

Committee on Sexual Misconduct Prevention and Response

Annual Report

August 17, 2022

*Prepared by Professor Lerna Ekmekcioglu and
Sarah Rankin, Co-Chairs*

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Committee Membership

Prof. Lerna Ekmekcioglu, Co-Chair, *History Section*

Ms. Sarah Rankin, Co-Chair, *Institute Discrimination and Harassment Response Office*

Asst. Prof. Sara Brown, *Music and Theater Arts*

Prof. Katharina Ribbeck, *Department of Biological Engineering*

Prof. Matthew Shoulders, *Department of Chemistry*

Prof. Justin P. Steil, *Urban Studies & Planning* Prof. Amos G. Winter, *Mechanical Engineering*

Mr. Jaya Kambhampaty, Student '22, *UA Representative*

Ms. Ruby Kharod, Student, '22, *PLEASURE Representative*

Ms. Helena Randolph Cheslack, Graduate Student, *GSC Representative*

Ms. Miranda Dawson, Graduate Student, *Biological Engineering*

Ms. Jacqueline Valeri, Graduate Student, *TIXSAC Representative*

Dr. Suraiya Baluch, *Office of Graduate Education*

Ms. Barbara Bolich, *DAPER Administration*

Dr. La-Tarri Canty, *Office of Intercultural Engagement*

Ms. DiOnetta Jones Crayton, *Office of Minority Education*

Ms. Vera Grbic, *Institute Discrimination and Harassment Response Office*

Ms. Nina Harris, *Institute Discrimination and Harassment Response Office*

Ms. Raquel Irons, *Human Resources*

Ms. Maryanne Kirkbride, *Institute Community and Equity Office*

Ms. Elizabeth Mahaffy, *Human Resources*

Ms. Kate McCarthy, *Student Support & Wellbeing*

Ms. Loren Montgomery, *MIT Police*

Mr. Kwadwo A. Poku, *MIT Medical*

Ms. Rose Poyau, *Violence Prevention and Response*

Mr. Christiaan M. Stone, *Lincoln Laboratory*

Mr. Jaren Wilcoxson, *Office of the General Counsel*

Charge of the Committee

As charged by the President, the Committee on Sexual Misconduct Prevention and Response (hereafter, “CSMPR” or “the Committee”) is an advisory body that provides guidance to the Provost, Chancellor, Vice President of Human Resources, and the Institute Community and Equity Officer. The mission of the CSMPR is to encourage a campus environment that is safe, respectful, and free from discrimination; and to oversee an Institute-wide approach to prevent and respond to sexual misconduct and other forms of gender-based discrimination.

The 26 members of the committee represent a broad cross-section of the MIT community, including faculty, staff, undergraduate students and graduate students.

Committee Accomplishments

During the academic year 2021-2022, the Committee on Sexual Misconduct Prevention and Response reviewed recommendations from the LGBTQ+ Campus Climate sub-committee that was formed the previous year. In addition, another sub-committee was formed to review the current educational opportunities (both internal and external to MIT) for people accused of causing harm and develop recommendations on how to best access these resources when someone agrees to engage in educational interventions and/or as part of a resolution process after someone has been found responsible for violating a policy (“Educational Interventions Sub-Committee”).

1. LGBTQ+ Campus Climate Subcommittee

Membership

Libby Mahaffy, Co-Chair, Diversity, Equity and Inclusion Consultant, *Human Resources*
Jason McKnight, Co-Chair, Assistant Director, MindHandHeart, *Office of the Provost*
La-Tarri Canty, Associate Dean of Intercultural Engagement, *Division of Student Life*
Meg Chuhuran, Lead Advocate, Violence Prevention and Response, *Office of the Vice Chancellor*
Miranda Dawson, Graduate Student
Andie Maloney, Undergraduate Student
Lauryn McNair, Assistant Dean, Intercultural Engagement, LGBTQ+ Services, *Division of Student Life*
Jacqueline Valeri, Graduate Student

Brief description

MIT served as a campus project site on a grant – The Center for Effective Public Policy (CEPP), in partnership with the California Coalition Against Sexual Assault, the National Sexual Violence Resource Center, Holly Rider-Milkovich of the University of Michigan, and Dr. Nan Stein of the Wellesley College Center for Research on Women – received in 2016-2018. The proposed initiative was designed to complement existing prevention activities by adapting and implementing an evidence-based situational prevention strategy – Shifting Boundaries – for reducing perpetration opportunities and behaviors, and which included, for example, the use of a series of educational elements, student-identified mapping of hot zones, and accompanying policy and location-level interventions. MIT’s project focused on improving the climate for LGBTQ+ students which has been shown to lower rates of sexual victimization. The project resulted in a report by Switchback Consulting which included a series of recommendations to improve the climate for LGBTQ+ students.

