculty and staff on proper response techniques, MIT policies, and resources would be crucial to creating a welcoming environment for all. The following recommendations were developed to better prepare the MIT community to respond to and report on incidents and disclosures of violence.

1. Appoint a senior leader to coordinate employee training issues, including:
  - Streamlining policies (currently there are multiple employment policies related to GBV issues, which can be confusing and whose applicability can be difficult to determine)
  - Working to obtain 100% completion rate of the new online Employee Orientation program
  - Developing strategies to reach all faculty and staff for education and training (currently only new faculty and staff are required to complete orientation)
2. Coordinate with the provost and Institute community and equity officer to encourage unit heads to require current faculty to complete the online training course.
3. Organize monthly lunch sessions open to all faculty and staff to provide regular training on Title IX responsibilities and responding to disclosures.
4. Develop a 15–20 minute orientation video tailored to what employees should know. Again, live training is ideal, but a video could be used by groups and departments with limited time and could reach a larger audience.
5. Visit individual departments on a rotating basis over three years.

### **Principle 2.** *Campus norms should reflect values of respect, trust, and intolerance of violence.*

The task force discussed the importance of creating a campus climate that normalizes respect and the importance of consent. By shifting campus norms, we hope to create an environment

that does not tolerate abusive behavior and, in turn, minimizes the conditions that support gender-based violence. Student task force members recommended we work to shift campus norms through student leadership and that we make the current positive values of the MIT community more visible.

### *Strategies*

1. Send consistent messages to the community about MIT's commitment to respect and consent. It was suggested that this should begin as early as Campus Preview Weekend (CPW) by including a statement about behavior expectations and campus resources in the CPW booklet.
2. Train student leaders and those who others look to for guidance on basic GBV understanding and how to respond to disclosures. This includes leaders of student clubs (work with the Association of Student Activities), Undergraduate Association, DormCon, GSC, SAAC, IFC, Panhel, and underrepresented-minority student leaders.
3. Make the positive visible. Create a bystander intervention blog on the "It's On Us, MIT" website so people can post stories of intervention. The MIT News Office could link to this periodically.
4. Create an annual event with an award for bystander intervention efforts and/or other prevention efforts at MIT.
5. Use the CASA survey results to create a social norms or marketing campaign to promote the healthy attitudes students endorse and bystander intervention skills students currently employ.
6. Given that research shows perpetrators tend to be heavier drinkers,<sup>7</sup> coordinate with CDSA to infuse sexual misconduct prevention education into the Basics program.
7. Ask the Student Title IX Working Group and peer education program to utilize MIT students' particular skill set (e.g., innovation, creativity, technology, thinking outside the box, etc.) MIT to creatively address gender-based violence.

**Principle 3.** *All processes and procedures related to GBV should be transparent, and enforcement of standards and policies visible to the community.*

Students have expressed confusion about a number of issues, including MIT policies, procedures, and possible outcomes; formal and informal resolutions of GBV cases; confidentiality levels of resources; and available remedies for GBV. The task force discussed the importance of increasing transparency to better communicate Title IX issues.

### *Strategies*

1. Develop a robust poster campaign explaining Title IX, available reporting options, and confidentiality levels of campus resources.

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<sup>7</sup> Abbey, A. (2011) Alcohol's role in sexual violence perpetration: Theoretical explanations, existing evidence and future directions. *Drug and Alcohol Review*, 30, pgs. 481-489.

2. Develop short videos with key campus service providers about resources available through specific offices (VPR, Title IX, Student Support Services, Mental Health and Counseling, MIT Medical, and the Committee on Discipline).
3. Include information on gender-based discrimination more broadly (beyond sexual misconduct, intimate partner violence, or stalking) on the MIT Title IX website.
4. In an effort to be transparent about the issues that are brought forward, consider making public an annual report summarizing Title IX cases and findings (being careful to not include any identifying information).

**Principle 4.** *All students should have access to comprehensive sexual health information.*

A common theme in the CASA survey data and other student feedback was a request for more comprehensive sexual health information. The task force discussed the importance of providing information about both sexual violence and sexual health, and agreed that some students have a need for education on very basic sexual health issues.

