

## I. Introduction

In March 2019, following the release of the National Academy of Sciences, Engineering, and Medicine (NASEM) report titled *The Sexual Harassment of Women in Academia*, President Rafael Reif established four Working Groups that would engage with stakeholders across the Institute to identify ways to align MIT's efforts and goals with the NASEM report's findings and recommendations. The Training & Prevention Working Group, co-chaired by Sarah Rankin, Director of the Title IX & Bias Response Office, and Libby Mahaffy, Diversity and Inclusion Specialist in Human Resources, met from April 2019 to October 2019. Additional feedback from the community through a public forum and online comment period after the first draft was completed was added to the report in December 2019.

This report is the product of an eight-month effort to compile and synthesize data collected through benchmarking peer institutions, assessing current training and prevention offerings at the Institute, listening to the larger MIT community, and ultimately developing a comprehensive set of recommendations for aligning the Institute's training and prevention efforts to the central findings of the NASEM report. We also want to acknowledge that there are departments that are connected to MIT and separate (e.g. Lincoln Labs) and that we hope that recommendations laid out in this report are addressed in a way that fits their community's needs and culture. Please note that significant revisions based on community input are highlighted in orange text throughout the report.

In order to ensure consistency of language, the Working Group has defined two terms below that are referenced throughout the report.

### 1. Civility

In defining civility, Section 9.1 of MIT Policies and Procedures states: "The Institute promotes the principle that every person brings unique qualities and talents to the community and that every individual should be treated in a respectful manner. All members of the MIT community are expected to conduct themselves with professionalism, personal integrity, and respect for the rights, differences and dignity of others."

### 2. Gender-Based Harassment

The 2018 NASEM Report defines Gender-Based harassment as "a broad range of verbal and nonverbal behaviors not aimed at sexual cooperation but that convey insulting, hostile, and degrading attitudes about" members of [non-dominant] gender[s] (page 25).

## II. The Training & Prevention Working Group Charge

This Working Group is being asked to review the CWSEM's proposals regarding training and *community-support practices*. In developing your recommendations, we ask that you consider: the CWSEM's underlying findings; **MIT's goal of eliminating sexual harassment at the Institute**;

MIT's current training practices and resources; MIT's current support practices and resources; best practices of MIT's peer institutions; and any lessons learned from experiences at MIT.

Specifically:

1. *Develop an inventory of MIT's training practices and educational materials relating to sexual harassment, and make recommendations on the following training items with recommended action plans:*
  - Addressing all the forms of sexual harassment identified in the CWSEM Report, including gender harassment.
  - Addressing unconscious bias and promoting civility, professionalism, diversity, safety, and respect.
  - Developing training practices/materials targeted towards MIT's various populations (e.g., staff, faculty, students, etc.).
  - Promoting bystander intervention and other ways to encourage positive behavior.
  - A review of current resources in this area.
2. Describe any opportunities for MIT to further encourage the reporting of sexual harassment, including through informal channels.
3. Identify any metrics MIT could use to measure the success of trainings, community outreach initiatives, and reporting resources.

### Working Group Membership

Co-chairs: Libby Mahaffy, Diversity and Inclusion Specialist, Human Resources  
Sarah Rankin, Director, Title IX and Bias Response Office

Staff: Bianca Kaushal, Education Specialist, Title IX and Bias Response Office

Members: Beatriz Cantada, Program Director, Institute Community and Equity Office  
Jimmy Doan, Assistant Dean, CARE Team, DSL  
Darcy Gordon, Postdoctoral Teaching Fellow, Department of Biology  
Catherine Kim, Assistant Dean for HR and Administration, School of Eng.  
Laura Liao, Undergraduate Student '20, PLEASURE Educator  
Janet Rankin, Director, Teaching and Learning Laboratory  
Vienna Rothberg, Program Manager, Violence, Prevention & Response, DSL  
Garima Sharma, Graduate Student, Economics

### III. Executive Summary

The NASEM report makes clear the need for positive culture change within institutions in order to combat persistent gender inequity, not just at MIT, but in our society more broadly. **Our institution is affected by, and we believe, can also affect the dominant cultural norms of this country.** Given the working group's tight timeline and specific charge, our contributions support this larger call for action, but in more concrete and tactical ways that are focused primarily on

training. These findings lay a foundation for further assessment and benchmarking and our recommendations build towards a comprehensive strategy to affect deep and enduring culture change, through proactive as well as responsive means.

The Working Group initially divided into two smaller subgroups to more efficiently identify the internal and external trends around or concerning training and prevention efforts. The **Environmental Scan** subgroup focused on benchmarking peer institutions, while the **Trainings Inventory** subgroup audited internal educational offerings. This document and its appendices detail each subgroup's findings, analyses, and recommendations. The recommendations consist of both endorsements of existing ideas or initiatives and new needs or opportunities surfaced by the process of data collection and analysis.

The Environmental Scan group found MIT's practices to be on par with peer institutions. For example, like MIT, many peer institutions provide baseline education in sexual harassment for the entire community through online platforms like EverFi. It also identified opportunities to leverage peer education programs and discovered the challenge of providing continuing education opportunities for faculty and staff is shared by other institutions.

The Trainings Inventory group found gaps in trainings by constituent group and/or depth of engagement, which easily translated into options for expanding or enhancing existing offerings. The analysis also revealed the variety of ways trainings were initiated, which has implications for scalability of new trainings and sustainability of current practices.

Recommendations were synthesized from both groups' efforts – they outline opportunities and strategies for the enhancement of existing programming; targeting of key populations; and the alignment of resources and goals across various offices to ensure scalability, consistency, and sustainability.

After the initial draft of the recommendations were shared with the larger MIT community, the working group welcomed their feedback and comments. Community members contributed through a public forum, online comment form, and formal and informal meetings that discussed the topics of the report. That feedback was then synthesized and informed revisions to the final draft, highlighted in orange.

#### Description & Analysis of Environmental Scan

The Environmental Scan subgroup began its benchmarking efforts by identifying a list of peer institutions to research and by drafting questions to ask each peer institution. The goal of this external benchmarking was to better understand the mandatory training requirements at peer institutions and to discover any innovative or particularly effective strategies currently implemented at peer institutions to address gender equity and gender-based discrimination (including sexual harassment, sexual assault, intimate partner violence, and stalking). The data collection period took place over the summer, which, due to vacation schedules, may have contributed to the low response rate. The Environmental Scan group was able to collect data

from 17 peer institutions of different sizes and demographics from public state schools to smaller liberal arts colleges<sup>1</sup>.

1. Scan Findings

The following high-level trends were identified as a result of the scan:

- i. 14/17 (82%) respondents require mandatory training for incoming undergraduate students\*
- ii. 11/17 (65%) respondents require mandatory training for incoming graduate students\*
- iii. 5/17 (29%) utilize a peer educator model to coordinate and systematically train subgroups of students (e.g. athletic teams, fraternities, sororities)\*
- iv. The most common topic is Title IX 101, which includes basic information about policies, definitions, University resources, and methods for reporting. This is in part due to the fact that many institutes have made this mandatory for compliance and federal funding reasons. Other popular topics for trainings included Consent and Bystander Intervention.

\* Also an MIT practice

2. Scan Analysis

The Environmental Scan found additional overall trends across the 17 schools. These trends are detailed below:

- i. 15/17 schools use online training as a way to establish baseline education for a large audience within the University context.
- ii. EverFi is the primary vendor for online trainings for undergraduate students and employees.
- iii. The pairing of online education and training with in-person discussions or follow-up workshops is a developing pattern and often utilizes peer educators.
- iv. Many schools are struggling with the creation of engaging, ongoing education opportunities for faculty & staff beyond the initial online training for new employees.