The CSMPR sub-committee was asked to: 1) Distill recommendations of what the Institute can do to increase the feeling of support and sense of belonging among LGBTQ+ community members based on information in the 2018 report by Switchback Consulting and from other existing data sources, and 2) Recommend concrete steps and necessary campus partnerships to fulfill the identified recommendations.

Overview

The group met biweekly from February to June 2021. Committee members reviewed the report by Switchback Consulting and engaged with campus partners and other resources to get a sense of what had or had not changed since the information was gathered for the report (spanning from 2016 to 2018). Members then worked to benchmark peer institutions and translate the themes from the report into actionable recommendations. Draft recommendations were crafted within the areas of Staffing and Education Efforts; Collecting and Interpreting Data; and Creating a Welcoming Space. The initial draft recommendations were presented to the full CSMPR committee in May 2021. Feedback from the CSMPR Committee and campus partners was incorporated over the course of Summer 2021. Libby Mahaffy met with Ramona Allen in March 2022 to review the recommendations given the potential impact on HR staff

and the request for an FTE in HR to coordinate many of the projects. The final draft of recommendations was presented to the CSMMPR in April 2022.

Recommendations (See Appendix A for full report)

- 1. Hire a Full Time Equivalent (FTE) role to assist in supporting and addressing the needs of LGBTQ+ identified employees.**

Resources required: Central Human Resources would be the appropriate area for this new position to sit, within the office of Diversity, Equity and Inclusion. This requires allocation of new funding to support a benefits-eligible, exempt FTE role in the DEI job family.

Priority status: High priority; should be achieved within fiscal year 2023 [HR is aware of this request]

- 2. Perform an audit of the employee lifecycle for content and actions that exclude and/or communicate a negative bias against LGBTQ+ community members. Once the audit is complete, create a plan to fill gaps and address areas of concern.**

Resources required: Performing an audit of the entire employee lifecycle in regards to practices, procedures and language, is a significant undertaking. It will require dedicated staff time and/or a staff position, such as the position outlined in Recommendation 1 for Human Resources, or other positions for academic units. Due to the decentralized structure of hiring and performance evaluation processes, the recommendation would need to be supported by the Institute's DEI Strategic Action Plan and/or leadership within the academic departments and administrative units.

Priority status: Medium priority; given the dependence on staff resources, this recommendation will need to be sequenced after those resources are secured [this project could be managed by the LGBTQ+ FTE in HR]

- 3. Align with hiring process best practices as they relate to LGBTQ+ identities.**

Resources required: A team in central Human Resources has developed a set of recommendations to update MIT systems and processes to be more affirming, but in order to fully realize the impact of the recommendations, resources must be allocated to project management and implementation among key Institute stakeholders. HR, IS&T, the Office of the Vice Chancellor, Institutional Research and others will need to allocate and re-prioritize staff time to the phased implementation. (See Recommendations 6 and 13 above.)

Priority status: High priority; because the recommendations have been developed and set forward, implementation could begin within fiscal year 2022-2023 [this project could be managed by the LGBTQ+ FTE in HR]

- 4. Encourage participation in education about engaging and supporting members of the LGBTQ+ community for all MIT community members. A particular emphasis should be placed on employees (staff, postdocs and faculty) who interface with clients and/or students.**

Resources required: Commitment from leadership to have staff engage with these opportunities is needed, alongside additional resources to support a full expansion of the Train-the-Trainer and increase capacity to provide tailored workshops to requesting DLCs. Dedicated staff time and expertise is required to develop LGBTQ+-specific content and examples for existing required, annual and bi-annual trainings.

Priority status: Medium priority; given the dependence on staff resources, this recommendation will need to be sequenced after those resources are secured [this project could be managed by the LGBTQ+ FTE in HR in partnership with IDHR]

5. Ensure that the LGBTQ+ experience is represented in trainings and course syllabi.

Resources required: Many offices and functional areas are stakeholders to trainings and course syllabi, from the ICEO and various diversity officers and Assistant Deans for DEI to the Teaching and Learning Lab to central Human Resources to various offices within the Division of Student Life, among others. Staff time and expertise in realistic and affirming LGBTQ+ experiences and best practices for LGBTQ+ inclusion is required to audit and update current trainings and course syllabi.

Priority status: Medium priority; cross-functional collaborations such as the Health Promotion Working Group and additional individual DEI roles (such as officers at the department level and the Teaching and Learning Lab's DEI-focused Associate Director) can further this work in the short-term, however, additional staff resources will be needed for comprehensive auditing and updating of trainings and faculty course syllabi.

6. Make available to all community members various, timely options for self-identification and re-identification of gender identity and sexual orientation to inform institutional demographics and support resources.