**Strategies**

1. Make sexual health a primary focus for new peer education coordinators at VPR.
2. Coordinate programming with Women@MIT and the Women and Gender Studies Program.
3. Reach students to provide sexual health education through:
  - Couples classes on healthy relationships
  - A sexual health class in the Physical Education Department
  - A for-credit Independent Activities Period (IAP) class

**Principle 5.** *All MIT community members should be able to identify and locate support services for those affected by gender-based violence.*

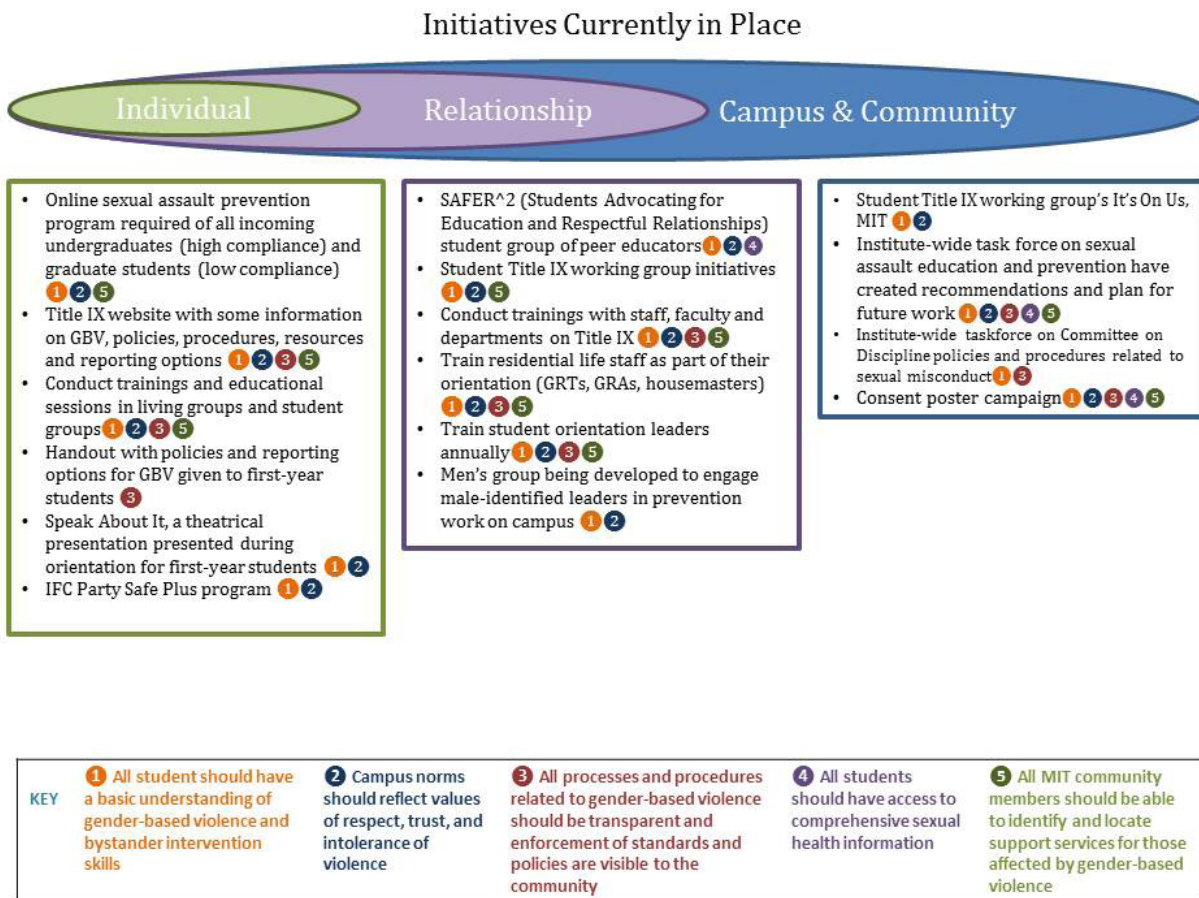
MIT has demonstrated a sustained commitment to support students who have been affected by gender-based violence. We applaud the recent additions to VPR staff, specifically the addition of a dedicated survivor advocate position. The task force discussed the need for broader knowledge of campus resources and a mechanism for survivors to provide feedback on accessibility and provider preparedness.