The data compiled by the Environmental Scan showed that MIT's training efforts are in line with those of our peer institutions. Two examples of this include: 1) our efforts in online training, such as the use of EverFi to provide on-boarding trainings for undergraduate students (SAP-U), graduate students (SAP-G), and employees (Haven for Faculty & Staff); and 2) work in peer education. In particular, MIT's PLEASURE peer education program, overseen by staff in Violence Prevention and Response, which has grown to have peer educators in many of the

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<sup>1</sup> Boston University, Brown, Carnegie Mellon University, Columbia, Cornell, Dartmouth, Duke, Harvard, Penn, Princeton, Purdue University, Stanford, Tufts, University of Chicago, University of Washington, UT Austin, Yale

undergraduate living groups who conduct regular trainings tailored to the needs of specific student groups. The work of the CSMPR 2018-2019 committee also falls in line with that of our peer institutions around identifying methods for ongoing education. This work will be discussed in more detail in the recommendations section of this report.

### Description and Analysis of Trainings Inventory

The Trainings Inventory subgroup was tasked with conducting an internal audit of the current training and prevention offerings at the Institute. After an initial brainstorm of key contacts and offices explicitly committed to the work of gender equity, the subgroup identified four offices in particular whose missions and training efforts are primarily focused on this area: Human Resources (HR), the Institute Community and Equity Office (ICEO), the Title IX and Bias Response Office (T9BR), and Violence Prevention and Response (VPR)<sup>2</sup>. The Working Group recognizes that other trainings and workshops offered outside of these four offices may fit in the category of gender equity training and education, but narrowed the scope of data collection to these four offices given that they undertake the majority of the work being done.

Over 130 programs and offerings from HR, ICEO, T9BR, and VPR were inventoried. Trainings in the inventory included online trainings, in-person “traditional” trainings, as well as annual events (e.g. first-year orientation program), some of which are required. All trainings focused on increasing knowledge and awareness; given time allotment, others were able to delve into skill application and behavior change.

The topics of the trainings were broadly categorized as follows:

- Title IX 101: MIT policies, procedures, and resources as well as in-depth information about the role of the T9BR office, what it can do, and how it works to address, remedy, and prevent harm.
- VPR 101: VPR’s services, how and why to use confidential resources, information about primary prevention, interrupting harm and culture change, and how to support individuals who disclose.
- Building an Inclusive Culture: How cultures are created, how micro-aggressions can impact climate and individuals, and bystander intervention strategies in a community-based setting.
- Healthy and Unhealthy Relationships: Identifying, analyzing, and addressing behaviors of unhealthy and healthy relationships (romantic and platonic).
- Bystander Intervention: In-depth training and practice with skills for intervening in concerning or problematic situations to address and remedy harm.

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<sup>2</sup> It is important to note that the offices that provide the online and in-person trainings also provide a number of other complementary services to the community that leverage the training to have a greater impact. A sampling of other support and education efforts include consulting services, thought partnership, and ambient education through marketing materials (e.g., bathroom stickers).

## Training and Prevention Working Group Recommendations

12.16.19

- **Implicit Bias:** Understanding individual biases and their impact on outcomes for specific groups of people as well as strategies to mitigate and unlearn implicit or unconscious bias.
- **Responsible Employee:** In-depth training on the role of responsible employees on campus with regard to policies and procedures, how disclosures are responded to by the T9BR office, and skills in responding to disclosures.

### 3. Inventory Findings

See **Appendix A** for a detailed listing of all training and education programs related to training topics from the academic year 2018-2019. Table 1 shows the breakdown of programs for various constituencies on campus.

*Table 1: Percentage of Training and Education Programs Offered to Various Groups*

<b>Group/Constituency</b>	<b>Percentage</b>
Undergraduate Students	44%
Graduate Students	20%
Staff/Administrators	20%
Faculty	10%
Alumni, Post-Docs, and Mixed Groups	Approx. 6%

Most undergraduate student trainings were presented to members of intact student groups, such as living groups (e.g., FSILGs), athletes, student organizations, and peer support resources (e.g., PLEASURE educators).

Most faculty were engaged in trainings through committees (e.g., COD and CSMPR) or faculty programs (e.g., New Faculty and Department Head Orientation, School of Engineering Tenure Track Program). Academic departments where all faculty were invited to and attended trainings included:

- Course 4: Architecture
- Course 5: Chemistry
- Course 10: Chemical Engineering
- Course 21M: Media Arts & Sciences

Trainings ranged in time from 30 minutes to 3 hours. Table 2 shows which lengths of trainings were most prevalent.

*Table 2: Percentage of Trainings of Various Lengths*

<b>Length of Training</b>	<b>Percentage of total trainings</b>
Under One Hour	7%
One Hour	40%
Between One Hour and Two Hours	45%
Two Hours and Over	8%

Training and Prevention Working Group Recommendations  
12.16.19

*Table 3: Number of Trainings Run by Audience and Participant Numbers*

<b>Training Given By</b>	<b>Primary Audience</b>	<b>Number of Trainings</b>	<b>Number of Participants</b>
T9BR/VPR	Alumni	1	35
VPR	Alumni	1	35
ICEO	Faculty	1	12
T9BR	Faculty	7	112
T9BR/VPR	Faculty	2	7*
VPR	Faculty	2	69
HR	Staff/Admin	13	260
T9BR	Staff/Admin	7	260
VPR	Staff/Admin	7	242
VPR	Grad and Undergrad	3	95
ICEO	Grad	3	173
T9BR	Grad	9	272*
T9BR/VPR	Grad	33	538
VPR	Grad	3	53
HR	Undergrad	1	20
ICEO	Undergrad	1	10
T9BR	Undergrad	5	115
T9BR/VPR	Undergrad	4	1080
VPR	Undergrad	44	1828
	<b>TOTAL</b>	147	5,216*

\* At least this number, as some participants were not counted

*Table 4: Number of Trainings by Primary Topic Area*

<b>Training Title</b>	<b>Number of Trainings Given</b>
Building an Inclusive Culture	49
Bystander Intervention	10
Gender Equity and Equality	7
Other	8
Healthy and Unhealthy Relationships	11
Implicit Bias	7
Inclusive Practices for All Genders	4
Responsible Employee	8

4. Inventory Analysis

In talking with the staff of the four offices inventoried, the Trainings Inventory group found that trainings are initiated through the following channels: 1) DLC or Program structure, 2) staff advocacy, 3) student advocacy, 4) leadership mandate, and at times a mix of multiple channels.

1. DLC or Program Structure: This describes situations in which there is a built-in expectation within a DLC or Program about the inclusion of a gender equity training. Many times, it is part of an orientation schedule or included as a topic for a reoccurring meeting. In these instances, time is allocated in the schedule that doesn't significantly change from year to year, and there is an expectation established that regardless of other factors (such as staff preference), the training will be included. An example of this is the annual Architecture faculty meeting invitation.
2. Staff advocacy: The second channel of requesting trainings occurs when a staff person (such as a program manager, support staff person or administrator) within the DLC or program initiates contact with to an MIT office or an outside consultant. This could be in response to their own learning or through student advocacy. This may or may not be in alignment with the leadership of their area; in situations when leadership does not prioritize the staff's interests or advocacy, the session becomes vulnerable to cancellation. In this way, staff advocacy can be an initiator of culture change, but may prove unsustainable if not supported by other structures or groups within a DLC.
3. Student advocacy: In response to national events, DLC/Program experiences, or concerns about climate and culture, students may advocate for trainings. Student advocacy may be directed at the front-line staff level (those staff members with whom they have the most direct and comfortable engagement) if those staff have connections with internal offices that run the trainings and have the authority to bring them in. It may also be directed at the leadership of the DLC or Program (e.g. through a letter to the Department Head/Chair). Students act as a conduit to connect T9BR and VPR with staff in their DLC in order to initiate trainings.
4. Leadership mandate: Leadership within a DLC or Program is aware of issues (responsive) or wants to prevent issues from developing (proactive), and works through their own relationships or that of staff members' to engage the appropriate offices on campus or hire outside consultants.