Resources required: A team in central Human Resources has developed a set of recommendations to update MIT systems and processes to be more affirming, but in order to fully realize the impact of the recommendations, resources must be allocated to project management and implementation among key Institute stakeholders. HR, IS&T, the Office of the Vice Chancellor, Institutional Research and others will need to allocate and re-prioritize staff time to the phased implementation

Priority status: High priority; because the recommendations have been developed and set forward, implementation could begin within calendar year 2022 [Initiative is underway - the Gender Identity Initiative is coordinating a team to review self-identification systems across MIT]

7. Create and share best practices for inclusive language in survey questions

Resources required: The process that IR and others employ in reviewing survey language for social identity groups, especially the LGBTQ+ experience, should be shared in a way that is publicly accessible. Additional guidance could be added to survey reports, where they can explicate process information, and in the publication of a survey guidelines document that would share LGBTQ+ best practices and inclusive language. Developing new content and sharing procedures requires dedicated staff time.

Priority status: High priority; within fiscal year 2022-2023, as this is a continuation and expansion of established practices within IR.

8. Explicitly state limitations and the interpretative processes of any third party generated reports. As much access as possible should be offered to the data, and where not possible should be explicitly explained.

Resources required: Given the decentralized nature of data collection on campus, this recommended practice should be communicated to Departments, Labs and Centers from leadership.

Priority status: Lower priority; this requires coordination among many decentralized areas and third parties across campus.

- 9. Provide resources and high-level advocacy for a group that is charged with expanding all-gender restrooms on campus to include multi-stall restrooms as well as ensuring all signage for single-stall restrooms has been updated.**

Resources required: Continued support through additional resources and championing, as a key staff advocate left the Institution and a large-scale Campus Inclusive Restroom Study will be kicking off in April 2022 that requires multi-stakeholder engagement.

Priority status: High priority; significantly impacts the on-campus experience of trans and non-binary community members [discovery period is underway sponsored by the ICEO, the Office of Campus Planning, and the Committee for Renovation and Space Planning (CRSP) with the support of an external consultant].

- 10. Ensure all future buildings and renovations of current buildings include all-gender restrooms, inclusive of multiple stall designs.**

Resources required: The ICEO and Office of Campus Planning should be supported in their effort to conduct an Inclusive Restroom Study in the Spring 2022 term that will result in a recommended restroom program and set of more inclusive design guidelines. The All-Gender Restroom Working Group, in partnership with others, should then use the information from the study to garner support from MIT to update the code of the Massachusetts Plumber and Gasfitter Examiners Association, an effort already initiated by the GSC.

Priority status: High priority; significantly impacts the on-campus experience of trans and non-binary community members [discovery period is underway sponsored by the ICEO, the Office of Campus Planning, and the Committee for Renovation and Space Planning (CRSP) with the support of an external consultant].

- 11. Analyze the physical spaces of DLCs and student residences to determine barriers to inclusivity and belonging for community members, including LGBTQ+ community members, and eliminate the barriers. This analysis should be incorporated into the processes of accountable bodies.**

Resources required: Due to the decentralized responsibility for spaces on campus, the recommendation would need to be supported by the Institute's DEI Strategic Action Plan and/or leadership within the academic departments and administrative units. The Implementation Team of the DEI Strategic Action Plan could create and establish an audit process and standard, in anticipation of physical space audits being a tool of the plan.

Priority status: Medium priority; this recommendation will need to be sequenced after the above initiatives and resources are secured.

- 12. Increase the profile and resourcing of spaces and the offices that host the spaces that are specifically welcoming of LGBTQ+ community members.**

Resources required: Adequately resourcing – such as fully funding LGBTQ+ Services through reliable GIB allocation— enables staff and programming to raise the profile of affirming and community-building spaces. This also requires expertise in best practices of LGBTQ+ inclusion for staff, students and faculty; and expertise in communications.

Priority status: High priority; fully funding LGBTQ+-focused resources ensures the expansion and reach of those services.

13. Ensure that systems for all community members allow for chosen name to appear on MIT ID cards, course rosters, diplomas and other official documentation in a centralized process that minimizes the number of needed interactions to make the change.

Resources required: A team in central Human Resources has developed a set of recommendations to update MIT systems and processes to be more affirming, but in order to fully realize the impact of the recommendations, resources must be allocated to project management and implementation among key Institute stakeholders. HR, IS&T, the Office of the Vice Chancellor, Institutional Research and others will need to allocate and re-prioritize staff time to the phased implementation. (See Recommendations 6 and 14.)

Priority status: High priority; because the recommendations have been developed and set forward, implementation could begin within fiscal year 2022-2023 [Initiative is underway - the Gender Identity Initiative is coordinating a team to review self-identification systems across MIT]

14. Ensure that systems allow for a person’s correct pronouns to be used in communications with (e.g., mass mailings) or about (e.g., course rosters, inclusion on gender-specific mailing lists) them. Pronoun disclosure should be voluntary and via an easily accessible and editable platform.