**Strategies**

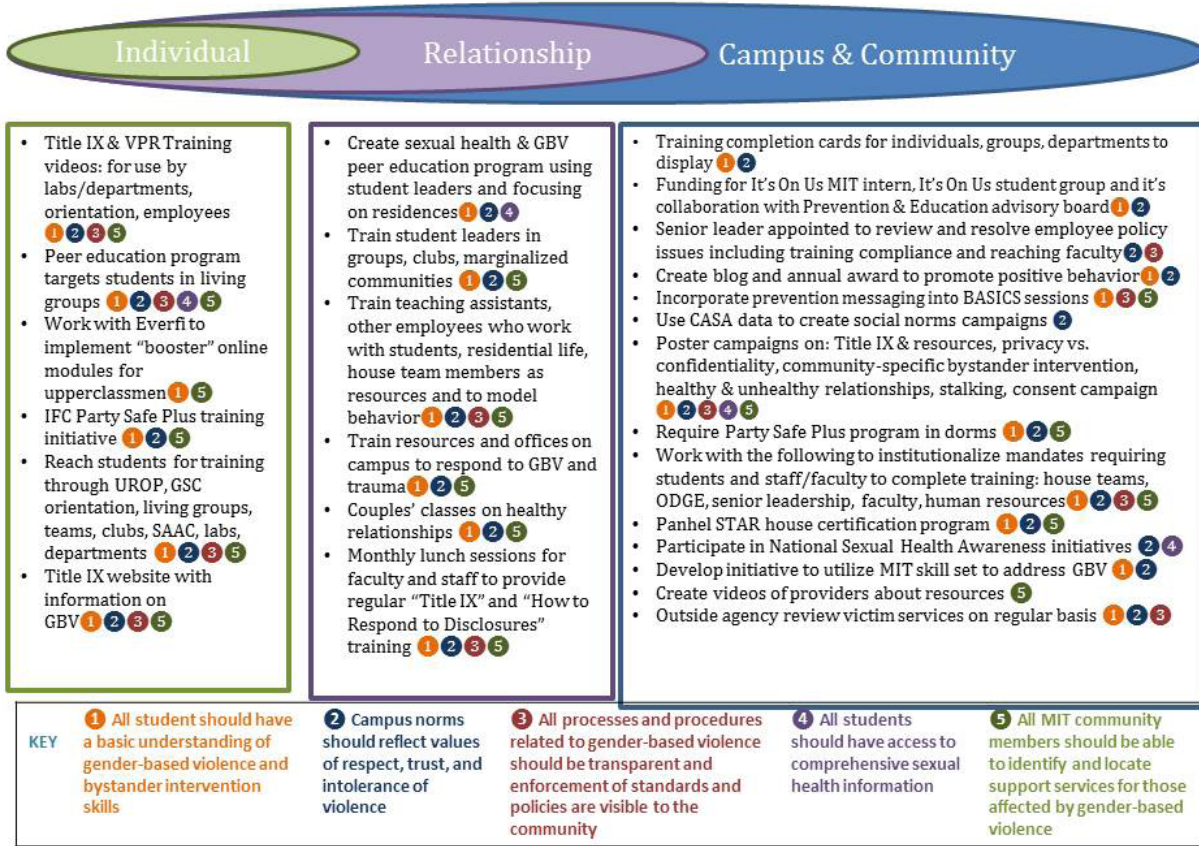
1. Create an advertising campaign about confidential versus private resources.
2. Continue to support initiatives such as the survivor-focused VPR stickers in bathroom stalls across campus.
3. In an effort to create a well-trained and prepared community, require staff in key positions or departments to complete mandatory training on GBV annually, in particular:

- a. MIT Police
  - b. Mental health staff and medical clinicians
  - c. Ombuds Office
  - d. Title IX Office
  - e. VPR staff
  - f. Student Support Services
  - g. Committee on Discipline
  - h. Residential Life staff (housemasters, area directors, graduate resident tutors (GRTs), graduate resident advisors (GRAs))
  - i. Graduate administrators
  - j. Sloan School of Management student life staff
4. MIT is continually working to improve the quality of care that survivors receive. The task force recommends an outside agency review victim services departments on a regular basis to ensure students are receiving the best care possible.