The most robust engagements are a result of a confluence of the aforementioned channels: leadership mandate, student advocacy, and staff advocacy and relationships. The communication between these channels ensures that gender equity material is fully integrated at all levels of a DLC or Program instead of establishing a training that is isolated to one group or paired with conflicting information from other sources within the DLC or Program.



## Training and Prevention Working Group Recommendations

12.16.19

Given our analysis of the trainings conducted over AY2018-2019, we identified the following gaps:

- i. There are many areas of campus and populations that have not been exposed to any in-person training on the inventory topics.
- ii. There is not currently a way of tracking skill-level across populations.
- iii. Training topics are based on the requesting DLC or Program and are not always based on an assessment by the experts within the office that provides training of the gaps in skills, knowledge, or awareness of the target population
- iv. Most in-person trainings are not required, while most online trainings are. This significantly impacts the number of participants in each type of training. Required online trainings cover the entire MIT community but are primarily for information dissemination, while in-person trainings cover only a small percentage of the MIT community but have potential for skill building and motivating behavior change in the participants.

Though the training inventory focused on AY2018-2019, a trend of year-on-year growth in training requests was noted by staff, even as online and in-person training delivery increases in scale and reach. Because the scope of the internal audit was narrowed to one year for efficiency, we would be remiss to omit the unmistakable trend these offices have experienced over the preceding two years and into AY2019-2020.

The offices inventoried get training requests for topics not explicitly included in their mission and purpose, many of which are related to addressing the work of culture-change (sometimes quite explicitly, such as a request for a training on “How to Create a Positive Culture”) or healing from difficult issues (such as restorative justice). Moreover, T9BR, HR, and ICEO have all received multiple requests for unconscious bias trainings for faculty (these requests have come from both faculty and non-faculty). At this time, there is no centralized resource for any of the above topics, leaving a need within the community unmet. This will be discussed further in the recommendation section.

## IV. Recommendations

The motivation for these recommendations, in alignment with the NASEM guidance, was investigating the kind of work necessary for sustainable and integrated positive culture change at the Institute. Fully acknowledging the immensity of this task, the time horizon for particular recommendations will surpass the AY 19-20. This time and resource investment is intended to result in an environment that harbors less harassment and supports better outcomes for those in our community. This in turn will positively impact the science and technology we produce. We believe that the Institute can and should actualize its commitment to bolster gender equity, substantially decrease incidents of sexual harassment, and implement tools and strategies for more robust accountability to community norms, policies, and values. Training and education alone will not help us achieve these goals, but they are vital drivers of a larger cultural shift that is necessary to achieve our best work.

This section outlines and details the recommendations we have created by taking into consideration the optimal practices on campus and those of our peer institutions, with an eye to both strategic and tactical initiatives. The Working Group developed a comprehensive set of new recommendations – in addition to highlighting existing recommendations through endorsement – that not only propels MIT forward, but also attempts to integrate disparate efforts across the Institute.

Our recommendations are divided into the following sections: 1) core competencies and goal alignment, 2) current initiatives to continue and enhance, and 3) professional development opportunities for leadership groups.

### Section 1: Core Competencies and Goal Alignment

Assessment is a key component of any large-scale initiative, such as a coordinated effort around education and training to influence cultural change. It is essential to have a unified message to ensure training and education are consistent on topics that are clearly defined, and that outcomes can be measured and compared across the institute. Without proper alignment, MIT runs the risk of failing to rigorously answer the call for reform as well as underutilizing resources.

We appreciated that assessment was a component of the working group's charge, and additional time would have allowed for more exploration of this area. However, because of its importance, representatives from the working group (from ICEO, HR, T9BR, and VPR, in conjunction with the Teaching and Learning Lab) have begun work to develop and articulate *Core Competencies* in parallel to the working group's efforts. Core competencies describe a grouping of knowledge, skills, and cultural supports that can apply across populations within the Institute and provide a roadmap for current and future trainings and initiatives, ensuring alignment of efforts and messaging. Core competencies can also provide the Institute with "metrics MIT could use to measure the success of trainings, community outreach initiatives, and reporting resources" as requested in our charge.

The initial articulation of core competencies has used the structure of Knowledge – Practice – Culture. We began mapping the learning objectives for a variety of trainings (such as those outlined on pages 4 and 5) onto this structure to provide a starting point for further development. For example, the learning objective “Be aware of and able to reference MIT policies as they relate to gender-based violence of any kind” would be categorized under “Knowledge,” while “Be able to use evidence-based strategies to interrupt biased behaviors by MIT community members” would be in both “Practice” and “Knowledge.” “Culture” could encompass the learning objective for a manager-focused training of “be able to set goals for contributing to a positive and equitable culture.”

This exercise to develop and articulate a set of core competencies has underscored the need for additional time and stakeholder involvement, especially if the competencies are to be tailored to particular populations at the Institute. Therefore, the Working Group **recommends** that a cross-functional, high-level committee like the Committee on Sexual Misconduct Prevention and Response (CSMPR) be charged with further refining these competencies. We would welcome the opportunity to share our informal process and supporting documentation to aid their work.

In addition to alignment with to-be-developed core competencies, we recognize that accurate and ongoing assessment of the impact of training and education will require infrastructure and resources. Though all four offices (ICEO, HR, T9BR, and VPR) implement evaluations for their offerings, more work is needed to ensure alignment between all offices’ approaches to evaluation, the core competencies, and other sources of data collection including surveys instituted at the Program, DLC, and Institute-level.

And finally, the Working Group has identified several opportunities for further alignment of values, initiatives, and resources. In order for the work of gender equity to be impactful on a campus the size of MIT, it must be intentionally and strategically aligned across all efforts. The following list outlines some of the ways in which we think this alignment is possible.

1. *Equity Work includes Gender*

The Working Group **recommends** that all diversity and inclusion initiatives on campus explicitly **include all aspects of gender (including gender identity) in their mission and goals** in an effort to unify inclusion and anti-harassment efforts across campus. In an effort to approach this work intersectionally and recognize that gender-related issues do not occur in isolation, we believe that the Institute should broaden its definition and understanding of diversity to more explicitly include issues of gender.

2. *Sexual Violence Efforts Must Broaden Scope*

We **recommend** that current initiatives focused on addressing sexual misconduct, including the CSMPR, broaden their scope to include gender-harassment and gender equity. This is in response to the recommendations put forward by NASEM that stress needing to address gender-based harassment that creates an environment that is permissive of more egregious behavior, including sexual harassment and sexual assault.

3. *Student Peer Education Program*

The Working Group discussed the merits of developing an undergraduate peer education program that was unified across different groups of students including MedLinks, AODS students, PLEASURE, and other student peer resource/peer support groups. One potential model that has worked successfully on other campuses involves all students interested in these programs completing a one semester-long course to develop knowledge and skills in the different topic areas and then split up according to interests to learn the specifics of the student peer support/education group they decided to join. The Working Group **recommends** that this concept be further explored as a model for MIT to increase message consistency between peer resource groups and give students more comprehensive training on peer-support skills.