Resources required: A team in central Human Resources has developed a set of recommendations to update MIT systems and processes to be more affirming, but in order to fully realize the impact of the recommendations, resources must be allocated to project management and implementation among key Institute stakeholders. HR, IS&T, the Office of the Vice Chancellor, Institutional Research and others will need to allocate and re-prioritize staff time to the phased implementation.

Priority status: High priority; because the recommendations have been developed and set forward, implementation could begin within fiscal year 2022-2023 [Initiative is underway - the Gender Identity Initiative is coordinating a team to review self-identification systems across MIT]

2. Educational Interventions Subcommittee

Membership

1. Nina Harris, Chair, IDHR
2. Simi Ogunsanwo, IDHR
3. Kate Harvey, IDHR
4. Beatriz Cantada, ICEO
5. Libby Mahaffy, Human Resources
6. Nadia Kamani-Khoja, Mental Health & Counseling
7. Nina DeAgrela, OMP
8. Rose Poyau, VPR
9. Monica Orta, Asst DEI Dean
10. Nina DeAgrela, OMP

Educational Interventions Committee Charge:

As IDHR expands the processes and resources to support adaptable and restorative resolutions, we must also expand the resources to support meaningful remedies and interventions. Education and coaching are critical tools to support learning and behavior change for the responsible party, particularly in instances of interpersonal and identity-based harm.

CSMPR is looking to form an educational sub-committee to:

- Phase 1 (spring 2022): Identify educational learning outcomes needed to remedy concerns related to bias, discrimination and harassment;

- Phase 2 (fall 2022 with help from students on the IDHR Liaisons): Identify current available and accessible resources for educational support and coaching, for all affiliations (student, staff, faculty, post-docs, etc.) by conducting an internal and external audit; and
- Phase 3 (spring 2023): Develop a strategic plan to enhance the available resources through internal resource management, professional development, and external partners.

Overview

The committee hosted an introductory meeting in April 2022. Preliminary conversations identified a number of MIT committees and working groups whose work compliments ours (centralized DEI resource database, ICEO's DEI Training Initiative, transition committee). The participants in Phase 1 have first-hand working knowledge of the breadth and depth of how our community members are impacted and what needs arise from identity-based harm. We plan to outline the educational outcomes that can meaningfully address the harm. The group will reconvene in September to continue Phase 1 goals. Phase 2 will begin with the support of the IDHR Student Liaisons, scheduled to be launched Fall 2022. In the final Phase 3, the working group committee members will analyze data to make recommendations for resource enhancement and propose a strategic plan to move forward.

Other Committee Activities

In addition to launching the Educational Interventions subcommittee described above, the CSMPR reviewed and considered the recommendations from the LGBTQ+ Campus Climate sub-committee and monitored the implementation of two major initiatives from previous CSMPR recommendations: *Required Ongoing Education for Undergraduates*, and *Ongoing Education for Faculty, Staff, Postdocs, and Graduate Students*.

Summary of Other Committee Discussions:

The CSMPR had several productive discussions and reviews with campus leaders and outside experts, including:

- Annual review regarding Institute Discrimination and Harassment Response Office (IDHR); Sarah Rankin, IDHR Director
- Annual review regarding Violence Prevention and Response (VPR), Rose Poyau; Director of VPR
- Adaptable Resolution Services at IDHR; Nina Harris, Restorative Resolutions Coordinator of IDHR
- Transitional Support Phase 2 Draft recommendations; Anne White, Phase 2 co-chair
- Sexual Misconduct Faculty and Staff Climate Survey updates; Sarah Rankin, IDHR Director
- Evaluation data from on-going training for grad students/staff/faculty; Jon Daries, Institutional Research and Bianca Kaushal-Carter, IDHR
- Student Wellbeing and PLEASURE; Rose Poyau, VPR and Jimmy Doan, SWS
- Graduate Advising and Mentoring Committee; Tim Jamison and Paula Hammond

Recommendations

1. Accept the recommendations from the LGBTQ+ Campus Climate sub-committee. The CSMPR recommends that implementation be shared among Human Resources and the Gender Identity Initiative for ongoing coordination and follow-up.
2. Continue requiring that ongoing training be deployed to all faculty, staff, and graduate students 3+ years every other year (next training rollout will be Fall 2023). Utilize pre- and post- survey data from last year's *Preventing Sexual Harassment* training project to inform the content of the next iteration of training material.
3. The CSMPR supports the annual training requirement for all undergraduates and will continue to monitor the evaluation data for any needed modifications.

Committee Work Plan, Academic Year 2022-2023

The CSMPR will engage in the following activities, among others:

1. Consider and finalize recommendations proposed by the Educational Interventions Sub-Committee.
2. Monitor Federal Title IX requirements and participate in any policy review committees as needed. Anticipate new Federal Title IX regulations to be released within the 2022-23 Academic Year.
3. Review assessment data to provide guidance on the next iteration of sexual harassment prevention training for employees and graduate students 3+ years (next training rollout expected to begin Fall 2023).
4. Review assessment data on the required training for all undergraduates to identify areas for improvement or growth.