**Figure 1. Recommendations Chart**



### Recommendations to be Developed & Implemented



### TIMELINE AND LEAD OFFICE

#### Spring 2015

#### Lead Office: Violence Prevention & Response

- Develop a sexual health and GBV peer education program using student leaders and focusing on education in the residences.
- Provide participation cards to people/groups/departments upon completion of a “Bystander Intervention” and/or “How to Help a Survivor” workshop. These cards can be displayed throughout campus to demonstrate community support and a commitment to these issues. Each card should note the year it was received to incentivize people to attend training annually.
- Create a partnership between VPR and ODGE to increase graduate student completion of the Haven program. The task force recommends this be a mandatory program and suggests that MIT explore the possibility of placing a hold on registration as an incentive for completing the program.
- Use the CASA survey results to create a social norms or marketing campaign to promote the healthy attitudes students endorse and bystander intervention skills students currently employ.



***Lead Office: Title IX Office***

- Make the positive visible. Create a bystander intervention blog on the “It’s On Us, MIT” website so people can post stories of intervention. The MIT News Office could link to this periodically.
- Develop a robust poster campaign explaining Title IX, available reporting options, and confidentiality levels of campus resources.
- Develop short videos with key campus service providers about the resources available through each office (VPR, Title IX, Student Support Services, Mental Health and Counseling, MIT Medical, and the Committee on Discipline).
- Create an advertising campaign about confidential versus private resources.

***Lead Office: Joint Violence Prevention & Response and Title IX Office***

- Create two 15–20 minute orientation videos, one tailored to what students need to know and the other tailored to employees. Although live training is ideal, a video could be used by groups with limited time and could reach a larger audience.
- Develop comprehensive poster campaigns focused on bystander intervention, consent promotion, and MIT policies.
- Ask the Student Title IX Working Group and peer education program to utilize the MIT students’ particular skill set (e.g., innovation, creativity, technology, thinking outside the box, etc.) to creatively address gender-based violence.

**Summer 2015*****Lead Office: Violence Prevention & Response***

- Given that research shows perpetrators tend to be heavier drinkers, coordinate with CDSA to infuse sexual misconduct prevention education into the Basics program.

***Lead Office: Title IX Office***

- Include information on gender-based discrimination more broadly (beyond sexual misconduct, intimate partner violence, or stalking) on the MIT Title IX website.

***Lead Office: Human Resources Department***

- Appoint a senior leader to coordinate addressing employee training issues including:
  - Streamlining policies (currently there are multiple employment policies related to GBV issues, which can be confusing and whose applicability can be difficult to determine)
  - Working to obtain 100% completion rate of the new Employee Orientation online program
  - Developing strategies to reach current faculty and staff for education and training opportunities (currently only new faculty and staff are required to complete orientation)

## Fall 2015–2016

### *Lead Office: Violence Prevention & Response*

- Require an adapted version of Party Safe Plus for Dorms. Using the IFC program structure as a model, coordinate with DormCon to require that a certain percentage of suite occupants attend a party host and bystander intervention training before they are able to register a party. This training will be developed in consultation with VPR and CDSA.
- Expand the Consent Campaign poster series to look at specific communities (underrepresented minorities, LGBTQ, first generation) and potential issues unique to each student population.
- Use the CASA survey data to create social norms campaign for the entire community with a special lens on specific communities.
- Work with the Teaching and Learning Laboratory to include GBV education in the teaching assistant orientation.
- Make sexual health a primary focus for new peer education coordinators at VPR.
- Reach students to provide sexual health education through:
  - Couples classes on healthy relationships
  - A sexual health class in the Physical Education Department
  - A for-credit IAP class.