4. *Unconscious Bias Training Alignment*

The Working Group **recommends** further exploration on how to align messaging and training opportunities on the topic of unconscious bias. Several offices represented in the working group indicated that they field requests for unconscious bias trainings or workshops and do not feel fully equipped to accommodate such requests. The working group identified the ICEO as the office that may support a centralization of requests and training capacity or could bring together different offices on campus that do training in this area to align messaging.

5. *Climate Survey for Faculty/Staff/Postdocs*

The Working Group **recommends** implementing a survey of faculty, staff, and postdocs that specifically looks at the scope and prevalence of bias, harassment, and discrimination (including gender discrimination such as sexual misconduct, sexual harassment, intimate partner violence, and stalking) within these populations. Though we do this kind of work with the student populations at the Institute, a more concerted effort to understand the scope and prevalence of issues is needed at the employee level. This survey could model aspects of the CASA and/or AAU Sexual Misconduct surveys for questions pertaining to sexual misconduct but must also be broader in its approach to capturing all forms of discrimination experienced on campus. **The need for this kind of survey was echoed in feedback received from the community.**

6. *Institute School Liaisons*

To support the coordination and implementation of ongoing trainings around topics of gender equity, climate, inclusion at the five schools, the Working Group **recommends** the creation of a role within each school that works collaboratively with the ICEO and their respective counterparts in the individual schools. This will allow for each school to be more aligned with one another in efforts to bolster equity and ensure that the efforts of the schools align with an Institute-wide plan which could include adhering to the *Core Competencies*. **Feedback from the community outlined the need for department-level liaisons in addition to the School Liaisons. The Working Group supports this idea but would recommend this occurs after the installation of the School Liaisons so that the infrastructure to support department-level liaisons is in place.**

7. *Alignment of Institute-wide Committees and Initiatives around Climate*

MIT is a leader in innovation, which is widely viewed as positive, though it can lead to the rewarding of individualistic perspectives and behaviors at the expense of support for

collaborative and collective efforts. In order to combat this “siloing,” the Working Group **recommends** greater collaboration and connection among groups and initiatives, such as among presidentially appointed committees (e.g., CSMPR, CRD, CSDI). This collaboration could include shared projects or designated meeting times to discuss overlapping initiatives.

## Section 2: Continuing and Enhancing Existing Work

The literature has repeatedly illustrated that online training on topics of gender harassment, sexual misconduct, and civility are not enough on their own. Online modules establish a baseline of information including definitions, awareness of policies, and resources available on campus. With a campus of over 20,000 individuals, utilizing online training modules has been critically instrumental providing baseline training to all members of the MIT community.

However, the Working Group recognizes that online training must be accompanied with various forms of in-person training and consultation. In-person training of intact communities and groups can support the development of skills and start the work of attitudinal and behavioral shifts. In addition, given that intact communities have varying levels of awareness and skill, we need methods to assess and tailor in-person trainings to be most efficacious.

The below groups are prioritized for their involvement in this effort.

1. *Committee on Sexual Misconduct Prevention and Response (CSMPR) Menu of Options*  
In 2018-19, the CSMPR created a working group to provide guidance on fulfilling a CSMPR 2016 recommendation that faculty and staff receive ongoing training every two years. We **endorse** this recommendation and the ongoing development of a menu of options for faculty, staff, and graduate students that will be available in 2020. This menu includes a mixture of online training modules and in-person training options to provide the community with ongoing professional development in the area of gender harassment prevention strategies based on individual needs and interest.
2. *CSMPR Undergraduate Trainings*  
In 2018-29, the CSMPR also created a working group to look at ongoing education for undergraduate students beyond first-year orientation and the required online module during the summer before students’ first year. The working group recommended a roll-out plan of ongoing education via online modules for sophomores, juniors, and seniors in concert with a recommendation to develop a four-year curriculum of in-person training for undergraduate students. We **endorse** the recommendation: for online modules; and for developing in-person curriculum for students.
3. *REFS*  
The Resources for Easing Friction and Stress (REFS) is a confidential, graduate student peer coaching program that serves as a connection point between graduate students and the many support resources on campus. Currently, the Title IX & Bias Response Office and Violence Prevention and Response do basic training with all new REFS which includes information about both offices and training on how to respond to a disclosure. We **recommend** that training for REFS go beyond this introductory material and that

REFS are also supported in skills around bystander intervention, culture change, and are given opportunities to develop a deeper knowledge of gender-harassment prevention.

4. *PLEASURE@MIT*

The PLEASURE undergraduate peer education program has developed into a robust training program that provides various undergraduate living groups with continued education on healthy relationships, sexuality, and culture-change work. A pilot with the Department of Athletics, Physical Education, and Recreation (DAPER) is currently in progress where PLEASURE peer educators lead a 90-minute workshop with each athletic team about culture and sexual assault prevention. These intact groups (athletic teams) were chosen for the pilot because they are considered high risk for offending and being victimized. The model implements a paid peer educator approach to ensure high-quality trainings and to provide students who are passionate about this work the adequate compensation for doing it. We **recommend** this model of paid peer education programming. In order to scale the program to meet the need of in-person training for all undergraduate students (as per recommendations by the CSMRP), as well as further the targeting of high risk populations, the PLEASURE peer education program would need increased support both in staff and in funding to train, fund, and coordinate peer educators effectively.

5. *Departmental Lab-by-Lab Trainings*

Over the past two years, T9BR & VPR have worked closely with the Chemistry and Chemical Engineering departments to develop in-person, required workshops that range from 90-120 minutes for each lab in the department. These workshops cover policies, bystander intervention, resources, reporting options and assistance, how to build an inclusive working/learning environment, and activities for labs to better utilize the diversity of thought within their group. We **recommend** continuing this training initiative to further develop the skills of graduate students, faculty, and postdocs in the lab environment and to initiate critical conversations about bystander intervention and aligning practices with values in these core academic spaces. In order to offer this in-depth workshop to other departments, additional support and trainers would be needed.

6. *Gender-Harassment & Civility*

The NASEM report outlines the need for universities to shift their focus in both baseline training and ongoing training from sexual misconduct to the broader category of gender harassment in training and education. In addition to this broadening of scope, the NASEM report also outlines the need for more conversation around the topic of civility, respect, diversity, bias and professionalism in academic communities. The Working Group **endorses** this recommendation and encourages both T9BR and VPR to incorporate gender-harassment examples and education into their existing training initiatives. **Additionally, the Working Group recommends that special attention is paid to ensure that trainings and education on gender-harassment are inclusive of the experiences of LBGTQ\* members of our community, as well as intersectional identities.**

7. *New Staff (in-person training)*

Currently, all new staff at the Institute are required to complete an online training module that covers definitions of sexual misconduct, Title IX, MIT policies, and resources

on campus. In addition to this baseline education, the Working Group **recommends** that additional training be added to the currently running, optional New Employee Orientation (NEO) hosted weekly by central Human Resources. This addition to NEO for all new staff should cover the policies and resources to address and combat gender and sexual harassment more explicitly so that new staff understand how to access the available resources.

### Section 3: Professional Development of Leaders

There are certain groups within the MIT community that would benefit from specialized professional development on the skills and behaviors of leadership and culture setting. This is due to their ability to effect positive culture change at the Institute through their positionality, role, and influence. These groups are a strategic priority, and include Senior Leaders, Managers and Supervisors, New Faculty, Postdoctoral Associates, Teaching Assistants, and Student Leaders.