Appendix A

Final Recommendations from the CSMPR Subcommittee on the Institutional Environment for LGBTQ+ Community Members

In the Spring 2021 term, a subcommittee of the Committee on Sexual Misconduct Prevention and Response was created following submission of the report and recommendations of Switchback Consulting entitled “Massachusetts Institute of Technology (MIT) Situational Prevention in LGBTQ+ Communities: Full Report”. The charge of the committee was twofold: 1) Distill recommendations of what the Institute can do to increase the feeling of support and sense of belonging among LGBTQ+ community members based on information in the existing consultant report and from other existing data sources. 2) Recommend concrete steps and necessary campus partnerships to fulfill the identified recommendations. Both tasks were to be completed by the end of the spring term. After this initial process, the recommendations underwent further refinement in conjunction with leadership in championing offices. The final recommendations were submitted to the full CSMPR committee in April, 2022.

Subcommittee members included undergraduate and graduate students and staff and represented a variety of departments on campus. The members were:

- La-Tarri Canty, Associate Dean, Intercultural Engagement, Division of Student Life
- Meg Chuhran, Lead Advocate, Violence Prevention and Response, Division of Student Life
- Miranda Dawson, Graduate Student, LGBT Grad, Biological Engineering
- Libby Mahaffy, Diversity, Equity and Inclusion Consultant, Human Resources (co-chair)
- Jason McKnight, Assistant Director, Department Support Program, Office of the Provost (co-chair)
- Andie Maloney, Undergraduate Student, Undergraduate Association Committee on Student Support and Wellness, Course 2
- Lauryn McNair, Assistant Dean of Intercultural Engagement for LGBTQ+, Women and Gender Services, Division of Student Life
- Jackie Valeri, Graduate Student, Biological Engineering

The following recommendations were built from review of the report from Switchback Consulting, the recommendations to the Institute from LGBTQ+ community members in 2016, and conversations with various community members and campus partners. In some cases, the recommendations contained in this document are an update to recommendations provided by Switchback Consulting, while others are a reiteration of recommendations from the community in 2016 that continue to go unmet. It is important to note that there are people and offices already working to achieve some of these recommendations, and it is the hope of the subcommittee that these recommendations further support their efforts as well as indicate a path forward for others.

Scope

The recommendations contained in this document are through the lens of the MIT campus located in Cambridge, Massachusetts. The subcommittee recognizes and understands that the environment for LGBTQ+ identified community members and implementation of the recommendations, while similar in many ways, is also uniquely different for MIT locations beyond Cambridge, such as the Haystack Observatory and Lincoln Labs. Adaptation of the recommendations may be needed in these other locations.

Recommendations

The recommendations have been divided into three theme areas: Staffing and Education Efforts; Collecting and Interpreting Data; and Creating a Welcoming Space. Further rationale has been provided under each recommendation along with resources required for implementation and priority status.

Staffing & Education Efforts

1. Hire a Full Time Equivalent (FTE) role to assist in supporting and addressing the needs of LGBTQ+ identified employees.

Rationale for Recommendation: Adequately staffing to support an underserved population shows commitment to equity and inclusion. There is currently no full-time employee (FTE) role that supports LGBTQ+ employees at MIT, hindering the ability of the Institute to move forward in addressing the needs of LGBTQ+ employees, both individually and departmentally. Demand for support on LGBTQ+ topics is currently met through the use of external consultants, such as in running specialized trainings or reviewing policies, or remains unmet. Incoming LGBTQ+-identified employees are often left to find information or community by chance, due to the lack of awareness among current managers of LGBTQ+ community or institutional resources, a process that can be stressful and overwhelming. An FTE devoted to supporting the LGBTQ+ identified employee community would increase awareness of resources and bandwidth for education opportunities, create an identified point person for LGBTQ+ identified employees and partner to the LGBTQ Employee Resource Group and provide a guide for those looking to better their environment through systems and policy changes.

Resources required: Central Human Resources would be the appropriate area for this new position to sit, within the office of Diversity, Equity and Inclusion. This requires allocation of new funding to support a benefits-eligible, exempt FTE role in the DEI job family.

Priority status: High priority; should be achieved within fiscal year 2023

2. Perform an audit of the employee lifecycle for content and actions that exclude and/or communicate a negative bias against LGBTQ+ community members. Once the audit is complete, create a plan to fill gaps and address areas of concern.