### *Lead Office: Title IX Office*

- Have varsity and club sport team captains, the SAAC, and coaches receive annual training. Work with the SAAC to strategize ways to more effectively reach student athletes on a broader level. Provide funding for a student intern to assist in coordinating the “It’s On Us, MIT” campaign and fund the “It’s On Us, MIT” student group to help the group bring forward initiatives and connect to the Prevention and Education Advisory Board.
- Organize monthly lunch sessions open to all faculty and staff to provide regular training on Title IX responsibilities and responding to disclosures.
- In an effort to be transparent about the issues that are brought forward, consider making public an annual report summarizing Title IX cases and findings (being careful to not include any identifying information).

### *Lead Office: Joint Violence Prevention & Response and Title IX Office*

- The task force recognized the importance of reaching students after freshman year (currently the only cohort with any mandatory programming). Members felt strongly that programming should be unique and tailored to upperclassmen to avoid frustration with repetition. Specific suggestions included:
  - Utilizing the peer education program to reach upperclassmen in living groups

- Working with EverFi to implement “booster” online modules created as a refresher course for upperclassmen, to be taken when modules become available
- Working with house teams to incentivize training attendance (for example, link attendance to room selection)
- It was noted that almost 90% of MIT undergraduates participate in a UROP, which indicates that training efforts linked to this program could be an opportunity to reach a majority of the student body.
- Engage all student leaders while making an intentional effort to reach under-represented-minority students.
- VPR and Title IX staff should participate in the GSC’s Grad School 101 Orientation. Title IX participated last year but was only given 10 minutes to present and VPR was not involved. Request the time allotted to VPR and Title IX be expanded to 20 minutes.
- Train student leaders and those who others look to for guidance on basic GBV understanding and how to respond to disclosures. This includes leaders of student clubs (work with the ASA), UA, DormCon, GSC, SAAC, IFC, Panhel, and underrepresented-minority student leaders.
- Create an annual event with an award for bystander intervention efforts and/or other prevention efforts at MIT.

#### ***Lead Office: Chancellor Barnhart***

- MIT is continually working to improve the quality of care that survivors receive. The task force recommends an outside agency review victim services departments on a regular basis to ensure students are receiving the best care possible.

### **Ongoing**

#### ***Lead Office: Violence Prevention & Response***

- Continue to support initiatives such as the survivor-focused VPR stickers in bathroom stalls across campus.

#### ***Lead Office: Title IX Office***

- Visit individual departments on a rotating basis over three years.

#### ***Lead Office: Joint Violence Prevention & Response and Title IX Office***

- Send consistent messages to the community about MIT’s commitment to respect and consent. It was suggested that this should begin as early as Campus Preview Weekend by including a statement about behavior expectations and campus resources in the CPW booklet.
- In an effort to create a well-trained and prepared community, require staff in key positions or departments to complete mandatory training on GBV annually, in particular:

- MIT Police
- Mental health staff and medical clinicians
- Ombuds Office
- Title IX Office
- VPR staff
- Student Support Services
- Committee on Discipline
- Residential Life staff (housemasters, GRTs, GRAs)
- Sloan School of Management student life staff

## ASSESSMENT

An essential component for successful prevention and education programming is developing a comprehensive assessment plan. In an effort to begin that process, the task force recommends the following initiatives:

1. Form a Prevention and Education Advisory Board to coordinate broad, data-driven prevention strategies on campus. This group should also review policies, services, and programs on campus regularly to ensure that momentum is not lost with the current efforts. Possible membership would include public health experts from the community, faculty, topical experts, and student leaders. The task force suggests this be an Institute Committee appointed by the President to ensure its longevity and assist with faculty involvement.
2. Work with the CASA survey team to develop a plan to continue administering CASA or another climate survey regularly. This data will be useful in assessing the impact of educational campaigns and other outreach efforts. While there will likely be some changes made to the survey tool, the task force recommends maintaining consistency to the extent possible in order to measure pre- and post-survey changes.
3. Work with VPR staff to create a comprehensive evaluation plan that includes assessment initiatives addressing all new prevention and education efforts put forward from this report.
4. Collaborate with EverFi to review Haven and AlcoholEdu assessment data.