The Working Group **recommends** ongoing education for these groups of individuals on campus that not only conveys the responsibilities of their roles (as all of these groups would be Responsible Employees, except student leaders) but also how to ensure that they are building and sustaining inclusive, healthy, and professional environments. By labeling this kind of ongoing education as professional development, the working group hopes to emphasize that the work of creating an inclusive and safe culture is a valued professional duty that requires skill development and commitment. **Moreover, targeting particular groups with influence is a strategic use of resources; those with supervisory responsibilities have a multiplicative effect on their areas in terms of tone setting.**

Additional justification can be found below regarding reasons for focusing specific attention on the aforementioned audiences:

1. *Senior Leaders*, which includes members of Academic Council and DLC Heads or Leadership, are highlighted in the NASEM report as a group that needs continued education on the prevalence and impact of gender harassment in academia. They play a key role in role-modeling the expectations of how our community treats each other and are often in a position to publicly respond to issues that may arise. The personal behavior of senior leaders (both their own actions and their ability to address other people's actions) and how they talk about the issues of civility, inclusion, and equity are key aspects of creating an equitable and harassment-free culture.
2. *Managers and Supervisors*, **which includes faculty**, need additional training as leaders in their DLCs around supporting a team of diverse individuals, creating a climate of inclusivity, and addressing concerns raised in an appropriate fashion.
3. *New Faculty* are transitioning from roles as graduate students or postdocs and may benefit from specific training around power dynamics, classroom management, how to create a supportive learning environment, and how to manage labs with diverse identities. This training could be incorporated into their onboarding process in addition to the online training module all new employees complete.



4. *Postdoctoral Associates & Fellows* training could focus on their role as mentors and the power dynamics of their position within labs/research groups, how to promote civility and professionalism, and the reporting options and protections for postdocs.
5. *Teaching Assistants* do not currently receive training uniformly across all departments on campus. This means that some teaching assistants are not aware of their role as responsible employees or of the consensual relationships policy and how it applies to them. The working group recommends the creation of a formalized infrastructure to ensure that each department's new and returning TAs are trained annually.
6. *Student Leaders* may receive ad-hoc training but similar to the requirements in states like New York<sup>3</sup>, we recommend training for leaders of student organizations and clubs (i.e. President, Vice President, Secretary, Treasurer) to help them learn how to foster an environment of respect within their organization, learn how to address sexual misconduct and gender harassment, and how to intervene if they become aware of these issues in their capacity as student leaders. One training mechanism to explore would be partnering with the Student Activities Office to deliver this training at the annual Student Organization Summit.

## Closing

In our short time together, the working group inventoried trainings provided to the community by four separate MIT offices, and conducted an external benchmarking study of peer institutions. Our data and analyses gave insight into how to create a more consistent, scalable and sustainable process for training provision at the Institute, which we detailed in the recommendations section. These analyses also reinforced the need for further study of appropriate assessment metrics, in conjunction with further development of core competencies by constituent groups. Moreover, we uncovered opportunities for further alignment across groups and functional areas in service to positive culture change and a more connected community. **The feedback from the greater MIT community collected through a variety of means also helped refine our recommendations into their final iteration.**

Proactive, in-depth, and ongoing prevention education is necessary to create positive culture change at MIT. **However, training and education should never be seen as a “silver bullet.” We must acknowledge that ending gender and sexual harassment requires deep and enduring commitment that involves everyone from senior leaders to first-year undergraduate students.** In order to effectively meet the growing need for knowledge, skills and practice on these topics, a commitment to increased resources and additional staff is required, over a multi-year time frame. Given the increasing demand for both online and in-person training and education offerings on campus coupled with the national interest around topics of gender harassment, MIT has a perfect opportunity to invest in meeting the demands of the community for a more equitable environment.

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<sup>3</sup> More information on the New York law can be found here: <http://www.nysenate.gov/legislation/laws/EDN/6447>



## Appendices

### **Appendix A**

A detailed listing of all training and education programs related to training topics from the academic year 2018-2019 from four offices: Title IX & Bias Response, Violence Prevention & Response, Institute Community Equity Office, and Human Resources.

### **Appendix B**

To assist in the development of a plan that will incorporate the thinking from all four working groups, the recommendations were listed in order of those requiring short-term vs. longer-term implementation and noted when significant resources would be required.

### **Appendix C**

#### The Social-Ecological Model

The ultimate goal is to stop harm before it begins. Prevention requires understanding the factors that influence the dynamics of when and how harm can occur. The Center for Disease Control and Prevention uses a four-level social-ecological model to better understand violence [harm] and the effect of potential prevention strategies. This model considers the complex interplay between individual, relationship, community, and societal factors. It allows us to understand the range of factors that put people at risk for violence or protect them from experiencing or perpetrating violence.<sup>4</sup>

This model also suggests that in order to prevent violence, it is necessary to act across multiple levels of the model at the same time. This approach is more likely to sustain prevention efforts over time than any single intervention.

In order to ensure our working group included the necessary range of activities across all four levels, we categorized the recommendations according to those that fit in the Individual; Relationship; Community (we defined as School or DLC); and Societal (we defined as MIT).

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<sup>4</sup> <https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html>

Appendix A

	A	B	C	D	E	F	G	H	I
1	<u>Training Given By</u>	<u>Primary Audience</u>	<u>Training Requested By</u>	<u>Categories</u>	<u>Additional Category</u>	<u>Iterations</u>	<u>Time</u>	<u>Topics</u>	<u>Attendee Estimate</u>
2	HR	Staff/Admins	Lincoln Lab	Annual/Biannual Training			> 2 Hours	Bystander Intervention	20
3	HR	Staff/Admins	Lincoln Lab	Annual/Biannual Training			> 2 Hours	Bystander Intervention	20
4	HR	Staff/Admins	open enrollment -- no requesting group	Annual/Biannual Training			> 2 Hours	Bystander Intervention	20
5	HR	Staff/Admins	open enrollment -- no requesting group	Annual/Biannual Training			> 2 Hours	Bystander Intervention	20
6	HR	Staff/Admins	open enrollment -- no requesting group	Annual/Biannual Training			> 2 Hours	Bystander Intervention	20
7	HR	Undergraduate Students	Physics	Annual/Biannual Training			≤ 2 Hours	Countering Toxic Narratives	20
8	HR	Staff/Admins	open enrollment -- no requesting group	Annual/Biannual Training			> 2 Hours	Implicit Bias	20
9	HR	Staff/Admins	open enrollment -- no requesting group	Annual/Biannual Training			> 2 Hours	Implicit Bias	20
10	HR	Staff/Admins	Admissions	One Off Training			≤ 2 Hours	Implicit Bias	20
11	HR	Staff/Admins	open enrollment -- no requesting group	Annual/Biannual Training			> 2 Hours	inclusive practices for all genders	20
12	HR	Staff/Admins	open enrollment -- no requesting group	Annual/Biannual Training			> 2 Hours	inclusive practices for all genders	20
13	HR	Staff/Admins	Open enrollment -- no requesting group	Annual/Biannual Training			≤ 2 Hours	Inclusive Practices for all genders	20
14	HR	Staff/Admins	DSL -- Housing	One Off Training			1 Hour	inclusive practices for all genders -- short	20
15	HR	Staff/Admins	open enrollment -- no requesting group	Annual/Biannual Training			> 2 Hours	Micro-messages	20
16	ICEO	Graduate Students	Course 10 (Graduate Students)	One Off Training	Deep Dive Training		1 Hour	Gender Equity and Equality	120
17	ICEO	Faculty	School of Engineering Search comm	Annual/Biannual Training			≤ 2 Hours	Implicit Bias	12
18	ICEO	Undergraduate Students	EBICS	One Off Training			≤ 2 Hours	Implicit Bias	10
19	ICEO	Graduate Students	NE GWise	One Off Training			1 Hour	Implicit Bias	28
20	ICEO	Graduate Students	OGE/MSRP	One Off Training			1 Hour	Implicit Bias	25
21	T9BR	Faculty	Course 21M	Deep Dive Training	One Off Training		≤ 2 Hours	Building an Inclusive Culture	35
22	T9BR	Graduate Students	Course 24 (Linguistics All Grad)	Deep Dive Training	One Off Training		> 2 Hours	Building an Inclusive Culture	41
23	T9BR	Graduate Students	Course 17 (All Grad)	Deep Dive Training	One Off Training		≤ 2 Hours	Building an Inclusive Culture	50
24	T9BR	Graduate Students	Course 3 (TAs)	Annual/Biannual Training			1 Hour	Responsible Employee	21