Rationale for Recommendation: There are often subtle ways in which it is communicated to LGBTQ+ community members that they are not welcome at MIT. Throughout an employee's lifecycle -- from application documents to hiring practices and procedures to onboarding efforts to performance evaluations to exit interviews -- there are myriad opportunities to send either inclusive or unwelcoming messages. However, to optimize those opportunities, we must identify them. For example, performance evaluations may include gender binary language or assumptions are made regarding the restroom a candidate may use while interviewing. Making small adjustments to documents and common practices can go a long way in helping others feel included, such as making job titles gender inclusive (e.g., Chair of the Corporation instead of Chairman of the Corporation) or reviewing and updating job descriptions to remove gender biased language.

Resources required: Performing an audit of the entire employee lifecycle in regards to practices, procedures and language, is a significant undertaking. It will require dedicated staff time and/or a staff position, such as the position outlined in Recommendation 1 for Human Resources, or other positions for academic units. Due to the decentralized structure of hiring and performance evaluation processes, the recommendation would need to be supported by the Institute's DEI Strategic Action Plan and/or leadership within the academic departments and administrative units.

Priority status: Medium priority; given the dependence on staff resources, this recommendation will need to be sequenced after those resources are secured.

3. Align with hiring process best practices as they relate to LGBTQ+ identities.

Rationale for Recommendation: We highlight hiring in a specific recommendation even though it is part of the employee life cycle because it is a critical piece of creating a diverse and highly-skilled

workforce. Hiring committees should follow best practices established by organizations such as Out & Equal and the Human Rights Campaign (HRC), which include but are not limited to aspects such as having diverse committee membership and engaging in education prior to application review and interviews.

Education prior to the application review and interview process assists in avoiding issues such as inappropriate questions or use of gendered language. Representation also matters. Having members of the LGBTQ+ community and/or allies on a hiring committee can assist in mitigating a negative bias toward LGBTQ+ identified candidates.

Resources required: Hiring managers should be given sufficient time, support and training to fulfill their obligations effectively. This means support resources and individuals must be adequately staffed, through leadership within the academic departments and administrative units, to create consistency across campus.

Priority status: High priority; there are currently initiatives within particular areas – e.g., EVPT – underway to align hiring processes, and hiring is a key component of the forthcoming DEI Strategic Action Plan.

4. Encourage participation in education about engaging and supporting members of the LGBTQ+ community for all MIT community members. A particular emphasis should be placed on employees (staff, postdocs and faculty) who interface with clients and/or students.

Rationale for Recommendation: Microaggressions toward LGBTQ+ community members often occur due to ignorance not maliciousness. Training, such as LGBTQ+ 101, can mitigate actions that lead to LGBTQ+ community members feeling unwelcome or invisible. Education efforts need to be expanded, especially for those in client-facing positions. Furthermore, LGBTQ+ -specific content should be added to existing required training for the community.

Due to high demand, the *LGBTQ+ 101: You Are Welcome Here* staff training is run monthly, co-facilitated by trained, volunteer MIT community members. The inaugural Train-the-Trainer for said volunteers in July 2021 was a partnership between LGBTQ+ Services, Human Resources and the ICEO; moving forward it will run annually in the summer to recruit and train new facilitators. In addition, a workshop out of HR focused on gender inclusivity, *Inclusive Practices for All Genders*, has been running bi-monthly since September 2021.

Resources required: Commitment from leadership to have staff engage with these opportunities is needed, alongside additional resources to support a full expansion of the Train-the-Trainer and increase capacity to provide tailored workshops to requesting DLCs. Dedicated staff time and expertise is required to develop LGBTQ+-specific content and examples for existing required, annual and bi-annual trainings.

Priority status: Medium priority; given the dependence on staff resources, this recommendation will need to be sequenced after those resources are secured.

5. Ensure that the LGBTQ+ experience is represented in trainings and course syllabi.

Rationale for Recommendation: It is important for LGBTQ+ identified community members to see themselves when in a structured learning experience; it is important for those not in the LGBTQ+ community to see realistic and affirming examples of LGBTQ+ individuals and experiences as well. There are many ways that the LGBTQ+ experience can be incorporated into syllabi and trainings, from using inclusive language to examples that feature LGBTQ+ individuals. Best practices, such as those found in successful training initiatives like PLEASURE, can be used as models for evolving curriculum.

Resources required: Many offices and functional areas are stakeholders to trainings and course syllabi,

from the ICEO and various diversity officers and Assistant Deans for DEI to the Teaching and Learning Lab to central Human Resources to various offices within the Division of Student Life, among others. Staff time and expertise in realistic and affirming LGBTQ+ experiences and best practices for LGBTQ+ inclusion is required to audit and update current trainings and course syllabi.

Priority status: Medium priority; cross-functional collaborations such as the Health Promotion Working Group and additional individual DEI roles (such as officers at the department level and the Teaching and Learning Lab's DEI-focused Associate Director) can further this work in the short-term, however, additional staff resources will be needed for comprehensive auditing and updating of trainings and faculty course syllabi.

Collecting & Interpreting Data

- 6. Make available to all community members various, timely options for self-identification and re-identification of gender identity and sexual orientation to inform institutional demographics and support resources.**

Rationale for Recommendation: Currently, almost no information regarding sexual orientation is collected at any point in the employee (staff, faculty, postdoc) life cycle; gender identity information is confined to a binary only. Students may indicate gender identity on their application, but that option does not exist for when they matriculate. Collection of information through self-identification regarding the number of LGBTQ+ identified community members at the institutional level, especially for employees, is inconsistent and, in many cases, nonexistent. Some information has recently been collected in some institutional surveys (for example, since 2018, Institutional Research's standard demographic panel is inclusive of gender options, such as on the Quality of Life Survey administered every two years); however, an expansion of its inclusion is needed in order to better understand the experience of community members from various sexual orientations and gender identities.

The lack of information presents barriers when attempting to enhance services and support for LGBTQ+ identified employees and inhibits the ability to know whether or not LGBTQ+ community members are well represented in the MIT community. As important as collecting information is, how the information is stored and used is even more critical: vulnerable populations cannot be made more vulnerable inadvertently through data storage and/or use. Information about how the data will be stored and used should prioritize privacy of the individual, be thoughtfully determined with input from the community and clearly communicated to both current employees and prospective applicants when it is collected.

Resources required: A team in central Human Resources has developed a set of recommendations to update MIT systems and processes to be more affirming, but in order to fully realize the impact of the recommendations, resources must be allocated to project management and implementation among key Institute stakeholders. HR, IS&T, the Office of the Vice Chancellor, Institutional Research and others will need to allocate and re-prioritize staff time to the phased implementation.

Priority status: High priority; because the recommendations have been developed and set forward, implementation could begin within calendar year 2022

- 7. Create and share best practices for inclusive language in survey questions**

Rationale for Recommendation: Language is important, especially in surveys. While not all surveys are conducted by Institutional Research, IR should continue its practice of consultation with field experts regarding use of inclusive language for underrepresented groups in existing and new institutional surveys. This includes language used for survey questions, as well as help text and information about how data will be used and reported on from the surveys in associated

documentation. Those conducting surveys outside of IR should consult with IR and/or have an established expert outside of MIT review their survey. MIT should also disengage from external surveys that are not inclusive of the LGBTQ+ experience.

Resources required: The process that IR and others employ in reviewing survey language for social identity groups, especially the LGBTQ+ experience, should be shared in a way that is publicly accessible. Additional guidance could be added to survey reports, where they can explicate process information, and in the publication of a survey guidelines document that would share LGBTQ+ best practices and inclusive language. Developing new content and sharing procedures requires dedicated staff time.

Priority status: High priority; within fiscal year 2022-2023, as this is a continuation and expansion of established practices within IR.

- 8. Explicitly state limitations and the interpretative processes of any third party generated reports. As much access as possible should be offered to the data, and where not possible should be explicitly explained.**

Rationale for Recommendation: Data interpretation and collection has bias. Transparency regarding the interpretation and collection process can assist in building trust and identifying biases inherent to the process. This becomes even more important when working with potentially small groups, such as those who identify as gender non-binary.

Resources required: Given the decentralized nature of data collection on campus, this recommended practice should be communicated to Departments, Labs and Centers from leadership.

Priority status: Lower priority; this requires coordination among many decentralized areas and third parties across campus.

Creating a Welcoming Space

- 9. Provide resources and high-level advocacy for a group that is charged with expanding all-gender restrooms on campus to include multi-stall restrooms as well as ensuring all signage for single-stall restrooms has been updated.**

Rationale for Recommendation: There was a previous ad-hoc effort regarding all-gender restrooms that resulted in four multi-stall restrooms on campus being identified as all-gender restrooms. Motivated by early drafts of this document, the group was reestablished by the ICEO as the All-Gender Restroom Working Group with inclusive membership in August 2021. The group has focused on the expansion of all-gender restrooms on campus and facilitating access to an accurate listing of all-gender restroom options.

Resources required: Continued support through additional resources and championing, as a key staff advocate left the Institution and a large-scale Campus Inclusive Restroom Study will be kicking off in April 2022 that requires multi-stakeholder engagement.

Priority status: High priority; significantly impacts the on-campus experience of trans and non-binary community members; initiative is underway.

- 10. Ensure all future buildings and renovations of current buildings include all-gender restrooms, inclusive of multiple stall designs.**

Rationale for Recommendation: A policy regarding future building projects should be adopted and a design metric should be set in terms of distance for someone to walk from their workspace to a

restroom. It should not be difficult for employees to access facilities for their biological needs.