Appendix A

	A	B	C	D	E	F	G	H	I
1	<u>Training Given By</u>	<u>Primary Audience</u>	<u>Training Requested By</u>	<u>Categories</u>	<u>Additional Category</u>	<u>Iterations</u>	<u>Time</u>	<u>Topics</u>	<u>Attendee Estimate</u>
25	T9BR	Graduate Students	Course 9 (TAs)	Annual/Biannual Training			1 Hour	Responsible Employee	25
26	T9BR	Graduate Students	TLL TA Training	Annual/Biannual Training			1 Hour	Responsible Employee	50
27	T9BR	Staff/Admins	Graduate Program Admins	Annual/Biannual Training			< 1 Hour	Responsible Employee	40
28	T9BR	Staff/Admins	Sloan (Exec. Edu. Admins)	One Off Training			< 1 Hour	Responsible Employee	25
29	T9BR	Faculty	Course 4 Panel	Annual/Biannual Training			< 1 Hour	Title IX 101	30
30	T9BR	Faculty	Committee on Discipline	Annual/Biannual Training	Deep Dive Training		1 Hour	Title IX 101	6
31	T9BR	Faculty	Department Head Orientation	Annual/Biannual Training			1 Hour	Title IX 101	8
32	T9BR	Faculty	Heads of House Orientation	Annual/Biannual Training			1 Hour	Title IX 101	3
33	T9BR	Faculty	New Faculty Orientation	Annual/Biannual Training			1 Hour	Title IX 101	25
34	T9BR	Faculty	School of Engineering (New Tenure)	One Off Training			1 Hour	Title IX 101	5
35	T9BR	Graduate Students	GW@MIT Dinners	Annual/Biannual Training			≤ 2 Hours	Title IX 101	
36	T9BR	Graduate Students	Course 22 (First Year PhDs)	Annual/Biannual Training			1 Hour	Title IX 101	15
37	T9BR	Graduate Students	Course 9 (First Year PhDs)	Annual/Biannual Training			1 Hour	Title IX 101	15
38	T9BR	Graduate Students	REFS	Annual/Biannual Training			1 Hour	Title IX 101	5
39	T9BR	Staff/Admins	CSMPR	Annual/Biannual Training	Deep Dive Training		≤ 2 Hours	Title IX 101	20
40	T9BR	Staff/Admins	Athletics Head Coaches	Annual/Biannual Training			1 Hour	Title IX 101	35
41	T9BR	Staff/Admins	Arts Council Exec. Committee	One Off Training			1 Hour	Title IX 101	15
42	T9BR	Staff/Admins	Mental Health & Counseling	One Off Training			1 Hour	Title IX 101	25
43	T9BR	Staff/Admins	Transportation & Logistics	One Off Training			1 Hour	Title IX 101	100
44	T9BR	Undergraduate Students	Cheney Room	One Off Training			< 1 Hour	Title IX 101	9
45	T9BR	Undergraduate Students	MSRP Panel	One Off Training			< 1 Hour	Title IX 101	40
46	T9BR	Undergraduate Students	PLEASURE	Annual/Biannual Training			2 1 Hour	Title IX 101	9
47	T9BR	Undergraduate Students	East Campus	One Off Training			1 Hour	Title IX 101	50
48	T9BR	Undergraduate Students	PLEASURE	One Off Training			1 Hour	Title IX 101	7
49	T9BR	Graduate Students	Course 8 (All Grad)	One Off Training			1 Hour		50
50	T9BR/VPR	Faculty	Course 10 (Faculty Retreat)	One Off Training			1 Hour	Building an Inclusive Culture	
51	T9BR/VPR	Graduate Students	Course 10 (Labs)	Deep Dive Training	One Off Training	28	≤ 2 Hours	Building an Inclusive Culture	420
52	T9BR/VPR	Graduate Students	Course 12 (First Year PhDs)	Annual/Biannual Training			≤ 2 Hours	Building an Inclusive Culture	30
53	T9BR/VPR	Graduate Students	Course 5 (Lab)	Deep Dive Training			≤ 2 Hours	Building an Inclusive Culture	20

Appendix A

	A	B	C	D	E	F	G	H	I
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54	T9BR/VPR	Graduate Students	Course 12 (Lab)	One Off Training			1 Hour	Building an Inclusive Culture	8
55	T9BR/VPR	Undergraduate Students	Fraternity Men	One Off Training			≤ 2 Hours	Bystander Intervention	35
56	T9BR/VPR	Undergraduate Students	Muslim Student Association	Deep Dive Training	One Off Training		≤ 2 Hours	Healthy and Unhealthy Relationships	30
57	T9BR/VPR	Graduate Students	Returning GRAs	Annual/Biannual Training	Deep Dive Training		≤ 2 Hours	Responsible Employee	10
58	T9BR/VPR	Graduate Students	New GRAs	Annual/Biannual Training			≤ 2 Hours	Responsible Employee	50
59	T9BR/VPR	Undergraduate Students	Summer RAs	Annual/Biannual Training			1 Hour	Responsible Employee	15
60	T9BR/VPR	Alumni	Independent Living Group (Alumni)	Annual/Biannual Training			1 Hour	Title IX 101	35
61	T9BR/VPR	Undergraduate Students	Orientation	Annual/Biannual Training			1 Hour	Title IX 101	1000
62	T9BR/VPR	Faculty	FPC	One Off Training			1 Hour		7
63	VPR	Faculty		One Off Training	Deep Dive Training		≤ 2 Hours	Building an Inclusive Culture	32
64	VPR	Undergraduate Students	Interphase TAs	Annual/Biannual Training	Deep Dive Training		> 2 Hours	Building an Inclusive Culture	28
65	VPR	Undergraduate students	Fraternity	One Off Training			≤ 2 Hours	Building an Inclusive Culture	35
66	VPR	Undergraduate Students	Athletic Team	One Off Training			≤ 2 Hours	Building an Inclusive Culture	28
67	VPR	Undergraduate students	Social Host Training	Annual/Biannual Training			≤ 2 Hours	Building an Inclusive Culture	50
68	VPR	Undergraduate students	Social Host Training	Annual/Biannual Training			≤ 2 Hours	Building an Inclusive Culture	53
69	VPR	Undergraduate students	Fraternity	One Off Training			≤ 2 Hours	Building an Inclusive Culture	12
70	VPR	Undergraduate Students	Sorority	Annual/Biannual Training			1 Hour	Building an Inclusive Culture	45
71	VPR	Undergraduate Students	Sorority	Annual/Biannual Training			1 Hour	Building an Inclusive Culture	35
72	VPR	Undergraduate students	Fraternity	One Off Training			1 Hour	Building an Inclusive Culture	35
73	VPR	Undergraduate students	Fraternity	One Off Training			1 Hour	Building an Inclusive Culture	17
74	VPR	Undergraduate students	Fraternity	One Off Training			1 Hour	Building an Inclusive Culture	35
75	VPR	Undergraduate students	Fraternity	One Off Training			1 Hour	Building an Inclusive Culture	33
76	VPR	Undergraduate students	Fraternity	One Off Training			1 Hour	Building an Inclusive Culture	5
77	VPR	Undergraduate Students	Sorority	Annual/Biannual Training			1 Hour	Bystander Intervention	43
78	VPR	Undergraduate students	Fraternity	One Off Training			1 Hour	Bystander Intervention	21
79	VPR	Undergraduate students	Fraternity	One Off Training			1 Hour	Bystander Intervention	32
80	VPR	Undergraduate students	Fraternity	One Off Training			1 Hour	Bystander Intervention	43
81	VPR	MIT Affiliates	Swing Group	One Off Training			1 Hour	Conflict Management	4
82	VPR	Undergraduate students	SAAM Event for CAP Fraternity	One Off Training			≤ 2 Hours	Gender Equity and Equality	4