Resources required: The ICEO and Office of Campus Planning should be supported in their effort to conduct an Inclusive Restroom Study in the Spring 2022 term that will result in a recommended restroom program and set of more inclusive design guidelines. The All-Gender Restroom Working Group, in partnership with others, should then use the information from the study to garner support from MIT to update the code of the Massachusetts Plumber and Gasfitter Examiners Association, an effort already initiated by the GSC.

Priority status: High priority; significantly impacts the on-campus experience of trans and non-binary community members; initiative is underway.

11. Analyze the physical spaces of DLCs and student residences to determine barriers to inclusivity and belonging for community members, including LGBTQ+ community members, and eliminate the barriers. This analysis should be incorporated into the processes of accountable bodies.

Rationale for Recommendation: Physical spaces can be exclusive and unwelcoming to historically underrepresented groups; even physical spaces that include inclusive aspects can be underutilized or the value misunderstood. The markers of exclusion in these spaces might not be obvious to those untrained or lacking the lived experience, but they are real and have an impact on community members. A comprehensive identification process would help establish a standard for welcoming spaces, and a point of reference for those seeking guidance in their own audits. Space analyses could be incorporated into the Visiting Committee review process and in the space allocation request process. The audits can then be used to prioritize capital improvements and ensure that work to make the physical environment more inclusive is occurring in the appropriate order.

Resources required: Due to the decentralized responsibility for spaces on campus, the recommendation would need to be supported by the Institute's DEI Strategic Action Plan and/or leadership within the academic departments and administrative units. The Implementation Team of the DEI Strategic Action Plan could create and establish an audit process and standard, in anticipation of physical space audits being a tool of the plan.

Priority status: Medium priority; this recommendation will need to be sequenced after the above initiatives and resources are secured.

12. Increase the profile and resourcing of spaces and the offices that host the spaces that are specifically welcoming of LGBTQ+ community members.

Rationale for Recommendation: The report from Switchback Consulting surfaced that LGBTQ+ identified community members are not always aware of the spaces and specific services available to them. Recommendations above, such as recommendation 1 for dedicated staff and the analysis put forth in recommendation 11 could assist in understanding the issue more comprehensively and moving towards possible solutions. Additionally, resourcing spaces that are LGBTQ+-centering – such as the Cheney Room and Rainbow Lounge – and adding spaces sends a message that those members of our community are not invisible but worthy of support and investment.

Resources required: Adequately resourcing – such as fully funding LGBTQ+ Services through reliable GIB allocation— enables staff and programming to raise the profile of affirming and community-building spaces. This also requires expertise in best practices of LGBTQ+ inclusion for staff, students and faculty; and expertise in communications.

Priority status: High priority; fully funding LGBTQ+-focused resources ensures the expansion and reach of those services.

13. Ensure that systems for all community members allow for chosen name to appear on MIT ID cards, course rosters, diplomas and other official documentation in a centralized process that minimizes the number of needed interactions to make the change.

Rationale for Recommendation: The use of deadnames can cause varying degrees of harm; the inability to use a chosen name consistently is not inclusive of LGBTQ+ community members. Current systems frequently do not allow for use of a chosen (sometimes called “preferred”) name and those looking to use their chosen name often need to visit multiple offices in order to have the name used consistently. The creation of an easily accessed centralized process will reduce stress and harm, while also providing a point of contact should anything within the system go wrong.

Resources required: A team in central Human Resources has developed a set of recommendations to update MIT systems and processes to be more affirming, but in order to fully realize the impact of the recommendations, resources must be allocated to project management and implementation among key Institute stakeholders. HR, IS&T, the Office of the Vice Chancellor, Institutional Research and others will need to allocate and re-prioritize staff time to the phased implementation. (See Recommendations 6 and 14.)

Priority status: High priority; because the recommendations have been developed and set forward, implementation could begin within fiscal year 2022-2023

14. Ensure that systems allow for a person’s correct pronouns to be used in communications with (e.g., mass mailings) or about (e.g., course rosters, inclusion on gender-specific mailing lists) them. Pronoun disclosure should be voluntary and via an easily accessible and editable platform.

Rationale for Recommendation: Some offices and individuals currently request pronouns; however, the information is not always used and some current systems require that a person disclose their pronouns multiple times. A system that centrally allows a person to share their pronouns and have that information populated into other systems seamlessly reduces harm and stress. It should be clear to anyone inputting and accessing information into the system how the information is to be used and what steps are available to take if the information is inappropriately and/or incorrectly used.

Resources required: A team in central Human Resources has developed a set of recommendations to update MIT systems and processes to be more affirming, but in order to fully realize the impact of the recommendations, resources must be allocated to project management and implementation among key Institute stakeholders. HR, IS&T, the Office of the Vice Chancellor, Institutional Research and others will need to allocate and re-prioritize staff time to the phased implementation. (See Recommendations 6 and 13 above.)

Priority status: High priority; because the recommendations have been developed and set forward, implementation could begin within fiscal year 2022-2023