Appendix A

	A	B	C	D	E	F	G	H	I
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83	VPR	Undergraduate students	SAAM Event for CAP Fraternity	One Off Training			≤ 2 Hours	Gender Equity and Equality	8
84	VPR	Undergraduate students	SAAM Event for CAP Fraternity	One Off Training			≤ 2 Hours	Gender Equity and Equality	28
85	VPR	Undergraduate students	SAAM Event for CAP Fraternity	One Off Training			≤ 2 Hours	Gender Equity and Equality	12
86	VPR	Undergraduate students	Fraternity	One Off Training			1 Hour	Gender Equity and Equality	24
87	VPR	Undergraduate students	Fraternity	One Off Training			1 Hour	Gender Equity and Equality	27
88	VPR	MIT Affiliates	Swing Group	One Off Training			< 1 Hour	Healthy and Unhealthy Relationships	10
89	VPR	Staff/Admins	Dating for Work/life	One Off Training			≤ 2 Hours	Healthy and Unhealthy Relationships	50
90	VPR	Graduate Students	Grad Dorm	One Off Training			1 Hour	Healthy and Unhealthy Relationships	1
91	VPR	Undergraduate Students	First Year Seminar	One Off Training	Deep Dive Training		≤ 2 Hours	Healthy and Unhealthy Relationships	20
92	VPR	Undergraduate Students	Sorority	Annual/Biannual Training			1 Hour	Healthy and Unhealthy Relationships	40
93	VPR	Undergraduate students	Fraternity	One Off Training			1 Hour	Healthy and Unhealthy Relationships	35
94	VPR	Undergraduate students	FSILG	One Off Training			1 Hour	Healthy and Unhealthy Relationships	20
95	VPR	Undergraduate students	Sorority	One Off Training			1 Hour	Healthy and Unhealthy Relationships	10
96	VPR	Undergraduate & Graduate Students	How to Adult Series SAO	Annual/Biannual Training			≤ 2 Hours	Healthy and Unhealthy Relationships	35
97	VPR	Undergraduate & Graduate Students	LGBT P-Town retreat	Annual/Biannual Training			1 Hour	Healthy and Unhealthy Relationships	15
98	VPR	Undergraduate Students	My Sister's Keeper	One Off Training			≤ 2 Hours	Sexual Health	23
99	VPR	Undergraduate Students	Sorority	Annual/Biannual Training			≤ 2 Hours	Supporting a Friend	41
100	VPR	Undergraduate students	Sorority	One Off Training			≤ 2 Hours	Supporting a Friend	15
101	VPR	Alumni	AILG	One Off Training			1 Hour	VPR 101	35
102	VPR	Faculty	Faculty	One Off Training	Deep Dive Training		≤ 2 Hours	VPR 101	37
103	VPR	MIT Affiliates	Spouses and Partners	Annual/Biannual Training			< 1 Hour	VPR 101	20
104	VPR	Residential staff	Summer RAs	One Off Training			≤ 2 Hours	VPR 101	15
105	VPR	Residential staff	SID PAC Hall Counselor training	Annual/Biannual Training			≤ 2 Hours	VPR 101	14
106	VPR	Residential staff	Residential staff	Annual/Biannual Training			≤ 2 Hours	VPR 101	108
107	VPR	Staff/Admins	CSMPR	Annual/Biannual Training			< 1 Hour	VPR 101	20
108	VPR	Staff/Admins	Res Life	One Off Training			≤ 2 Hours	VPR 101	25
109	VPR	Staff/Admins	ISO staff	One Off Training			1 Hour	VPR 101	10
110	VPR	Graduate Students	REFS	One Off Training			1 Hour	VPR 101	27
111	VPR	Graduate Students	Sloan AMA	One Off Training			1 Hour	VPR 101	25

Appendix A

	A	B	C	D	E	F	G	H	I
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112	VPR	Students	ISO	Annual/Biannual Training			1 Hour	VPR 101	45
113	VPR	Undergraduate students	FPOP	Annual/Biannual Training			< 1 Hour	VPR 101	14
114	VPR	Undergraduate students	Orientation - Sex Signals	Annual/Biannual Training			< 1 Hour	VPR 101	600
115	VPR	Undergraduate students	PIKA	One Off Training			≤ 2 Hours	VPR 101	20
116	VPR	Undergraduate Students	Black Women's Association	One Off Training			≤ 2 Hours	VPR 101	12
117	VPR	Undergraduate Students	Chocolate City	One Off Training			≤ 2 Hours	VPR 101	15
118	VPR	Undergraduate Students	ROTC	One Off Training			≤ 2 Hours	VPR 101	70
119	VPR	Undergraduate Students	Orientation Leader Training	Annual/Biannual Training			≤ 2 Hours	VPR 101	74
120	VPR	Undergraduate Students	Medlinks	Annual/Biannual Training			1 Hour	VPR 101	50
121	VPR	Undergraduate Students	Amphibious Achievement	One Off Training			1 Hour	VPR 101	35
122	VPR	Undergraduate students	Fraternity	One Off Training			1 Hour	VPR 101	35
123	VPR	Undergraduate Students	MIT Health Equity group	One Off Training			1 Hour	VPR 101	4
124	VPR	Undergraduate Students	MITES Tas	One Off Training			1 Hour	VPR 101	30
125	VPR	Undergraduate Students	Peer Ears	One Off Training			1 Hour	VPR 101	12
126	* In addition to the above trainings provided by HR, the ICEO, T9BR and VPR, there were seven trainings on topics such as implicit bias, gender equity and building inclusive communities that were put on by other offices and funded by the Committee on Race and Diversity's grant fund.								
127									

Appendix B

Prevention and Education Recommendations	
<b>Short-term</b>	<ul style="list-style-type: none"> <li>• Develop Core Competencies.</li> <li>• Create a role within each school that works collaboratively with the ICEO and their respective counterparts in the individual schools (<b>requires resources</b>).</li> <li>• Continue the work being done through CSMPR to develop a menu of training options for faculty, staff, and graduate students that will be available in 2020.</li> <li>• Continue the work being done through the CSMPR to offer online modules and develop more in-person opportunities for undergrads.</li> <li>• Training for REFS beyond introductory material and REFS are include skills around bystander intervention, culture change, and are given opportunities to develop a deeper knowledge of gender-harassment prevention.</li> <li>• To scale the program to meet the needs of in-person training for all undergraduate students (as per recommendations by the CSMPR), the PLEASURE peer education program would need increased support both in staff and in funding to train, fund, and coordinate peer educators effectively (<b>requires resources</b>).</li> <li>• Expand bandwidth to provide departments with lab-based training workshops (<b>requires resources</b>).</li> <li>• Incorporate gender-harassment examples and education into existing training initiatives as well as incorporate conversations around increasing civility within communities. Ensure that trainings and education on gender-harassment are inclusive of the experiences of LBGTQ* members of our community.</li> <li>• Offer additional in-person training at New Employee Orientation for all new staff to cover the policies and resources more explicitly so that new staff understand how to access the available resources.</li> <li>• Develop and provide professional development/leadership training (following groups were identified as short-term cohorts to reach): (<b>requires resources</b>)                         <ul style="list-style-type: none"> <li>○ Senior Leaders (AC, DLC Heads or Leadership)</li> <li>○ TAs</li> <li>○ Student Leaders</li> </ul> </li> </ul>
<b>Longer-term</b>	<ul style="list-style-type: none"> <li>• Initiatives focused on sexual misconduct, including CSMPR, broaden scope to include gender-based harassment and gender equity.</li> <li>• All diversity and inclusion initiatives on campus explicitly include all aspects of gender (including gender identity) in their mission and goals in an effort to unify inclusion and anti-harassment efforts across campus.</li> <li>• Greater collaboration and connection among groups and initiatives, such as among presidentially appointed committees (e.g., CSMPR, CRD, CSDI). This collaboration could include shared projects or designated meeting times to discuss overlapping initiatives.</li> <li>• Explore concept of a unified peer education program.</li> <li>• Explore how to align messaging and training opportunities on unconscious bias</li> <li>• Systematically assess the best way to survey faculty, staff, and postdocs at the scope and prevalence of bias, harassment, and discrimination (<b>requires resources</b>).</li> </ul>

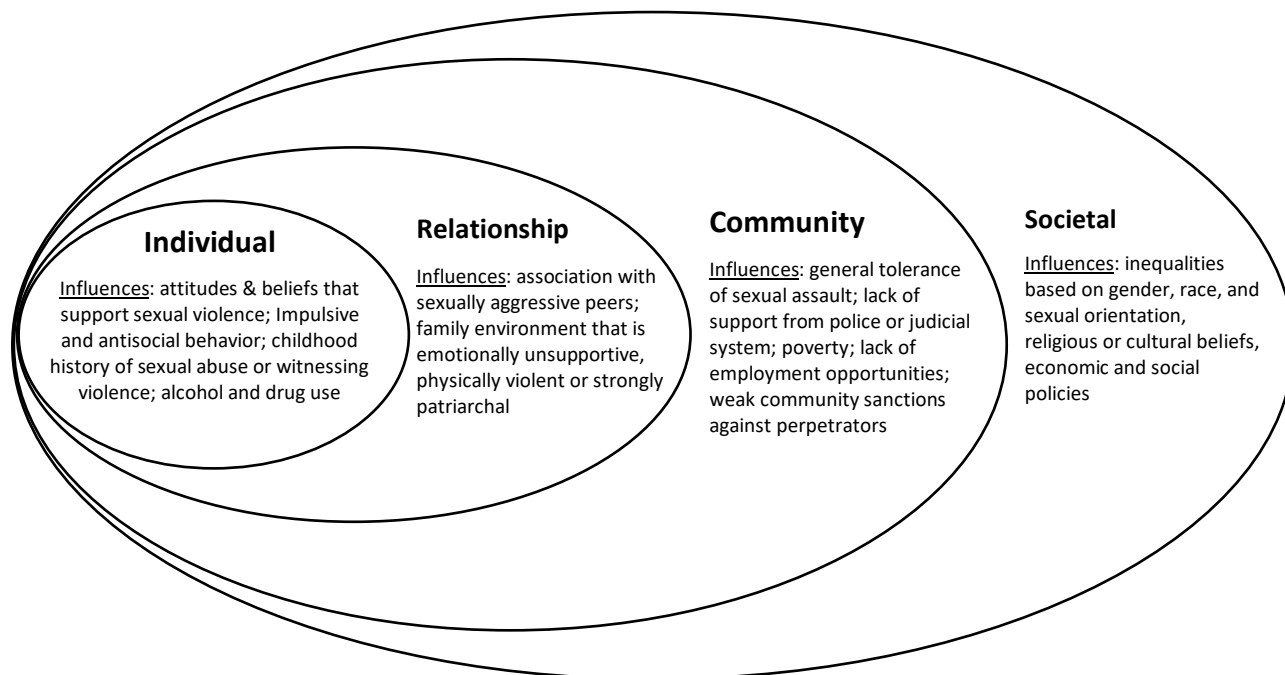
Training and Prevention Working Group Recommendations

12.16.19

	<ul style="list-style-type: none"><li>• Develop and provide professional development/leadership training (following groups were identified as longer-term cohorts to reach): (requires resources)<ul style="list-style-type: none"><li>○ Managers and Supervisors (which includes faculty)</li><li>○ New Faculty</li><li>○ Postdoc Associates and Fellows</li></ul></li></ul>
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## Appendix C: The Social-Ecological Model



The overlapping rings in the model illustrate how factors at one level influence factors at another level.

### Individual Level

- Explore how to align messaging and training opportunities on unconscious bias
- Continue the work being done through CSMPR to develop a menu of training options for faculty, staff, and graduate students that will be available in 2020.
- Continue the work being done through the CSMPR to offer online modules and develop more in-person opportunities for undergrads.
- Incorporate gender-harassment examples and education into existing training initiatives as well as incorporate conversations around increasing civility within communities. Ensure that trainings and education on gender-harassment are inclusive of the experiences of LGBTQ\* members of our community.
- Offer in-person training at New Employee Orientation for all new staff to cover the policies and resources more explicitly so that new staff understand how to access the available resources.

**Relationship Level**

- Expand bandwidth to provide departments with lab-based training workshops.
- Explore concept of a unified peer education program.
- Training for REFS beyond introductory material and REFS are include skills around bystander intervention, culture change, and are given opportunities to develop a deeper knowledge of gender-harassment prevention.
- To scale the program to meet the needs of in-person training for all undergraduate students (as per recommendations by the CSMPR), the PLEASURE peer education program would need increased support both in staff and in funding to train, fund, and coordinate peer educators effectively.

**Community Level (School OR DLC's)**

- Create a role within each school that works collaboratively with the ICEO and their respective counterparts in the individual schools.
- Develop and provide professional development/leadership training:

Senior Leaders (AC, DLC Heads or Leadership)

TAs

Student Leaders

Managers and Supervisors (which includes faculty)

New Faculty

Postdoc Associates and Fellows

**Societal Level (MIT)**

- Develop Core Competencies.
- Systematically assess the best way to survey faculty, staff, and postdocs at the scope and prevalence of bias, harassment, and discrimination.
- All diversity and inclusion initiatives on campus explicitly include all aspects of gender (including gender identity) in their mission and goals in an effort to unify inclusion and anti-harassment efforts across campus.
- Initiatives focused on sexual misconduct, including CSMPR, broaden scope to include gender-based harassment and gender equity.
- Greater collaboration and connection among groups and initiatives, such as among presidentially appointed committees (e.g., CSMPR, CRD, CSDI). This collaboration could include shared projects or designated meeting times to discuss overlapping initiatives.